

ATHLETIC TRAINING EDUCATION PROGRAM  
SELF-STUDY  
**Cover Sheet**

<i>Name of Program:</i> Post Professional Athletic Training Program	
<i>Sponsoring Institution:</i> Indiana State University	
<i>College/School:</i> College of Nursing, Health, and Human Services	
<i>Department/Division:</i> Applied Medicine and Rehabilitation	
<i>Address:</i> 567 North 5 <sup>th</sup> Street, Sycamore Center for Wellness and Applied Medicine	
<i>City:</i> Terre Haute	
<i>State:</i> Indiana	<i>Zip Code:</i> 47809
<i>Program Director (Name &amp; Credentials):</i> Lindsey Eberman, PhD, ATC	
<i>Phone:</i> 812-237- 7694	<i>Fax:</i> 812-237-3615
<i>E-mail:</i> lindsey.eberman@indstate.edu	
<i>Department Chair (Name &amp; Credentials):</i> Leamor Kahanov, EdD, ATC	
<i>Phone:</i> 812-237-4554	<i>Fax:</i> 812-237-3615
<i>E-mail:</i> leamor.kahanov@indstate.edu	
<p>Attach this completed cover page to the Self-Study Report and forward to:</p> <p>NATA Post-Professional Education Review Committee</p> <p>Brigham Young University</p> <p>276 SFH</p> <p>Provo, UT 84602</p> <p>Voice: 801-422-3181 Fax: 801-422-0555</p> <p>e-mail: nataec@byu.edu</p>	

## Request Review and Evaluation



*Office of the President  
and the Provost*

*Terre Haute, Indiana 47809  
812-237-4000  
Fax 812-237-7948*

March 28, 2012

Dr. Bonnie Van Lunen, Chair  
Post Professional Education Review Committee  
Old Dominion University  
Department of ESPER  
Student Recreation Center, RM 2003A  
Norfolk, VA 23529

Dear Dr. Van Lunen:

On behalf of the Indiana State University NATA Post Professional Athletic Training Education Program, I would like to request an accreditation review and evaluation by the NATA Post Professional Education Review Committee. We look forward to your review and evaluation.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Jack Maynard', is written over a horizontal line.

C. Jack Maynard  
Provost and Vice President for Academic Affairs

CJM/kc

cc: Dean Williams  
Chairperson Kahanov  
Susan Powers

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## **Introduction**

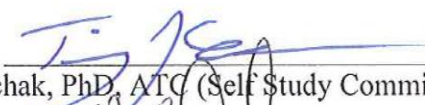
Indiana State University provides a Master of Science degree in Athletic Training in 37 credits over 4 traditional semesters. We provide 19 assistantships with stipends of \$9150 and tuition support up to \$23,125. We can boast maximum enrollment, with additional students without assistantships and a graduation rate of 80% ( $n=24/30$ ; avg time to completion  $=22.4\pm4.5$  months). Support for enrollment has increased 24% since our last self study. Current students and alumni have 29 published manuscripts/abstracts and/or presentations since 2009.

NATA's Post-Professional Education Review Committee (PPRC) conducted a site visit of Indiana State University's program in Fall of 2009 when the program was under the supervision of Dr. Tim Demchak. The PPRC placed the program on provisional accreditation for a period of three years. The program faculty completed and submitted a rejoinder in response to the committee's concerns in Spring of 2010. During that time, Dr. Susan Yeargin assumed the responsibilities of Program Director (PD). Curricular changes were warranted and we followed institutional procedures to make the necessary revisions, which were approved in Spring 2010 and then implemented in Fall 2010. Students graduating in 2011 were therefore completing the previous curriculum. Graduates of the Class of 2012 will be the first to complete the new curriculum.

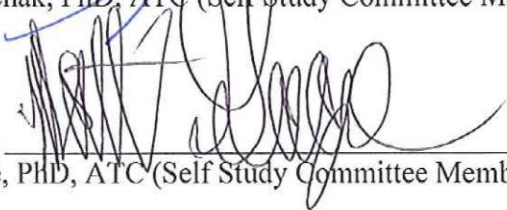
The Self Study Plan of Action began in February 2012. The committee members included: Dr. Susan Yeargin (outgoing PD), Dr. Lindsey Eberman (incoming PD), Dr. Leamor Kahanov (Department Chair), Dr. Tim Demchak (Past PD), Dr. Cat Paterson, Dr. Matt Gage, and Amber Northam. These members constitute the Athletic Training discipline subcommittee within the Department of Applied Medicine and Rehabilitation. Drs. Yeargin, Eberman and Kahanov collaborated to amalgamate data provided by all the members during the Spring 2012 semester.

As per ISU Policy, we submitted the Self Study document for administrative review in May of 2012. At various locations in the process, administration made small revisions and suggestions which we complied with under the supervision of the new PD, Lindsey Eberman. We anticipate a site visit in Spring 2013.

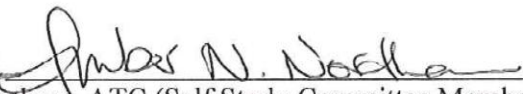
Signature Page

Signature:   
Tim Demchak, PhD, ATC (Self Study Committee Member)


Date: 5/1/2012

Signature:   
Matt Gage, PhD, ATC (Self Study Committee Member)

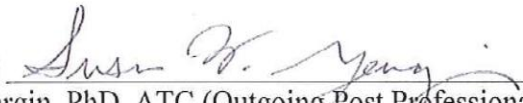
Date: 5/8/2012

Signature:   
Amber Northam, ATC (Self Study Committee Member)

Date: 5/4/2012

Signature:   
Cat Paterson, PhD, ATC (Self Study Committee Member)


Date: 5/1/2012

Signature:   
Susan Yeargin, PhD, ATC (Outgoing Post Professional Athletic Training Program Director)


Date: 5/2/2012

Signature:   
Lindsey Eberman, PhD, ATC (Incoming Post Professional Athletic Training Program Director)

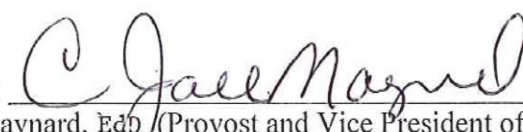
Date: 5/1/2012

Signature:   
Leamor Kahanov, EdD, ATC (Applied Medicine and Rehabilitation Department Chair)

Date: 5/12/12

Signature:   
Richard Williams, PhD, ATC (College of Nursing, health, and Human Services Dean)

Date: 5/16/12

Signature:   
C. Jack Maynard, EdD (Provost and Vice President of Academic Affairs)

Date: 8-16-12

## **GRADUATE ATHLETIC TRAINING EDUCATION PROGRAM**

### **INSTITUTIONAL DATA FORM**

#### **1. Official name of program and sponsoring institution**

Name of Program: NATA Post Professional Athletic Training Program

Institution: Indiana State University

Address: 567 North 5<sup>th</sup>. Street

Sycamore Center for Wellness and Applied Medicine and Rehabilitation

City: Terre Haute State: Indiana Zip Code: 47809

#### **2. Chief Academic Officer of sponsoring institution**

Name: Jack Maynard Title: Provost Credentials: EdD

Address: 200 7<sup>th</sup> Street, Rankin Hall

City: Terre Haute State: Indiana Zip Code: 47809

Telephone: 812-237-2304 Fax: 812-237-3607

E-mail: [jack.maynard@indstate.edu](mailto:jack.maynard@indstate.edu)

#### **3. Dean of college where program is housed**

Name: Richard B. Williams Title: Dean, College of Nursing, Health, and Human Services

Credentials: PhD, ATC

Address: Nursing Building Rm 412

City: Terre Haute State: Indiana Zip Code: 47809

Telephone 812-237-3683 Fax

E-mail: [biff.williams@indstate.edu](mailto:biff.williams@indstate.edu)

#### **4. Institutional accreditation:**

Regional Accrediting Body Name: North Central Association of Colleges and Secondary Schools

Date of Last Accreditation July 2010

#### **5. Is the sponsoring institution legally authorized under applicable state law to provide post secondary education?**

☒ Yes ☐ No ☐ No applicable State Law

#### **6. Where does the institution publish information on tuition rates and refunds?**

☒ General bulletin or catalog  
☐ Individual program bulletin or brochure  
☒ As a separate document  
☐ Does not publish this information

#### **7. Does the institution have a student grievance policy?**

☒ Yes ☐ No

**8. Students in the graduate programs have unrestricted access to which of the following library resources?**

- ☒ University/college/school library  
☐ Academic/medical library  
☒ Program/department library  
☒ Interlibrary loan  
☐ Hospital library

**9. Who maintains official student records, and for how long?**

- ☒ Institutional Registrar/Office of Student Records: indefinitely  
☒ Allied Health Dean's/Director's Office: 5 years after departure  
☒ Program/Department: Office 7 years  
☐ Other (specify) \_\_\_\_\_

**10. Specify the following:**

- a) Length of graduate program in terms  
    In semesters, quarters (specify which) 4 semesters  
    In credit hours 37
- b) Estimated average number of entering (first year) students the program could accommodate ~12
- c) Actual average number of entering (first year) students per year over the last five years ~10
- d) Total number of assistantships/fellowships 19
- e) If applicable-the monetary values of an stipend for an assistantship/fellowship \$9,150
- f) If applicable-the monetary value for tuition assistance \$23,125
- g) Documentation of any other financial incentives for assistantship/fellowships, i.e., books, travel reimbursement: Indiana or Illinois Licensure Reimbursement and CPR Recertification
- h) Terms (fall, winter, spring, summer) in which entering (first year) students are admitted Summer II
- i) Total number of students currently enrolled in graduate program 20
- j) Degree awarded Master of Science in Athletic Training
- k) Tuition and fees resident: \$366 per credit  
    non-resident: \$719 per credit



**11. List of presently enrolled students, year in program, certification number/date, and other responsibilities (e.g., clinical, research, teaching administrative).**

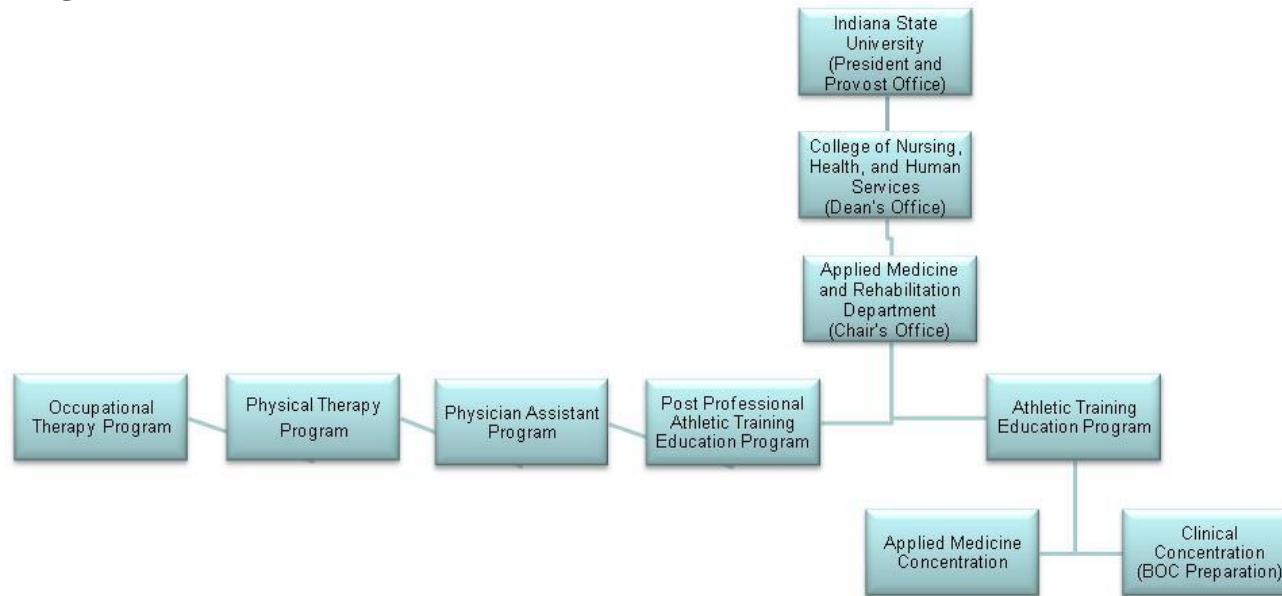
**Students Enrolled for the 2011-2012 Academic Year**

<b>Graduate Student</b>	<b>Year in Program</b>	<b>Certification Number</b>	<b>Responsibilities</b>
[REDACTED]	2	[REDACTED]	Clinical- ISU
[REDACTED]	2	[REDACTED]	Clinical- High School
[REDACTED]	2	[REDACTED]	Clinical- ISU
[REDACTED]	2	[REDACTED]	Clinical- ISU
[REDACTED]	2	[REDACTED]	Clinical- Rehabilitation Teaching
[REDACTED]	2	[REDACTED]	Clinical- ISU
[REDACTED]	2	[REDACTED]	Clinical- High School
[REDACTED]	2	[REDACTED]	Clinical- High School
[REDACTED]	2	[REDACTED]	Clinical- High School
[REDACTED]	2	[REDACTED]	Assistant AT- Clinical Outreach (non-GA)
[REDACTED]	2	[REDACTED]	Clinical- High School
[REDACTED]	1	[REDACTED]	Clinical- Rehabilitation Teaching
[REDACTED]	1	[REDACTED]	Clinical- ISU
[REDACTED]	1	[REDACTED]	Assistant AT- RHIT (non-GA)
[REDACTED]	1	[REDACTED]	Clinical- High School
[REDACTED]	1	[REDACTED]	NA
[REDACTED]	1	[REDACTED]	Clinical- ISU
[REDACTED]	1	[REDACTED]	Clinical- ISU
[REDACTED]	1	[REDACTED]	Clinical- ISU
[REDACTED]	1	[REDACTED]	Clinical- High School

**Students Enrolled for the 2012-2013 Academic Year**

<b>Graduate Student</b>	<b>Year in Program</b>	<b>Certification Number</b>	<b>Responsibilities</b>
[REDACTED]	2	[REDACTED]	Clinical- Rehabilitation Teaching
[REDACTED]	2	[REDACTED]	Clinical- ISU
[REDACTED]	2	[REDACTED]	Assistant AT- RHIT (non-GA)
[REDACTED]	2	[REDACTED]	Clinical- High School
[REDACTED]	2	[REDACTED]	Clinical- ISU
[REDACTED]	2	[REDACTED]	Clinical- ISU
[REDACTED]	2	[REDACTED]	Clinical- ISU
[REDACTED]	2	[REDACTED]	Clinical- High School
[REDACTED]	1	[REDACTED]	Clinical- High School
[REDACTED]	1	[REDACTED]	Clinical- ISU
[REDACTED]	1	[REDACTED]	Clinical- Rehabilitation Teaching
[REDACTED]	1	[REDACTED]	Clinical- High School
[REDACTED]	1	[REDACTED]	Clinical- High School
[REDACTED]	1	[REDACTED]	Clinical- High School
[REDACTED]	1	[REDACTED]	Clinical- ISU
[REDACTED]	1	[REDACTED]	Clinical- ISU
[REDACTED]	1	[REDACTED]	Clinical- ISU
[REDACTED]	1	[REDACTED]	Clinical- ISU
[REDACTED]	1	[REDACTED]	Clinical- High School
[REDACTED]	1	[REDACTED]	Clinical- High School

**12. Include an institutional organizational chart(s) showing relationship between the Graduate Athletic Training Education Program and the institution.**



## **Executive Summary**

Indiana State University's PP-ATEP has a long standing history of excellence in Athletic Training. As the profession has evolved over the years, we have worked to create a program that has adapted with the new age of medicine and to produce leaders in scholarly practice. Our program strengths include our foci on evidence based medicine and clinical teaching, the facilitation of professional growth through clinical course work, and the production of scholarship in the profession. We have incorporated evidence based medicine into almost all courses and our summary data suggests that this is a successful outcome according to students. The review of syllabi and course assignments suggests the outcomes are well understood by faculty and that we are able to provide activities to help students learn, understand, and apply these concepts.

Clinical and didactic teaching are woven throughout the curriculum beginning with the AT Educator course. This provides students the framework for clinical supervision, but also focuses on teaching outside the traditional sense. Students are encouraged to apply each strategy to their peers, patients, coaches, and supervisors to achieve their necessary outcomes. Peer teaching is common throughout courses and provides a place for practicing instruction to others. Once students have established a framework, they begin the supervision of undergraduate students, while being mentored by supervisors and more experienced clinical instructors. We believe this graduated process allows students to become more comfortable with themselves as clinicians while teaching them to foster educational relationships with students.

In recent years we have incorporated the clinical education courses. Much like the graduated process to develop clinical teachers, the clinical education courses provide a public forum for group thinking, common among millennial students. Discussion and presentation of challenges in the clinical setting allows students to feel as if they are not alone and provides varied perspectives on solving problems. Students reflect on the discussions weekly, which also gives faculty insight into what students take from the conversations (which may not always be what we take away). These insights can help to provide a safe but autonomous learning environment for graduate assistants.

We have worked to establish a more structured process for thesis and research project completion. We believe this process is helpful, but have only one year of evidence to support faster completion. The research contracts between faculty and students has created shared responsibility in the process and provides accountability criteria for both faculty and students. In addition to projects and theses, we are seeing students engage in additional research. Students are publishing work from course assignments including position pieces and case reports. We

believe this commitment to research is a sign that students appreciate the principles of scholarship and life-long learning.

After review of the program, we believe we have areas needing improvement. We would like to better conceptualize the definition of leadership. Although implicit in most of what we do (leadership through teaching, scholarship, and the use of evidence in practice), we believe we need to incorporate the POD more explicitly in courses beyond administration. Students need tangible experiences and activities with overt outcomes related to leadership.

We are considering the addition of Interprofessional Education (IPE) to our PODs. AMR and the College are actively engaged in IPE activities, so the addition would formalize what we already do. Particularly with the implications of health care reform and the focus on health care teams, we believe this is something we should promote explicitly through a POD designation.

We would also like to increase funding for students, particularly for stipends to match other competitive programs throughout the country. Cost of living in Terre Haute is reasonable, but our experience suggest that recent graduates may not differentiate between assistantships using this criteria.

At present, we have made significant progress in developing our program. Students are embodying our outcomes, reporting their satisfaction and being productive citizens of the profession upon completion. We have identified areas for improvement and are ever evolving to meet the needs of our current and potential students.

## Mission Statement

### B. Mission Statement

**The programs written mission statement must be congruent with the missions of the university, college, and department in which the program is housed and consistent with the principles and philosophy outlined earlier in this document (Section II)**

#### Indiana State University Mission Statement

*Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.*

#### The College of Nursing, Health, and Human Services (CNHHS) Mission Statement

*The College is dedicated to fostering student excellence and developing productive citizens who function as skilled professionals. Further, we champion teaching, research, creative activities, community involvement through health initiatives, and life-long learning.*

#### The Department of Applied Medicine and Rehabilitation (AMR) Mission Statement

*The mission of Department of Applied Medicine and Rehabilitation is to provide excellence in interprofessional preparation/practice of collaborative healthcare and wellness. The department supports the development of productive citizens through mentorship in the quest for new knowledge and research, community engagement, clinical experience, service learning, and progressive comprehensive health care.*

#### Post-Professional Athletic Training Education Program (PP-ATEP) Mission Statement:

*The mission of our post-professional Masters athletic training education program is to expand critical thinking and clinical reasoning in applied and experiential, knowledge through evidence based medicine. Our program develops scholarly clinicians and mentors through interprofessional education, research, community engagement and clinical experiences.*

Indiana State University (ISU) has a strong tradition of preparing well-qualified health care professionals. Likewise, the PP-ATEP reflects the ISU, CNHHS and AMR missions with shared core values of scholarship, community engagement and experiential learning. Our program is congruent with the other missions as we address “scholarship,” “community,” “learning,” and “productive citizens” through numerous activities and our Points of Distinction (POD).

The AMR department and PP-ATEP have integrated interprofessional education into both didactic and clinical portions of this program with numerous collaborative activities that also embody community engagement, experiential learning and scholarship. Further, ISU is a partner in the Rural Health Innovation Collaborative, a partnership of education, health care, local government and economic development entities dedicated to building on Terre Haute's reputation for innovation in preparing health care professionals to meet the unique needs of rural America.

## Goals and Objectives

**C. Programs will differ as they develop around unique institutional philosophies, resources, and faculty strengths. Programs must:**

**C. 1. Identify specific points of distinctiveness related to the faculty; academic courses; and the program's clinical, administrative, teaching, and/or research components.**

The ISU PP-ATEP has three points of distinctiveness (POD): evidence based medicine, education, and leadership. We aim to meet three PODs through curricular, research and clinical experiences. Below is a matrix indicating where the PODs are met in the curriculum.

Courses	Points of Distinctiveness		
	Evidence Based Medicine	Athletic Training Education	Leadership
ATTR 655 Clinical Experience in AT I	X	X	X
ATTR 691 Research Methods	X	X	
ATTR 625 Athletic Trainer Educator		X	X
ATTR 660 Environmental Illnesses	X	X	X
ATTR 661 Evidence Based Rehabilitation of the Kinetic Chain	X	X	
ATTR 675 Therapeutic Modalities	X	X	X
ATTR 656 Clinical Experience in AT II	X	X	X
ATTR 626 Administration and Leadership		X	X
Statistics	X		
ATTR 699 Thesis or ATTR 698 Research Project	X	X	X
ATTR 662 Evidence Based Diagnosis of Injuries	X	X	
ATTR 676 Manual Therapy	X	X	

**Evidence Based Medicine:** Each course emphasizes information seeking behavior, the interpretation of literature, and the application of sound clinical practices. Students acquire content knowledge within the didactic courses and are encouraged to discuss integration into practice in the clinical education courses. In addition, several students engage in research to provide evidence to support our profession's clinical practice.

**Education:** In the first semester, students enroll in the AT Educator course. This provides them with a theoretical foundation for patient and student education. Further in the curriculum, faculty integrate both practitioner learning and the concepts of how best to teach patients/students the same skills. As students progress in the program, they acquire more clinical supervisory responsibility, but under the mentorship of seasoned clinical instructors (with a formal mentorship agreement). In addition, several students engage in research regarding and surrounding the education of athletic training students and other health care professionals.

**Leadership:** The leadership POD incorporates the skills acquired within the evidence based medicine and education PODs, in that students are taught to lead by example, educating others, and persuasion to practice soundly. The practical application of leadership strategies are discussed in the clinical education courses.

We have further organized the PODs into student learning outcomes:

**Objective 1. Evidence Based Medicine**

The graduate student will become a competent evidence based medicine clinician

*SLO 1.1 Clinical Application*

The student will communicate the ability to apply evidence-based medicine to their clinical practice

*SLO 1.2 Literature Review*

The student will demonstrate the ability to find and interpret literature within their area of research

*SLO 1.3 Environmental Illnesses*

The student will demonstrate the ability to grade research and apply research in the prevention, recognition, and treatment of environmental illnesses

*SLO 1.4 Rehabilitation*

The student will demonstrate the ability to grade research and apply research in the rehabilitation of orthopedic injuries

*SLO 1.5 Modalities*

The student will demonstrate the ability to grade research and apply research in the use and application of modalities

*SLO 1.6 Diagnostics*

The student will demonstrate the ability to grade research and apply research in the use and application of diagnostics and preventive techniques of injuries

*SLO 1.7 Manual Therapy*

The student will demonstrate the ability to grade research and apply research in the use and application of manual therapy

**Objective 2. Education**

The graduate student will become a competent educator of patients, students, administrators, and other clinicians

*SLO 2.1 Student Education*

The student will demonstrate effective education of a student

*SLO 2.2 Peer Education*

The student will demonstrate effective education of a peer

*SLO 2.3 Patient Education*

The student will demonstrate effective education of a patient

*SLO 2.4 Administrator Education*

The student will demonstrate effective education of an administrator

*SLO 2.5 Didactic Education*

The student will demonstrate effective education in a didactic setting

*SLO 2.6 Clinical Education*

The student will demonstrate effective education in a clinical setting



**Objective 3. Leadership**

The graduate student will become a competent leader through clinical practice, education, administration, and research

***SLO 3.1 Clinical Practice***

The student will demonstrate leadership in clinical practice

***SLO 3.2 Education***

The student will demonstrate leadership in education

***SLO 3.3 Administration***

The student will demonstrate leadership in administration

***SLO 3.4 Research***

The student will demonstrate leadership in research

**C. 2. State specific long and short-term goals and objectives related to the program's points of distinctiveness or uniqueness. Goals and objectives must also address the following issues:**

**a. Increase students' depth and breadth of understanding of athletic training subject matter areas and skills beyond those required of the entry-level certified athletic trainer, and/or develop**

**areas new to athletic training. The following documents can be consulted to define the education and practice of an entry level athletic trainer.**

**(1) Athletic Training Educational Competencies**

**(2) Athletic Training Clinical Proficiencies**

**(3) NATA-BOC Role Delineation (see [www.nataboc.org](http://www.nataboc.org))**

**b. Enhance students' critical thinking so that they have a thorough knowledge of the assumptions of the discipline and an understanding of viable alternative assumptions.**

**c. Develop student's understanding of the theoretical bases of athletic training knowledge and skills.**

**d. Expand students' ability to discover and develop new knowledge, and to enhance their desire to continue scholarly growth.**

**e. Provide students' advanced knowledges and skills to prepare them for leadership roles in athletic training.**

**f. Instill responsibility within students to serve the profession and their communities.**

**3. Provide a plan for meeting program goals and objectives.**

**4. Provide evidence that the programs stated goals and objectives have and/or are being met.**

**Short Term Goals for each POD including the goal and assessment plan.**

<b>POD</b>	<b>Goal</b>	<b>Assessment Plan</b>	<b>Assignment</b>
1. Evidence Based Medicine: The graduate student will become a competent evidence based medicine clinician.	<p>The student will demonstrate the ability to find and interpret literature in the following areas:</p> <ul style="list-style-type: none"> <li>• Thesis/Research Project</li> <li>• Environmental Illnesses</li> <li>• Diagnostics</li> <li>• Modalities</li> <li>• Rehabilitation</li> <li>• Manual Therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Exit Survey</li> <li>• Course Assignments in: ATTR 655/656</li> </ul> <p>ATTR 698/699</p> <p>ATTR 660</p> <p>ATTR 662</p> <p>ATTR 675</p> <p>ATTR 661</p> <p>ATTR 676</p>	<ul style="list-style-type: none"> <li>- Lead/Participate in Journal Club Discussion</li> <li>- Reflect on Journal Club Discussion</li> <li>- Thesis/Research Project Proposal, Defense, Manuscript</li> <li>- Quizzes, tests, and movie assignments</li> <li>- Quizzes</li> <li>- Research Article Leader</li> <li>- Hands on Lecture</li> <li>- Myotome/Dermatome/CN Project or Youth Tips Article</li> <li>- Reflective Journals/Discussion</li> <li>- Case Study</li> <li>- Critical Abstracts</li> <li>- Position Paper</li> <li>- Exams</li> <li>- Evidence Based Article Presentations and Summaries</li> <li>- Tests</li> <li>- Research Project</li> <li>- Written and Practical Exams</li> </ul>

			- Case Presentation
	<p>The student will demonstrate the ability to apply evidence based medicine in clinical practice in the following areas:</p> <ul style="list-style-type: none"> <li>• Thesis/Research Project</li> <li>• Environmental Illnesses</li> <li>• Diagnostics</li> <li>• Modalities</li> <li>• Rehabilitation</li> <li>• Manual Therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Exit Survey</li> <li>• Clinical Evaluations</li> </ul>	
2. Education: The graduate student will become a competent educator.	<p>The student will demonstrate effectiveness in educating the following:</p> <ul style="list-style-type: none"> <li>• Students in the clinical setting</li> <li>• Students in the didactic setting</li> <li>• Patients</li> <li>• Administrators</li> <li>• Peers</li> <li>• Other Health Care Providers</li> </ul>	<ul style="list-style-type: none"> <li>• Exit Survey</li> <li>• ACI/CI Evaluations</li> <li>• Course Assignments in: <ul style="list-style-type: none"> <li>ATTR 625</li> <li>ATTR 655/656</li> <li>ATTR 698/699</li> <li>ATTR 660</li> <li>ATTR 662</li> <li>ATTR 675</li> <li>ATTR 661</li> <li>ATTR 676</li> <li>ATTR 626</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Teaching Presentations</li> <li>- Educational Memoirs</li> <li>- Educational Handouts</li> <li>- Exams</li> <li>- Discussion</li> <li>- Teaching Assistant Evaluation</li> <li>- Thesis/Research Project Proposal and Defense Presentation</li> <li>- Policy Presentation</li> <li>- Research Article Leader</li> <li>- Hands on Lecture</li> <li>- Case Study/Position Paper Presentation</li> <li>- Article Presentation</li> <li>- Research Project Presentation</li> <li>- Class Presentation</li> </ul>

			- Presentation
3. Leadership: The graduate student will become a competent leader.	<p>The student will demonstrate the ability to lead in the following areas:</p> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Education</li> <li>• Administration</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Exit Survey</li> <li>• Clinical Evaluations</li> <li>• ACI/CI Evaluations</li> <li>• Course Assignments in: ATTR 626</li> </ul> <p>ATTR 655/656</p> <p>ATTR 660 ATTR 675</p>	<ul style="list-style-type: none"> <li>- Case Study/Policy Creation</li> <li>- Organizational Project</li> <li>- Outcome Measurement Assignment</li> <li>- Business Plan</li> <li>- Presentation</li> <li>- Lead Journal Club Discussion</li> <li>- Reflect on Journal Club Discussion</li> <li>- Policy Statement</li> <li>- Position Paper</li> </ul>

### Timeline

Exit Surveys are completed when students complete the program and are amalgamated every 24 months.

Clinical Evaluations are completed once per semester.

ACI/CI Evaluations are completed twice per semester and are amalgamated every 24 months.

Course Assignments are evaluated upon due dates, as deemed by each instructor.

**Long Term Goals for each POD including the goal and assessment plan.**

<b>POD</b>	<b>Goal</b>	<b>Assessment Plan</b>
1. Evidence Based Medicine: The alumnus will be a competent evidence based medicine clinician.	The alumnus will find and interpret literature.	<ul style="list-style-type: none"> <li>• Alumni Survey</li> <li>• Employer Survey</li> </ul>
	The alumnus will apply evidence based medicine in clinical practice.	<ul style="list-style-type: none"> <li>• Alumni Survey</li> <li>• Employer Survey</li> </ul>
2. Education: The alumnus will be a competent educator.	The alumnus will be effective at educating the following: <ul style="list-style-type: none"> <li>• Students in the clinical setting</li> <li>• Students in the didactic setting</li> <li>• Patients</li> <li>• Administrators</li> <li>• Peers</li> <li>• Other Health Care Providers</li> </ul>	<ul style="list-style-type: none"> <li>• Alumni Survey</li> <li>• Employer Survey</li> </ul>
3. Leadership: The alumnus will be a competent leader.	The student will lead in the following areas: <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Education</li> <li>• Administration</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Alumni Survey</li> <li>• Employer Survey</li> </ul>

**Timeline**

Alumni Surveys are distributed within one year and three years after completion of the program. Data are amalgamated every 3 years. Employer Surveys are distributed within six and eighteen months after completion of the program. Data are amalgamated every 3 years.

## **Degree Designation**

**D. Athletic Training has a unique body of knowledge and, therefore, should be treated as a discipline. The institution is strongly encouraged to grant a Masters degree in Athletic Training; however, degrees in related disciplines approved by the institution will be accepted.**

Indiana State University awards a Master of Science in Athletic Training degree. We have provided an example of a transcript in [Appendix A](#) reflecting the new curriculum. Students receive a diploma indicating the degree designation.

## **Transcript Recognition**

**E. The name “Athletic Training” should appear on the transcript as the major, specialization, concentration, emphasis, or track.**

Indiana State University awards a Master of Science in Athletic Training degree. We have provided an example of a transcript in [Appendix A](#) reflecting the new curriculum.

## **Personnel**

### **F.1. Administrative Personnel**

- a. The dean and department/division head must accept the administrative responsibility of providing appropriate resources for the program.**

Dean, Richard B. Williams PhD, ATC and Chairperson, Leamor Kahanov EdD, ATC accept full administrative responsibility and provide adequate resources for the program. Dean Williams has consistently provided resources through mentorship and monetary means. See F.2.b

The Chair, Dean, Provost and President fully support the PP-ATEP. Both the Chair and Dean are certified athletic trainers and have supported a robust, doctorally-trained faculty of Athletic Trainers. The entire administration has supported the expansion of the AMR department into a newly renovated building, increased capital expenditures and institutional supported graduate assistantships.

The Dean and Chairperson have demonstrated support in obtaining stipends and tuition waivers from the institution in the amount of \$363,816.00 to support graduate assistantships. In addition, the administration provides feedback for accreditation and is proactive with curricular or programmatic changes. See Section K for additional monetary resources.



- b. Due to the interdisciplinary nature of the athletic training curriculum, there *should* be cooperation between the dean or department/division head and administrators in related academic units.**

The AMR Chair facilitates the incorporation of interprofessional and collaborative education in to the department and supports internal and external endeavors. Interprofessional endeavors are linked to coursework to ensure assessment and student learning outcomes. Current activities are highlighted below:

<b>Activity</b>	<b>Location</b>	<b>Courses/Students Involved</b>	<b>Interprofessional Interaction</b>	<b>Contact Person</b>
Journal Club	AMR Dept.	PASS 613/636 UG-AT (ATTR 455) <b>PP-AT (ATTR 655/656)</b>	PA, AT	Leamor Kahanov
Foundational Clinical Experience (UG)	AMR Dept.	ATTR 255	External Clinicians MD, DO, NP, PA, AT, PSY, PT, OT, DPM	
Clinical Education Experience	AMR Department	UG AT students (ATTR 256, 355, 356, 455, 456) <b>PP-AT (ATTR 625, 655, 656)</b> PASS 626,636,670-680	External Clinicians MD, DO, NP, PA, AT, PSY, PT, OT, DPM	Leamor Kahanov Lindsey Eberman
GRAD-AT students in Rehabilitation Clinics, High School	ISU PT/SR Clinic St Ann Clinic	UG AT students (ATTR 256, 355, 356, 455, 456) <b>PP-AT (ATTR 655, 656)</b> PASS 670, 674	External Clinicians MD, DO, NP, PA, AT, PSY, PT, OT, DPM	Shecanna Seely Tim Demchak
CoNHHS IPE Day	Landsbaum Center	UG AT students (ATTR 355(F) or 356(S)) <b>PP-AT (ATTR 655/656)</b> PASS 613) (F)/617 (SP)		Louise Anderson, Amber Northam
Emergency Medicine Collaborative (every other year)	Memorial Stadium	UG-AT (ATTR 354), <b>PP-AT (Orientation)</b> , AT Services, TH Fire and EMS, Ivy Tech EMT Training Program, Sycamore Sports Medicine, RH Athletic Training Services, St Mary of the Woods AT Services, DePauw AT Services		Lindsey Eberman, Michelle Landis

Mock Patient Exchange	SWAMC	UG AT Students (ATTR 455/456) and PA Students (PASS 636 (f)/611(sp))		Amber Northam, Heather Mata
Autism Walk		UG AT Students and PA Students (volunteer) <b>PP-AT (ATTR 655/656)</b> PASS 636		Matt Gage Shaun Grammer
Special Olympics - Basketball	ISU Arena	UG AT (volunteer), <b>PP-AT (volunteer)</b> , PA Students PASS 617 (professional engagement - volunteer)		Michelle Landis
Share Accountability Project:  2011-2012: Health Care Reform Project 2012-2013 Ethics Panel	Landsbaum Center	UG AT students (ATTR 440, 456), <b>PP-AT (ATTR 655, 656)</b> , PA Students (PASS 613), Applied Health Students (HLTH 221, 480), Nursing Students (NURS 470), Criminology, Psychology		Lindsey Eberman
UG Admissions	SWAMC	IP Evaluation Team consists of faculty (AT, PT, PA) and students (UG AT, PP-AT, PA) <b>PP-AT (ATTR 625, 626, 655/656)</b>		Lindsey Eberman
Team Building Project	SWAMC	UG AT students (ATTR 212, 456), PA Students PASS 613 <b>PP-AT (ATTR 625, 626, 655/656)</b>		Lindsey Eberman, Amber Northam, Heather Mata
Sports Medicine Residency	SWAMC including ATR	<b>PP-AT (ATTR 655/656)</b> , AT Services, IU School of Medicine		Leamor Kahanov, Mitch Wasik, Jim Turner
Blood draws for athletes		PASS 611, 626, 636, 643		Heather Mata
Anatomy showcase with area high school students – (2010-2012)	AMR Department	PASS 610 <b>PP-AT (ATTR 655/656)</b> Area High School Students		David Dominguese
Ortho eval for PAs by ATs	AMR Department	PASS 626, 636 <b>PP-AT (ATTR 625)</b> AT Faculty		Lindsey Eberman Heather Mata

CME – Med Ed at Union (weekly events)	Union Hospital	PA/AT - PASS 611, PASS 620, PASS 630 <b>PP-AT (ATTR 655/656)</b> , Nursing students, Residents, IU medical students, Physicians, Nurses, medical technicians		Shaun Grammer
Speaker Series (2x a year)	Landsbaum – AMR Hosted	PASS 620 (f)/617 (sp) <b>PP-AT (ATTR 655/656)</b> , ATTR 255, 256, 355, 440, 455, 456 Nursing students, Residents, IU medical students, Physicians, Nurses, medical technicians		Amber Northam
IV training and certification of PA/AT	AMR Department	PASS 636, 643 <b>PP-AT (ATTR 662, 655/656)</b> UG-AT ATTR 473, 356 (f) (In November)		Heather Mata Lindsey Eberman
Graston	AMR Dept	ATTR 356 <b>PP-AT (ATTR 676)</b> PT (when online)		
Casting/Splinting showcase	AMR Department	PASS 643 <b>PP-AT (ATTR 661)</b>		Heather Mata Lindsey Eberman
CPR/ACLS – PA/ AT –	AMR Department	PASS 611/PASS 643, <b>PP-AT (626)</b>		Heather Mata Lindsey Eberman
CANDLES Research Ethics Discussion	CANDLES Museum	<b>PP-AT (ATTR 691)</b> , PA (PASS 635)		Susan Yeargin
NCAA XC Championships	Leverne Gibson XC Course	PASS 611/643 ATTR UG all clinicals - volunteer <b>PP-AT (655/656)</b>		Michelle Landis
Psychopathic Cadaver and Lecture Workshop Exchange 2011-2012	SCWAM Anatomy Lab/Classroom	PASS 610/PASS 643 – <b>PP-AT (ATTR 625, 655/656)</b>		Susan Yeargin, David Dominguese, Heather Mata

Anatomy Body Shop 2011-2012	SCWAM Anatomy Lab/Classroom	PASS 610/PASS 643 – <b>PP-AT (ATTR 625, 655/656)</b>		David Dominguese
UG AT students in Podiatry Clinic	Clay County Podiatry	UG AT students (ATTR 256)		Miranda Goodale
UG AT Students in Gen Med settings	Union Hospital Health Check	UG AT students (ATTR 356)		Kay Hutchinson
Guest Speakers	ISU Campus	UG AT students (ATTR 110)		Matt Gage
	ISU Campus/Union Hospital	UG AT students (ATTR 440) <b>PP-AT (ATTR 655, 656)</b> PASS		Mitch Wasik (440) Leamor Kahanov (Union Hospital CME)
Psychopathic Clinicals	Federal Prison - Terre Haute	PASS 674,626,636	NP, PSY, ISU Criminology Students	Heather Mata

## **F2. Program Director**

### **a. Position**

- (1) The program director must be appointed at least 1 year prior to program implementation and 2 years prior to site visitation. Thus, the minimum time from hiring a program director to program accreditation is 2 ½ years for a 1 year program and 3 ½ years for a 2 year program.**
- (2) The program director must be a full-time employee of the college or university sponsoring the post-certification graduate athletic training education program.**
- (3) The program director must be a member of the graduate faculty as defined by institutional policy.**
- (4) The program director *should* be in a tenure track position.**

Dr. Susan Yeargin served as the PD from December 2010 through April 2012. Dr. Lindsey Eberman began her service as PD in May 2012. Both have been/are full time employees of Indiana State University and assistant professors. Dr. Yeargin obtained tenure Spring 2012 and Dr. Eberman is aligned to receive tenure during the 2012-2013 academic year. Both individuals have been educators in Athletic Training for more than 5 years and are graduate faculty as defined by institutional policy ([http://www.indstate.edu/graduate/forms/grad\\_fac\\_poli.pdf](http://www.indstate.edu/graduate/forms/grad_fac_poli.pdf)).

### **b. Responsibilities**

- (1) The program director must oversee the day-to-day operation, coordination, supervision, and evaluation of all aspects of the program. Close cooperation between the program director and all associated personnel (e.g., faculty, athletic training staff, and research lab directors) will be necessary for effective planning and implementation of student clinical and research experiences.**
- (2) The program director must insure that accurate, up-to-date records are kept and analyzed.**
- (3) The program director's administrative and supervisory responsibilities must be recognized in terms of released/(re)assigned time from other departmental responsibilities. The amount of released/(re)assigned time *should* be consistent with departmental or institutional policy and appropriate for the administrative responsibilities of the program director.**

The PD is responsible for the day-to-day activities of the PP-AATEP including management of student files, budget, graduate assistantship dissemination, application/admissions, annual reports, research coordination and program evaluation. In addition, the PD provides input from

the PP-ATEP perspective in department committees to ensure the integrity and facilitation of the program.

The PD receives 3 credits of release time per academic semester for administrative duties. Per institutional standards a faculty full-load for a 10 month academic year is 12 credits per semester (24 credits per academic year). The PD typically has 6 hours of teaching and 3 discretionary hours that may be assigned to teaching, research or college administrative duties per semester ( a total of 12 units an academic year release). Both Drs. Yeargin and Eberman have similar teaching, research, and administrative responsibilities, according to load allocation.

### **c. Qualifications**

- (1) The program director must possess a terminal degree (e.g., PhD, EdD) from an institution that the institution sponsoring the education program accepts credit from.**
- (2) The program director must be a certified athletic trainer (NATABOC), with 3 years teaching and research experience as a full-time faculty member.**
- (3) The program director must have a strong academic orientation, including a demonstrated interest in the professional preparation of students.**
- (4) The program director must have an ongoing involvement in athletic training research has evidenced by scholarly publications/presentations and involvement in related professional organizations.**
- (5) The Program director *should* have prior experience in the clinical practice of athletic training.**

Dr. Susan Yeargin earned her doctorate in 2007 from University of Connecticut. She obtained tenure Spring 2012 with 5 years of higher education teaching experience. She has been certified since 2001 (BOC 060102329) and holds an Athletic Training License in the state of Indiana (36001433A).

Dr. Yeargin has 25 manuscript publications, 3 in review, and 40 conference presentations. She has also served as chair or committee member on 12 thesis/research projects while at ISU. Dr. Yeargin serves on the NATA Pronouncements Committee and Free Communications Committee. She is also a reviewer for the Journal of Athletic Training, Journal of Sports Rehabilitation, and Medicine and Science in Exercise and Sport. Dr. Yeargin was a Certified Athletic Trainer at the University of Florida and worked with the Swimming and Diving team. She also gained experiences with Football and Gymnastics. While in Connecticut she worked per diem at local high schools and also helped with UConn ice hockey and football. She has also volunteered medical services at the Boston Marathon and Marine Corp Marathon. Please see her attached CV in [Appendix B](#).

Dr. Lindsey Eberman, earned her doctorate in August, 2008 from Florida International University. We anticipate she will receive tenure August 2013 with 5 years of higher education teaching experience. She has been certified since 2003 (BOC #070302074) and holds an Athletic Training License in the state of Indiana (36001552A). From 2003-2008, Dr. Eberman served as the Head Athletic Trainer or Supervising Athletic Trainer for various high schools in South Florida. She has provided per diem medical services at Florida International University (football and cross country) and Indiana State University (cross country). Dr. Eberman continues to provide services at national cross country meets and Ironman® competitions at minimum twice per year. Over the past 4 years, Dr. Eberman has supervised medical services for 7 national cross country meets (Terre Haute) and provided services in medical tents/finish lines of 6 Ironman® competitions (Wisconsin, Louisville, Lake Placid, Kona).

Dr. Eberman has 33 manuscript publications, 6 in review, and 78 conference presentations. She has also serves as chair or committee member on 20 thesis/research projects. Dr. Eberman serves on the NATA Convention Planning Committee, and the GLATA Student Free Communications Review Committee. She also is an Associate Editor for the International Journal of Athletic Therapy and Training and is or has served as a guest reviewer for five other journals: The Journal of Athletic Training, Athletic Training Education Journal, Journal of Sport Rehabilitation, BioMed Central Musculoskeletal Disorders, and the Journal of Psychosomatic Research. Please see her attached CV in [Appendix B](#).

**(6) Experience in the clinical supervision of athletic training students by the program director is desirable.**

Dr. Yeargin has participated in supervising graduate and undergraduate athletic training education students in the sample experiences listed below. Congruent with the institutional mission, many of these supervisory experiences are both community engagement and experiential learning. In addition, Dr. Yeargin supervises PP-ATEP students who serve as teaching assistants.

- Indiana Intercollegiate State Cross Country Meet
- Indiana State University Missouri Valley Conference Outdoor Track and Field Championships
- Indiana State University Pre Participation Physicals
- NCAA Cross Country Pre-National Meet and Division I Championships
- Boston Marathon Medical
- Marine Corps Marathon Medical

Dr. Eberman has participated in supervising graduate and undergraduate athletic training education students in the sample experiences listed below. Congruent with the institutional mission, many of these supervisory experiences are both community engagement and experiential learning. In addition Dr. Eberman has served as the Entry-Level Undergraduate

ATEP program director and has 5 years of experience supervising undergraduate athletic trainers, graduate ACIs and PP-ATEP teaching assistants.

- Ironman Medical Tent Volunteer at Racine WI, Louisville KY, Lake Placid NY, Kona HI.
- Medical Tent Coordinator for Div I NCAA Pre-National and National Cross Country Meets
- Indiana State University Pre Participation Physicals
- Head Athletic Trainer for various High Schools in South Florida

### **F. 3. Program Faculty**

- a. The institution must provide appropriate faculty to deliver the program, comparable in number and preparation to other nationally accredited programs within the institution, and at other comparable institutions.**
- b. Each faculty member must be qualified, through professional preparation and experience, in their respective academic areas.**
- c. The majority of the program *should* be taught/directed by faculty who are NATABOC certified athletic trainers.**
- d. All program faculty and adjunct personnel must be familiar with the goals and objectives of the program relevant to their respective instructional/clinical/ research areas, and *should* demonstrate a sincere interest in assisting students in attaining their personal and the programs goals.**

At the time we prepared the Self Study, the Department of Applied Medicine and Rehabilitation (AMR) had four (4) assistant professors, two (2) associate professors and one (1) full professor teaching courses in the PP-ATEP. Since that time, Drs. Matt Gage and Susan Yeargin left the institution, and two (2) assistant professors from Physical Therapy will begin teaching courses in the program (Fall 2012). We are undergoing three (3) faculty searches to fill the vacant positions; however, with the interprofessional approach of AMR, we are able to support the courses and research with our current faculty. Please see [Appendix C](#) for the curriculum vitas of current and previous faculty. Six of the tenure/tenure track professors are Certified Athletic Trainers and three are trained Physical Therapists with terminal degrees in various areas. Consistent with the institutional mission, clinical staff ([Appendix D](#)), physician assistant, and physical therapy faculty routinely guest lecture and substitute in areas of expertise during didactic coursework and experiential learning experiences.

Each faculty teach in the PP-ATEP under the guidance of Dr. Yeargin/Dr. Eberman to meet the PODs and assessment criteria. Athletic training faculty members also assist in clinical site visits and theses/research projects, both as chairs and committee members. Likewise, athletic training clinical staff, physician assistant and physical therapy faculty participate as committee members



on theses and projects. ISU faculty external to AMR also participate on thesis committees [Kathleen Dannelly (Biology), Derek Kingsley (Kinesiology), Tom Nesser (Kinesiology), William Pitney (University of Northern Illinois), Mark Cole (Western Illinois University).

The athletic training faculty serve on an athletic training discipline sub-committee for curricular and program decisions, as well as development of self-study documentation, assessment and program modifications. The committee collaborates to create, maintain, and achieve program outcomes. Faculty are requested to attach PODs, program outcomes, and provide outcome information to the AT committee. Please see [Appendix E](#) for Syllabi examples of each course within the PP-ATEP curriculum.

**Table: Full Time Faculty**

<b>Faculty Name with Professional Credentials</b>	<b>Faculty Rank</b>	<b>Faculty Status</b> FT = Full Time PT = Part-time/ Adjunct	<b>AT Course(s) Taught</b> <b>(Course Prefix, #, Name, Credit Load)</b>
Tim Demchak PhD, ATC	Associate Professor	FT	ATTR 675: Therapeutic Modalities (3 credits)
Lindsey Eberman PhD, ATC	Assistant Professor	FT	ATTR 625: Athletic Trainer Educator (3 credits) ATTR 662: Evidence Based Diagnosis of Injuries (3 credits)
Matthew Gage PhD, ATC	Assistant Professor	FT	ATTR 661: Evidence Based Rehabilitation of the Kinetic Chain (3 credits)
Alvaro Gurovich PT, PhD, FASCM	Assistant Professor	FT	ATTR 660: Environmental Illness (3 credit)
Tiffany Idlewine DPT	Assistant Professor	FT	ATTR 676: Manual Therapy (3 credits)
Leamor Kahanov EdD, ATC	Professor	FT	ATTR 626: Administration and Leadership (3 credits) ATTR 655: Clinical Experience in Athletic Training I (1 credit) ATTR 656: Clinical Experience in Athletic Training II (1 credit)
Susan Yeargin PhD, ATC	Assistant Professor	FT	ATTR 691: Research Methods (3 credits) ATTR 660: Environmental Illness (3 credit) ATTR 662: Evidence Based Diagnosis of Orthopedic Injuries (3 credits)
Carolina Valencia PT, PhD	Assistant Professor	FT	ATTR 691: Research Methods (3 credits)

**Table: Guest Lecturers**

<b>Faculty Name with Professional Credentials</b>	<b>Faculty Rank</b>	<b>Faculty Status</b> FT = Full Time PT = Part-time/ Adjunct	<b>AT Course(s) Taught</b> <b>(Course Prefix, #, Name, Credit Load)</b>
Heather Mata M-PA	Associate Professor	FT	ATTR 626: Administration and Leadership (3 credits)
Lynda Melton M-PA	Assistant Professor	FT	ATTR 626: Administration and Leadership (3 credits)
Mitch Wasik MS, ATC	Co-Head Athletic Trainer	FT	ATTR 626: Administration and Leadership (3 credits)
Michelle Landis MS, ATC	Co-Head Athletic Trainer	FT	ATTR 626: Administration and Leadership (3 credits)
Dan Judelson, PhD	Associate Professor	FT (Cal State Fullerton)	ATTR 660: Environmental Illnesses

#### **4. Clerical Staff**

**There must be appropriate clerical staff to support the program director and other faculty in their instructional, clinical, administrative, and research responsibilities.**

Three administrative assistants assist with the AMR department needs, thus approximately 1/3 of their time is with athletic training. We have one administrative assistant who facilitates admissions through review of applications, dissemination of information to faculty for interviews, dissemination of acceptance/denial letters and website management. We have two administrative assistants who assist student needs, budget, travel, inventory and additional administrative duties as needed by faculty, staff and students.

#### **5. Graduate Assistants Administration of graduate assistantships must be in compliance with institutional and Council for Graduation School (see [www.cgsnet.org](http://www.cgsnet.org)) policies.**

The PP-ATEP adheres to the guidelines and recommendations set by Indiana State University and the Council for Graduation School Policies.

[http://www.indstate.edu/graduate/forms/CGS\\_Resolution.pdf](http://www.indstate.edu/graduate/forms/CGS_Resolution.pdf)

## Curriculum

**G. 1. The curriculum must be designed to accomplish the established goals and objectives of the program outlined in Section IV.C.2 of this document.**

Section C.2 demonstrates how each course's objectives in the curriculum directly link to a POD. This section also demonstrates how assignments within in each course directly supports or assesses a POD.

**G. 2. The subject matter areas offered by the program *should* be based on faculty expertise and institutional resources.**

The table below outlines each course, faculty member associated, and expertise throughout the Program's curriculum.

<b>Courses</b>	<b>Faculty Member</b>	<b>Expertise</b>
ATTR 625 Athletic Trainer Educator	Cat Paterson (2009-2010) Lindsey Eberman (2011-current)	<ol style="list-style-type: none"> <li>1. EL-ATEP Program Director for 10 years (Paterson)</li> <li>2. Published 5 AT Education manuscripts</li> <li>3. EL-ATEP Program Director for 3 years (Eberman)</li> <li>4. Published 12 AT Education manuscripts</li> </ol>
ATTR 626 Administration and Leadership	Leamor Kahanov (2010- current)	<ol style="list-style-type: none"> <li>1. Teaching experience 15 years</li> <li>2. Service to NATA, CAATE educational committees 10 years</li> <li>3. Published over 40 manuscripts in administration, leadership and policy</li> <li>4. Lead author for the drug management NATA consensus statement</li> </ol>
ATTR 655/656 Clinical Experience in Athletic Training I/II	Leamor Kahanov (2010-current)	<ol style="list-style-type: none"> <li>1. Department Chair 3 years</li> <li>2. Teaching experience 15 years, including 7 years of case report methodology to doctoral students</li> <li>3. Published 23 case reports</li> </ol>
ATTR 660 Environmental Illnesses	Susan Yeargin (2009-2011) Alvaro Gurovich (2012)	<ol style="list-style-type: none"> <li>1. Published 20 Thermoregulation manuscripts and a book chapter on Hypothermia (Yeargin)</li> <li>2. Physiological Advisor for the Chilean Motorcycle Altitude</li> </ol>

		<p>Expedition Team (Gurovich)</p> <p>3. Published or in process with 4 manuscripts involving altitude and/or acclimatization of athletes (Gurovich)</p>
ATTR 661 Evidence Based Rehabilitation of the Kinetic Chain	Matt Gage (2010-2012)	<p>1. Published 5 manuscripts regarding Kinetic Chain Rehabilitation</p> <p>2. Teaching experience 3 years (rehabilitation courses)</p>
ATTR 662 Evidence Based Diagnosis of Injuries	<p>Susan Yeargin (2010-current)</p> <p>Lindsey Eberman (2009)</p>	<p>1. Human Anatomy teaching experience 6 years (Yeargin)</p> <p>2. Clinician 10 years (both Yeargin and Eberman)</p> <p>3. Critical research analysis as researcher and journal reviewer for 6 years (both Yeargin and Eberman )</p>
ATTR 675 Therapeutic Modalities	<p>Tim Demchak (2009-current)</p> <p>Leamor Kahanov (2011)</p>	<p>1. Published over 25 modality manuscripts (Demchak)</p> <p>2. Teaching experience 10 years (this course) (Demchak)</p> <p>3. Teaching experience 15 years (Kahanov)</p> <p>4. Published 3 therapeutic interventions manuscripts (Kahanov)</p>
ATTR 676 Manual Therapy	Tiffany Idelwine (2012)	<p>1. Physical Therapist 6 years</p> <p>2. Expertise in Orthopedic Manual Therapy</p> <p>3. Orthopedic Clinical Specialty (OCS) certification</p>

ATTR 691 Research Methods	Susan Yeargin (2009-2011) Carolina Valencia (2012)	<ol style="list-style-type: none"> <li>1. Involved in over 15 Experimental Research Studies (Yeargin)</li> <li>2. Teaching experience 3 years (this course)</li> <li>3. Involved in over 10 Experimental Research Studies (Valencia)</li> <li>4. Managed a clinical trial database for over 4,000 patients</li> <li>5. Guest Speakers were used to present Qualitative Methods</li> </ol>
ATTR 699 Thesis or ATTR 698 Research Hours	Full Faculty	Research Chairs are chosen for the expertise within the student's research project

**G. 3. The majority of course work *should* relate to athletic training knowledge.**

The table below outlines each course within the curriculum, the course objectives, and the pertinent Athletic Training Domain(s).

<b>Courses</b>	<b>Course Objective</b>	<b>AT Domain</b>
ATTR 625 Athletic Trainer Educator	<ol style="list-style-type: none"> <li>1. Upon successful completion of this course, the student will be a competent educator of patients</li> <li>2. Upon successful completion of this course, the student will be a competent educator of Students</li> <li>3. Upon successful completion of this course, the student will be a competent educator of Administrators</li> <li>4. Upon successful completion of this course, the student will be a competent educator of other clinicians.</li> </ol>	<ul style="list-style-type: none"> <li>• Organizational and Professional Health and Well-being</li> </ul>
ATTR 626 Administration and Leadership	<ol style="list-style-type: none"> <li>1. Apply leadership concepts to administrative issues encountered in diverse allied health care settings and populations with sound principles of analysis and problem solutions.</li> <li>2. Demonstrate an increase in awareness of the implications from current issues and problems and how they will affect professionals through leadership skills developed in the course.</li> <li>3. Demonstrate communication skills in healthcare administration.</li> <li>4. Demonstrate the use of leadership skills to solve administrative issues.</li> <li>5. Demonstrate the use of outcome measure as a leader to affect changes in administration.</li> <li>6. Demonstrate the ability to create objectives and assess through outcome measures.</li> </ol>	<ul style="list-style-type: none"> <li>• Organizational and Professional Health and Well-being</li> </ul>
ATTR 655 Clinical Experience in Athletic Training I	<ol style="list-style-type: none"> <li>1. Approach problems encountered in diverse athletic training settings and populations with sound principles of analysis and problem solutions.</li> <li>2. Demonstrate knowledge and correct application of assessment and diagnostic/prescriptive techniques to meet the individual needs of persons in the athletic training environment.</li> <li>3. Utilize the appropriate methods, techniques, and materials in the athletic training setting to encourage optimal health care.</li> <li>4. Communicate and work closely with diverse populations of athletes, coaches, and sports medicine support personnel from many</li> </ol>	<ul style="list-style-type: none"> <li>• Injury/Illness Prevention and Wellness Protection</li> <li>• Clinical Evaluation and Diagnosis</li> <li>• Immediate and Emergency Care</li> <li>• Treatment and Rehabilitation</li> <li>• Organizational</li> </ul>

	<p>backgrounds and physical deficiencies.</p> <ol style="list-style-type: none"> <li>Administer an athletic training setting according to the responsibilities outlined in the NATA Athletic Training Domains.</li> <li>Demonstrate ability to construct and conduct athlete educational programs. (Program Objective : Athletic Training Education)</li> <li>Participate in journal club assignment</li> <li>Participate in case study discussions</li> </ol>	<p>I and Professional Health and Well-being</p>
<p>ATTR 656 Clinical Experience in Athletic Training II</p>	<ol style="list-style-type: none"> <li>Approach problems encountered in diverse athletic training settings and populations with sound principles of analysis and problem solutions.</li> <li>Demonstrate knowledge and correct application of assessment and diagnostic/prescriptive techniques to meet the individual needs of persons in the athletic training environment</li> <li>Utilize the appropriate methods, techniques, and materials in the athletic training setting to encourage optimal health care.</li> <li>Communicate and work closely with diverse populations of athletes, coaches, and sports medicine support personnel from many backgrounds and physical deficiencies.</li> <li>Administer an athletic training setting according to the responsibilities outlined in the NATA Athletic Training Domains.</li> <li>Demonstrate ability to construct and conduct athlete educational programs.</li> <li>Participate in journal club assignment</li> <li>Participate in case study discussions</li> </ol>	<ul style="list-style-type: none"> <li>Injury/Illness Prevention and Wellness Protection</li> <li>Clinical Evaluation and Diagnosis</li> <li>Immediate and Emergency Care</li> <li>Treatment and Rehabilitation</li> <li>Organizational and Professional Health and Well-being</li> </ul>
<p>ATTR 660 Environmental Illnesses</p>	<ol style="list-style-type: none"> <li>Recognize injuries and illness associated with environmental extremes</li> <li>Treat injuries and illness associated with environmental extremes</li> <li>Prevent injuries and illness associated with environmental extremes</li> <li>To understand how the acute stress of environmental extremes alters human physiology at rest and during exercise</li> <li>To understand how acclimatization to environmental extremes alters human physiology at rest and during exercise</li> </ol>	<ul style="list-style-type: none"> <li>Injury/Illness Prevention and Wellness Protection</li> <li>Clinical Evaluation and Diagnosis</li> <li>Immediate and Emergency Care</li> <li>Treatment and Rehabilitation</li> </ul>



ATTR 661 Evidence Based Rehabilitation of the Kinetic Chain	<ol style="list-style-type: none"> <li>1. Students will read and present published research articles related to rehabilitation of the kinetic chain.</li> <li>2. Students will design and collect pilot data related to rehabilitation of the kinetic chain.</li> <li>3. Students will develop strategies to teach undergraduate students the content of EB research articles.</li> <li>4. Students will demonstrate an understanding of the concepts of rehabilitation and the kinetic chain.</li> <li>5. Students will apply the concepts discussed in class during their clinical opportunities.</li> </ol>	<ul style="list-style-type: none"> <li>• Injury/Illness Prevention and Wellness Protection</li> <li>• Clinical Evaluation and Diagnosis</li> <li>• Treatment and Rehabilitation</li> </ul>
ATTR 662 Evidence Based Diagnosis of Injuries	<ol style="list-style-type: none"> <li>1. The student will demonstrate the ability to grade research and apply research in the use and application of diagnostics and preventive techniques of injuries</li> <li>2. The student will discuss and make critical decisions in what diagnostic and preventative technique's will be added or removed to their evaluation repertoire.</li> <li>3. The student will discuss and apply/remove evaluation technique's during their actual clinical practice.</li> <li>4. The student will demonstrate, teach, and practice appropriate technique or diagnostic and preventative evaluation measures</li> </ol>	<ul style="list-style-type: none"> <li>• Injury/Illness Prevention and Wellness Protection</li> <li>• Clinical Evaluation and Diagnosis</li> </ul>
ATTR 675 Therapeutic Modalities	<ol style="list-style-type: none"> <li>1. To demonstrate an understanding of the physical laws the govern therapeutic modalities</li> <li>2. To demonstrate an understanding of the numerous therapeutic methods employed to facilitate the healing and strengthening of collagenous tissue.</li> <li>3. To demonstrate knowledge of the physiologic and biomechanical effects, indications and contraindications, clinical use, and proper techniques of application for common therapeutic modalities employed in the rehabilitative process.</li> <li>4. Demonstrate knowledge of biochemical, neurophysiological, and metabolic changes that occur during therapeutic modality use.</li> <li>5. Demonstrate critical thinking skills and evidence based research to make sound modality application</li> <li>6. Demonstrate the application of therapeutic</li> </ol>	<ul style="list-style-type: none"> <li>• Clinical Evaluation and Diagnosis</li> <li>• Immediate and Emergency Care</li> <li>• Treatment and Rehabilitation</li> </ul>

	<p>modality concepts on diverse populations</p> <p>7. Demonstrate an understanding of implementation and administration of therapeutic modalities into a clinic</p>	
ATTR 676 Manual Therapy	<ol style="list-style-type: none"> <li>1. Describe the origins of mobilization beginning with Hippocrates leading up to the emergence of the current theories and principles of manual medicine.</li> <li>2. The student will become more confident and competent in general examination, evaluation and assessment using evidence based manual therapy techniques.</li> <li>3. The student will be able to identify the clinical symptoms and signs suggesting that manual therapy intervention is contraindicated.</li> <li>4. The student will demonstrate competence at the beginners' level in both performing and interpreting examination procedures utilized within manual therapy.</li> <li>5. The student will demonstrate competence and become more confident in both the technical application and in the interpretation of responses to manual therapy techniques utilized in the management of musculoskeletal disorders.</li> <li>6. The student will gain additional anatomical and biomechanical knowledge and understand its' importance relative to evaluation and treatment.</li> <li>7. The student will perform a thorough musculoskeletal examination to establish impairments and recommend the proper manual techniques based on the impairment presentation</li> <li>8. The student will be able to discuss and understand legal and ethical considerations when applying manual therapy techniques</li> </ol>	<ul style="list-style-type: none"> <li>• Injury/Illness Prevention and Wellness Protection</li> <li>• Clinical Evaluation and Diagnosis</li> <li>• Treatment and Rehabilitation</li> </ul>
ATTR 699 Thesis or ATTR 698 Research Hours	<a href="#">Appendix F</a>	Dependent Upon Project
ATTR 691 Research Methods	<ol style="list-style-type: none"> <li>1. The ability to describe and explain various types of research methods (qualitative and quantitative) that encompass the body of knowledge in Inter-Disciplinary Health Care.</li> <li>2. The ability to understand and use, in conversation and in writing, proper terminology related to research design, analysis, and</li> </ol>	<ul style="list-style-type: none"> <li>• Organizational and Professional Health and Well-being</li> </ul>

	<p>synthesis.</p> <ol style="list-style-type: none"> <li>3. The ability to design research methodologies and develop hypotheses appropriate to a particular research question.</li> <li>4. The ability to conduct a thorough search for literature on a given topic, critically analyze the material, and effectively synthesize the information in written format.</li> <li>5. The ability to describe and develop the contents of a research proposal, including the introduction, methods, results, and discussion sections of a manuscript.</li> <li>6. The ability to navigate the process of conducting research at ISU, including choosing and working with a research advisor, developing a proposal, presenting the proposal, applying to the Institutional Review Board, and, where applicable, successfully defending a thesis or project.</li> <li>7. The ability to understand, appreciate, and develop Inter-Disciplinary Health Care research.</li> </ol>	
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**G. 4. Specific courses and experiences that lead to, and involve, a research experience must be included.**

Below is the typical research course progression for students enrolled four semesters within the program. The table describes assignments associated with each course that leads the student through the research experience. Examples of these assignments are provided in [Appendix G](#).

<b>Term</b>	<b>Research Course</b>	<b>Assignment Experiences</b>
First Fall	ATTR 691 Research Methods (3 credits)	Proposal Chapter Expanded Outlines Due
First Spring	ATTR 698/699 (2 credits)	Proposal Chapter Final Versions Oral Proposal Presentation IRB Submission (If relevant)
First Summer	N/A	
Second Fall	ATTR 698/699 (2 credits) Statistics (3 credits)	Data Collection Analysis Abstract Presentation Submission
Second Spring	ATTR 698/699 (2 credits)	University Research Showcase Results and Discussion Drafts Manuscript Draft Oral Defense Presentation Final Submission
<b>Total</b>	<b>12 Research Credits</b>	

In other courses we provide assignments to help students read, analyze, interpret, and apply research that is sometimes associated with their selected research topic. Examples of these assignments can be found in [Appendix G](#).

<b>Course</b>	<b>Research Learning Experience</b>
ATTR 655/656 Graduate Clinical Education I and II	Journal Club Discussion and Reflection
ATTR 660 Environmental Illnesses	Environmental Research Class Discussions
ATTR 662 Evidence Based Diagnosis of Injuries	Article Presentation
ATTR 675 Therapeutic Modalities	Critical Abstracts Position Paper
ATTR 661 Evidence Based Rehabilitation of the Kinetic Chain	Evidence Based Article Summaries Research Project
ATTR 626 Administration and Leadership	Case Study/Policy Creation

#### **G. 4**

##### **a. The research experiences must be designed to expand the body of knowledge in athletic training through quantitative or qualitative research.**

Each graduate student has chosen a project that adds to the body of athletic training, physical or rehabilitation science knowledge. Students typically choose a topic within the expertise of faculty members. Each faculty member is invited to attend ATTR 691 Research Methods class at the beginning of the first semester to present their research lines. Students interact (informally or formally) with the faculty in their areas of interest. Students chose projects within the athletic training domains. Please see [Appendix H](#) for a list of project titles by student name.

##### **b. The athletic training faculty *should* be actively involved in student research to provide mentorship and to serve as role models.**

As per program policy, each graduate student involved in a research project (ATTR 698) must have at least two faculty members on the committee to provide guidance. Each graduate student involved in a thesis (ATTR 699) must have at least three faculty members on the committee to provide guidance. For both theses and projects, at least one member must be a program faculty member. Please see [Appendix H](#) for a list of each graduate student and their faculty committee members.

##### **c. Sufficient time and opportunity must be provided within the curriculum for students to complete a quality research experience that includes a hands-on experience with an established systematic method of inquiry (i.e., thesis, research projects, participation as a co-investigator in faculty research, or similar activity).**

##### **d. Course work and professional experiences *should* be scheduled so as to facilitate the research experience. For example, offer research methods and statistics courses early in the program so as to facilitate students' hands on research experience**

Students begin developing their research projects in their first semester of the program. As part of ATTR 691, students seek committee chairs and under the guidance of the chairs, a committee is formed. Students develop drafts of chapters 1-3 as part of a class grade. This allows the student a 2 year timeline to progress on the research project. After ATTR 691, ATTR 698/699 students and chairs develop customized Research Agreement Contracts ([Appendix F](#)) to hold the student accountable for progression over the next three semesters. The contract allows students to articulate expectations of faculty (chairs and committee), to establish an agreed upon review process to shared responsibility for the research process. Additionally, we provide guidelines for all types of research projects ([Appendix I](#)) in ATTR 691 to provide a framework for writing. During ATTR 691 we present students with a broad framework for maneuvering the Institutional Review Board process. We provide documents on the department website to aid students with their applications and a departmental subcommittee for grant and IRB review helps provide feedback to students and newer faculty on IRB applications.

Students typically enroll in Statistics in the Fall of their second year, which aligns with most projects' data analysis.

## Clinical Experience

**H. 1. Clinical experiences are a strongly recommended, but not required, part of the program. If the program elects to use clinical experiences, they must provide the opportunity to develop skills beyond entry-level competencies. The purpose of the clinical experience is educational and not just to provide a work force for the institution or affiliate sites.**

**H. 2. If the institution elects to offer a clinical education component, the sponsoring institution must have a formal plan for organizing and structuring the clinical experiences that will insure effective learning opportunities for all students in the clinical aspect of the program.**

Our program has elected to provide a clinical experience component as part of its program. The clinical component for the PP-ATEP is embedded in the curriculum. Each semester PP-ATEP students must enroll in ATTR 655 or 656 (see Syllabi) as a component of the clinical experience. Students must articulate their goals for the semester/year, discuss these goals with the instructor and in group discussion to assess professional growth. In addition, the course is a roundtable for case reports, discussion and group solutions for the issues, interesting injuries/cases and frustrations of graduate students. Conversations span from injury evaluation and treatment to communication difficulties and how to manage stress. Furthermore, students are required to participate in two interprofessional activities per semester to augment their experiential learning to expand their perspectives beyond their place of employment. Students are also required, as a component of our PODs, to participate as a teaching assistant in undergraduate courses. Students often participate in more activities than required due to the nature of the information and program culture of interprofessional relations.

In order to address opportunities beyond entry-level competencies, we assign graduate students assistantships in which they are autonomous, with highly competitive high school sports, collegiate sports, patient oriented rehabilitation, or undergraduate education. Please see site location names in the [Policy and Procedures Manual](#). Overall, the experience is education centered and assessed to evaluate student outcomes. The evaluations ([Appendix J](#)) completed by supervisors are a foundation for constructive criticism and support in areas of excellence. Supervisors review the evaluation in person with the graduate student at the end of each semester and discuss items of strength and improvement. Supervisor evaluation included both clinical and teaching.

**H. 3. Plans for clinical experiences *should* reflect provisions for progressive development of professional skills and knowledge and a system for evaluating and recording student achievement.**

Evaluations are completed at the end of every semester that the student is enrolled in the program. Supervisors review the evaluation in person with the graduate student at the end of each semester and discuss items of strength and improvement. Paper evaluation occurs four times over the course of two years. A Likert scale assesses each evaluation item. Likert scores are recorded within an excel program kept by the program to track progress. Additionally,

faculty members conduct 1 clinical site visit per year for each graduate student ([Appendix J](#)). A record is kept of the visit in each student's file. Faculty visit with the supervisor and each graduate student separately to evaluate good communication and ensure learning opportunities are occurring. If a problem arises in the fall site visit, or feedback from students indicates a problem in the clinical setting, faculty will conduct periodic follow-ups with the students and site supervisor to ensure progress is made to resolve the problem. Site visits mid-semester in conjunction with end of semester evaluations are the primary mechanism to inform the PD. Likewise, discussion and concerns in ATTR 655/656, which extend beyond normal function as a graduate student (i.e. excessive hours, abusive supervisor and exceptional stress) are discussed with the student and PD individually, when warranted.

**H. 4. Advanced clinical experiences at the graduate level must allow for a level of responsibility compatible with the credentials and expertise possessed by the student, and do not necessitate daily, personal supervision. Students who, by virtue of their previous clinical experience, have progressed to an appropriate level of competence *should* be provided with opportunities to develop their administrative and decision-making skills during their clinical experience.**

Annually, the PP-ATEP meets with graduate athletic training student supervisors to articulate the construct of autonomy in clinical reasoning and decision-making. PP-ATEP students are staff members in all of the affiliated sites, if they are not the head athletic trainer. The PP-ATEP conducts one in-service a year ([Appendix K](#)) and faculty conduct clinical site visits 1 time per year in which the above information is encouraged and assessed. Likewise discussion in ATTR 655/656 center around decision making, role modeling and professionalism as an autonomous practitioner. Faculty members who perceive autonomy is lacking during the site visit immediately discusses with the supervisor or informs the PD. The culture of autonomous practitioners and evaluation procedures are provided with the [Policy and Procedures Manual](#). Each graduate student and supervisor are provided an electronic copy of the Manual and informed if policies are changed/added.

**H. 5. The number of work hours performed during clinical experiences and graduate assistantship experiences must comply with institution, state, or federal laws and regulations.**

**H. 6. The number of hours spent in clinical education experiences *should* not be so time intensive that they interfere with classroom and research experiences.**

Students are required to work 20 hours per week for 9 credits of tuition waiver, as per the guidelines of the College of Graduate and Professional Studies (<http://www.indstate.edu/gradexpress/>). Students enrolled in the ATTR 655/656 course are expected to accumulate 200 hours of clinical experience. Life-work balance, work overload, and burnout are discussed at length in the Clinical Experience courses. Students are encouraged to discuss these potential challenges with faculty and the PD at any time throughout their assistantship. These guidelines are presented during Orientation meetings ([Appendix L](#)) in the review of the [Policy and Procedure Manual](#).

**H.7. Clinical experiences *should* be enhanced through regularly scheduled in-service training sessions, meetings, injury evaluation clinics, and individual consultations.**

Clinical experiences are enhanced and monitored through coursework (ATTR 655/656). Students meet weekly 12 times a semester to discuss current literature and reflect on cases, issues and concerns that occur during clinical experiences. Students are required to reflect on their own experiences and others in a weekly assignment. In addition, students are required to create goals at the onset and review goals at the end of each semester with the instructor and advisor. Students in ATTR 655/656 are required to participate in two professional development activities (Section F.1.b.)

In addition to the requirement in ATTR 655/656, students have the opportunity to engage in multiple continuing education events (see below). Supervisors are requested to attend a yearly meeting in which discussions of programmatic matters are covered and assistantship growth is discussed. Please see [Appendix L](#) for meeting agendas.

Students, faculty, and staff are strongly encouraged to attend regular continuing education opportunities provided by AMR. A list of recent opportunities is listed below:

- Speaker Series
- Special Olympics
- Autism Speaks Walk
- Area 30 High School
- Rehabilitation Clinic at St. Ann Clinic
- Grandparent physicals day
- Inservice Laser
- Inservice MR Cube
- Inservice Impulse Machine
- Inservice Biowave
- Inservice Biodex
- IronMan: Louisville, KY
- IronMan: Lake Placid, NY
- IronMan: Racine, WI



## Affiliated Settings

**In certain instances, the college or university sponsoring the program may establish affiliation with other units within the institution or at other institutions, to provide instruction, research, clinical, or administrative experiences. If such affiliations are made:**

**I. 1. There must be formal administrative arrangements for use of all affiliated settings. Written documentation of official approval by appropriate administrators in all cooperating institutions must be forwarded with other specified materials at the time the program proposal is submitted for NATA accreditation consideration.**

AMR works in conjunction with Indiana State University Legal Council to create and maintain affiliated setting contracts. Contracts are routed through institutional hierarchy: PD, Department Chair, Dean, Legal Council. Please see [Appendix M](#) for the routing form and copies of each signed contract.

**I. 2. Regular communication between the program director and all affiliated setting supervisors must be maintained with respect to scheduling of affiliated experiences, evaluation of student progress, and other matters affecting the student's learning experiences.**

An annual meeting occurs each January to orient the affiliated setting supervisors (Athletic Trainers) to programmatic changes, request input and listen to concerns. The annual meeting also serves to provide an educational component. Supervisors are emailed the annual meeting agendas/minutes and regular program meeting agendas/minutes for their records. In addition, the PD maintains routine contact with supervisors to provide opportunity to discuss concerns. To maintain current information, supervisors are provided a web link to the [Policy and Procedures Manual](#), [curriculum](#), [program website](#) and [newsletter](#). To support supervisors and demonstrate appreciation, they are invited to all program social events, classes, and educational speakers. To date ISU's PP-ATEP has provided CEU classes that have certified supervisors in Graston, Kinesio-tape, as well as education content in areas such as cervical spine treatment, ADHD in athletics, and heat and hydration.

In addition to program director communication, athletic training faculty members conduct site visits once per year in person to discuss the graduate student that they supervise and challenges at the site.

## **Student Recruitment and Selection**

**J. 1. College or university materials disseminated for the purposes of program publication and/or student recruitment must accurately describe the post-certification athletic training education program.**

**J. 2. Recruitment materials must not intentionally misrepresent the field of athletic training with respect to career opportunities, financial rewards or other benefits.**

We market graduate assistantship positions on the NATA Career Center website from October to December and we distribute a program brochure with the PODs to all Entry-Level PDs and other professional contacts ([Appendix N](#)). We encourage all potential students to view our program website, which clearly articulates requirements for admission and the application process (<http://www.indstate.edu/athtrn/graduate/graduate-education.htm>). The program website also includes a video of current students and facilities:

<http://www.youtube.com/watch?v=G7VwIs6DVDQ>. Although we encourage students to visit campus, we understand the financial constraints of most of our applicants. As such, the video provides some insight about the PP-ATEP for those that cannot visit campus.

**J. 3. Full financial responsibilities and benefits (e.g., tuition and fees, tuition waivers, financial aid, graduate assistantships) must be provided to the student, in writing, prior to the student committing to attend the institution.**

Information regarding the assistantship and its benefits are located on the program website and in the job posting on the NATA Career Center. Once a student has been selected as a potential graduate assistant, we discuss the details of the assignment at length on the phone. We then send an agreement letter with the details via through email. They are typically given 3 weeks or more to consider the information, contact the PD with questions, and then finally sign the agreement letter. When financial information changes (i.e. funds are increased), another agreement letter is given to the currently enrolled student in hard copy in the semester prior to the change. We provide them with time to consider the changes, ask the PD questions, and sign in acknowledgement. Please see [Appendix O](#) for examples of the initial agreement letter and the follow up letter.

**J. 4. Criteria for acceptance of students into a program:**

**a. must have received appropriate institution administrative approval.**

**b. must be in written form.**

**c. *should* include specific prerequisites regarding academic background, previous experience, recommendations, or other appropriate factors.**

**d. must include NATABOC certification, eligibility for NATABOC certification or an equivalent athletic training credential (e.g., Canadian Certified Athletic Therapist).**

**IV. J. 4. e. must include at least a baccalaureate degree from an accredited college or university.**

The following admission requirements are supported by the College of Graduate and Professional Studies and are provided on our program's website and NATA posting:

1. Graduate from a CAATE accredited entry-level athletic training program and/or eligibility to take the BOC exam.
2. A cumulative GPA of 3.0/4.0 or greater at the time of admission.
3. A combined Math and Verbal GRE score of excellence (used for Global Evaluation).

After the initial application submission; the PD asks for volunteers from all AT faculty and all graduate assistant supervisors to serve on the Admissions committee. A mix of both faculty and clinicians serve on the committee. After the deadline, we provide committee members with a zip file of each candidate's application, references, and resume with a standard scoring sheet. The committee has about 2 weeks to review candidate applications and each candidate is scored by at least 3 members. All supervisors and faculty are also invited to evaluate and rank the candidates to contribute to the assessment process. By committee consensus, we establish a minimum score and those above the benchmark are invited for a skype interview. The panel for skype interviews includes at least 3 of the committee members and one graduate student. Each attendee completes a standardized evaluation form for each interview. The PD compiles all scores from the evaluation process and establishes an overall score. The committee meets to find consensus on graduate assistantship offers based on the final scores. Please see [Appendix P](#) for all interview materials.

**J. 5. The total number of students accepted into the program, as well as the number enrolled in each class or laboratory, must be consistent with learning experiences at the sponsoring or peer institutions.**

The PP-ATEP has exceeded enrollment expectations of the University as compared to other graduate programs. Please see [Appendix Q](#) for a capacity report created by the Dean of College of Graduate and Professional Studies. This report allowed our department chair to acquire more financial support of the students (stipends and tuition waivers).

## **Facilities and Resources**

### **K.1. Adequate resources must be provided so the program can meet its goals and objectives. These include:**

#### **a. faculty and staff**

We currently have four full-time tenure/tenure-track faculty in athletic training (Timothy Demchak, Lindsey Eberman, Leamor Kahanov, Catherine Paterson; formerly employed were Susan Yeargin and Matt Gage), three on-going faculty searches, and one faculty member serving as the Dean of the College of Nursing, Health, and Human Services (Richard “Biff” Williams). Physical therapy faculty also teach several courses in our program including Research Methods, Environmental Illnesses and Manual Therapy.

Our athletic training staff consists of five full-time athletic trainers (Candy Anderson, Cody Inskip, Michelle Landis, Joshua True, Mitchell Wasik; formerly employed was Bradley Yeargin) that serve as mentors for our graduate assistants. We also employ a Director of Rehabilitation Services who is also a mentor to graduate students (Shecanna Seeley, DPT, ATC).

#### **b. administrative support**

The Department of Applied Medicine and Rehabilitation has three full-time administrative assistants (Julie Dininger, Elizabeth Coleman, and Judy Scott) and one student worker. All three of the administrative assistants have designated responsibilities within the Department and provide support to the graduate athletic training education program accordingly. Their time is split currently 1/3 for each active program, AT/PT/PA. Elizabeth Coleman serves as the student services administrative assistant, assisting with recruitment and admissions for our program. This position was formerly held by Katie Yoder and as such, recruitment documents currently reference Katie.

The PD works frequently with the three administrative assistants to maintain comprehensive program electronic files and electronic files on each student. Please see [Appendix R](#) for screen shot examples of the files.

#### **c. classroom and laboratory space**

The AMR department moved into a renovated building 18 months ago. We have 3 designated laboratory areas: Two designated teaching/plinth laboratory that is shared with the entry-level athletic training education program and physician assistant program. The teaching laboratory has 15 high-low tables, anatomical models, rehabilitation equipment and modality equipment. In addition to the designated teaching laboratory, the PP-ATEP has access to three different didactic classrooms that are equipped with current educational technology. The PP-ATEP has access to the cadaver anatomy lab, which is used on occasion for individual lectures and activities.

#### **d. research facilities and equipment**

The AMR research laboratory has been functioning for approximately 30 years and was recently renamed the Applied Medicine Research Center (AMRC). Currently, the center is located in the basement of the Sycamore Center for Wellness and Applied Medicine Building on the Indiana State University's campus (room A-15) and occupies approximately 1400 square feet of dedicated research space. Dr. Carolina Valencia serves as the new Director of the AMRC.

This space is predominantly utilized for research purposes but may also be used for teaching purposes when appropriate. The AMRC is divided into six different areas: quiet rooms, a neuromechanics/therapeutic modalities research lab, biochemistry research lab, exercise and cardiovascular research lab, a data collection room, and two storage rooms.

Additional CNHHS research laboratories (Biomechanics, Exercise Physiology, and Motor Learning) are situated across the street from the AMRC in the CNHHS Arena Building and area accessible and have been used by graduate students. Two large gymnasiums are also located in the Arena which have been and may be used for data collection that cannot be accommodated in the AMRC.

The AMRC is equipped with a variety of capital equipment items that are used for research and teaching. Below is a list of the capital equipment:

- EMG- (Delsys, Myomonitor IV)
- Ultrasound Imaging- (GE, LogiqE)
- Refractometers
- Osmometer
- Rectal Thermometry
- Temperature Telemetry Systems
- Sub-Zero Freezer
- Therapeutic Modalities
- Fluoroscope
- Centrifuge

#### **e. finances**

The university and program supports 18 graduate assistantships and stipends in the amount of \$363,816.00. In addition, the department funds the three current programs with a budget of \$363,000.00 for 2011-2013. The program receives approximately 1/3 of the funding in shared equipment, operations and faculty continuing education (\$1500.00 per faculty). The budget is slated to increase as physical therapy and occupational therapy begin matriculating students and so will the cost sharing of equipment and operations.

Specific financial allocations for the PP-ATEP are below. Faculty and PP-ATEP students are supported with background checks and licensure. Faculty receive continuing education funds, membership and additional presentation funds for research. The PP-ATEP has noteworthy operating expenses.



#### **f. clinical opportunities, facilities, and equipment**

Currently, all of our graduate assistant positions are clinical in nature with assigned teaching assistant responsibilities. Our students are either placed on campus with one of the ISU athletic teams or off-campus at a high school. The ISU Athletic Training Facilities include five separate athletic training rooms (Arena Building, Hulman Center, ISU Football Stadium, Bob Warn Field (Baseball) and Sycamore Center for Wellness and Applied Medicine Building). The athletic training room in the Sycamore Center for Wellness and Applied Medicine serves as the main athletic training room on campus. All of the athletic training rooms on campus are equipped with modalities and rehabilitation equipment. The graduate assistant positions on campus with ISU sports include baseball, softball, football (2), women's basketball, volleyball, and track and field/cross-country (3). Two additional graduate assistants are assigned to the Physical Therapy and Sports Rehabilitation Clinic on campus.

The off-campus graduate assistant positions are facilitated by Union Hospital and include four area high schools. Two graduate assistants are placed at each of the following high schools: Terre Haute South, Terre Haute North, and West Vigo. Another graduate assistant is placed at Marshall High School in Marshall, IL and another serves all the high schools when needed. This position is coordinated by Yvette Cress and includes a steady and pre-determined schedule. The position is new to the program 2012-2013 and will be re-evaluated in 2 years to determine the effectiveness of the position. The facilities and equipment at these off-campus sites is dependent upon the high school's budget.

#### **g. medical and allied health personnel, where appropriate**

Our students have the opportunity to interact with the team physician's at each of their assistantships. Additionally, we have recently built a relationship with the Lugar Center for Rural Health, which allows our students to attend seminars held in the center, including MRSA, wound care etc. The on-campus graduate assistants also have the opportunity to interact with Shecanna Seeley, the Director of Rehabilitation Services. In addition, Dr. Demchak facilitates a rehabilitation center for the underserved population (St. Ann Clinic) where students can participate if desired.

Students have the opportunity to engage in interprofessional education with the PA program (Section F.b.). Students have more than a dozen opportunities to engage with allied health care personnel in clinical activities (Section F.b.).

#### **h. library materials, education materials and learning aids (computers, multimedia, etc.)**

The Cunningham Memorial Library at Indiana State University provides the following resources and services to all graduate students: library information, writing assistance, tutorials, database search tips, research planning, reference manager (Endnote), full text journals, workshops, interlibrary loan, reference services, and eligibility for a graduate carrel.

**K. 2. Appropriate line items for the development and ongoing operation of the program *should* be identified and discussed in the proposal stage. Provisions *should* be made for funding of any additional resources for program improvements necessary to meet current NATA accreditation requirements.**

The AMR upgraded the facilities over the past 18 months and do not anticipate further upgrades over the next 5-year fiscal extrapolation. The AMR department provides monetary and conceptual support for potential shifts in accreditation requirements. The AMR has planned for the addition of capitol items and research over a 5-year period ranging from \$7,000.00 - \$25,000.00 (Section K.1.g.). Likewise, the AMR department has anticipated the potential accreditation requirement of clinical experiences connected to coursework and professional growth adding the ATTR 655/656 courses. The department structure that emphasizes collaborative decision making is flexible and adjustments are made when necessary and appropriate.



## **Equal Opportunity**

- L.1. Student, faculty recruitment, student admission, and faculty employment practices must be nondiscriminatory with respect to race, color, creed, sex, age, disability, and notional origin.**
- L.2. Post-certification PP-ATEP s much assure equal opportunity for classroom instruction, clinical experience, and other educational activities for all students in the program.**

Indiana State University subscribes fully to all Federal and State laws and regulations regarding nondiscrimination. Students can access the equal opportunity and affirmative action policy statement online: <http://www.indstate.edu/aao/equaloppstmnt.htm>.

Please find the ISU policy below:

### **Indiana State University Equal Opportunity and Nondiscrimination Policy Statement**

Indiana State University has long been pledged to the principles of nondiscrimination and is firmly and unequivocally committed to the creation of a culturally diverse community among and between its faculty, staff, and students. Diversity within the University community advances the academic purpose of the University, and a nondiscrimination policy is essential to achieving such diversity. Our expectation is that the University will do more than merely comply with civil rights legislation and enactments. The following policy statement was approved by the Board of Trustees in December, 1993, and revised in October, 2003.

Indiana State University does not discriminate on the basis of sex, race, age, national origin, sexual orientation, religion, disability, or veteran status. In line with its commitment to equal opportunity, the University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications meeting established criteria.

Indiana State University is committed to equal opportunity for employees and students through active recruitment, promotion, retention, and enrollment of individuals from the full spectrum of diverse populations, including people of color, women, persons with disabilities, and Vietnam-era veterans.

The University subscribes fully to all federal and state laws and regulations regarding nondiscrimination.

Responsibility for implementing the educational and employment decisions in accordance with the University's equal opportunity and nondiscrimination policy rests with the vice presidents, deans, directors, and other heads of units, faculty, and staff. The Director of the Office Affirmative Action is responsible for overall compliance with all federal and state laws and

regulations regarding nondiscrimination and for coordination of the University's commitment to education about, and celebration of, our campus diversity and international reach.

Furthermore, Indiana State University will not tolerate any form of sexual or racial harassment, intimidation, or coercion. Allegations of any form of harassment will be promptly and thoroughly investigated, and offenders will be subject to disciplinary action.

Your help and cooperation are essential to transforming these words into demonstrated equal opportunity in academic programs and employment.

## **Program Evaluation**

**M. 1. The cornerstone of success for any education program is ongoing program evaluation. The educational unit in which the program is housed must have a formal plan for ongoing evaluation of all aspects of the program including:**

- a. attainment of program goals**
- b. Instructional curricular effectiveness**
- c. student achievement, and**
- d. all information required for the Annual Report to the Post-Professional Graduate Review Committee.**

A formal plan for evaluation is detailed in the short and long term goals in section C. In summary, we use course assignments, exit, alumni, and employer surveys, clinical evaluations, clinical instructor evaluations, and teaching assistant evaluations to assess the attainment of program goals, curricular effectiveness, and student achievement.

### **M. 2. Instructional curricular effectiveness**

To evaluate curricular effectiveness, we use course instructor evaluations (SIR2), exit survey data, and exit interviews.

### **M. 3. Examples of program and student effectiveness records include:**

- a. student learning**
- b. student performance in classes**
- c. student outcomes**

We measure student learning, performance, and outcomes using course assignments. We also use application measures (ACI/CI evaluations and clinical evaluations) to determine if skills learned in the didactic setting are used in the clinical experience.

Example Course Assignments ([Appendix G](#)):

- Evidence Based Medicine
  - o Research Project Abstract (ATTR 661)
  - o Article Presentation (ATTR 662)
- Athletic Training Education
  - o Teaching Memoir (ATTR 625)
  - o Exam Items (ATTR 625)
- Leadership
  - o Journal Club Discussion Reflection (ATTR 655/656)
  - o Environmental Illness Policy Statement (ATTR 660)

#### **d. graduation rates**

Since our last self study, we have a Graduation Rate of 80% (n=24/30). The average time competition is 22.4±4.5 months and ranges 17-37 months.

#### **e. publication of student works (e.g. abstracts, manuscripts)**

Thesis and Research Projects Completed	19
University Research Grants Awarded	16 (\$16,712)
Student Presentations	18
Published Abstracts	10
Student Manuscript Publications	2 (5 In Review)

#### **Grants Awarded**

**Adams H** & Yeargin S. (February 2011). The Effect of Urine Agitation on Hydration Status. Travel Grant, College of Graduate and Professional Studies, \$600.

**Dziedzicki D** & Eberman LE. (2011). Self Reported Alcohol Consumption and its Effect on Fatigue and Hydration Status. Travel Grant, College of Graduate and Professional Studies, \$600.

**Niemann A** & Yeargin S. (February 2011). Effect of Instrument Type on the Measurement of Hydration Status. Travel Grant, College of Graduate and Professional Studies, \$600.

**Renner C** & Kahanov L. (November 2012). Kinesio Tape and its Effects on Internal and External Range of Motion in the Shoulder. Travel Grant, College of Graduate and Professional Studies, \$500.

**Ujino A** & Kahanov L. (November 2012). The Effect of Kinesio Tape and Stretching on Internal and External Range of Motion in the Shoulder. Travel Grant, College of Graduate and Professional Studies, \$500.

**Adams H** & Yeargin S. (February 2011). The Effect of Urine Agitation on Hydration Status. Research Grant, College of Graduate and Professional Studies, \$500.

**Dorpinghaus N** & Gage MJ. (February 2011). The Effect of Gluteus Medius Training on Muscle Activation, Postural Control, and Center of Pressure. Research Grant, College of Graduate and Professional Studies, \$300.

**Dziedzicki D** & Eberman LE. (2011). Self Reported Alcohol Consumption and its Effect on Fatigue and Hydration Status. Research Grant, College of Graduate and Professional Studies, \$600.

**Finn M** & Yeargin S. (February 2011). Effect of Fluid Administration on Ad Libitum Fluid Consumption and Hydration Status. Travel Grant, College of Graduate and Professional Studies, \$500.

**McKenzie A** & Yeargin S. (February 2011). Physiological and Perceived Effects of Head Cooling During Simulated Firefighting Activity. Travel Grant, College of Graduate and Professional Studies, \$500.

**Niemann A** & Yeargin S. (February 2011). Effect of Instrument Type on the Measurement of Hydration Status. Research Grant, College of Graduate and Professional Studies, \$500.

**Ujino A** & Kahanov L. (February 2011). Kinesio Tape and its Effects on Internal and External Range of Motion in the Shoulder. Research Grant, College of Graduate and Professional Studies, \$500.

**Callahan M** & Gage MJ. (October 2010). Comparison of Muscle Activation During the Active Straight Leg Raise and Double Straight Leg Lowering Test. Research Grant, College of Graduate and Professional Studies, \$600.

Eberman LE & **Yoder PJ**. (April 2010). Effect of Body Somatotype and Fat Composition on Cooling Rates Project. Academic Affairs Grant, \$5812.

**McKenzie A** & Yeargin, S. (September 2010). Physiological and perceived effects of field cooling during simulated firefighting activities. Gatorade Sport Science Institute. \$3500.

**Yoder PJ** & Eberman LE. (March 2010). Effect of Body Somatotype and Fat Composition on Cooling Rates Project. Research Grant, College of Graduate and Professional Studies, \$600.

### **Student Presentations:**

**Dziedzicki DJ**, Eberman LE, Kahanov L, Mata HL. Relationship between Self Reported Alcohol Consumption and Hydration. Accepted for Journal of Athletic Training. National Athletic Trainers' Association 63rd Annual Meeting and Clinical Symposia. St. Louis. June 2012.

**Niemann AJ**, Yeargin SW, **Adams HM**, Eberman LE, Mata HL The Effect of Instrument Type on the Measure of Hydration Status. Accepted for Journal of Athletic Training. National Athletic Trainers' Association 63rd Annual Meeting and Clinical Symposia. St. Louis. June 2012.

**Rancourt CS**, Eberman LE, Kahanov L, **Adams HM**, Ingebrigsten JC, Landis M. Ferritin, Hematocrit, and Hemoglobin as Biochemical Markers of Iron Deficiency in Collegiate Runners. Accepted for Journal of Athletic Training. National Athletic Trainers' Association 63rd Annual Meeting and Clinical Symposia. St. Louis. June 2012.

**Renner C**, Kahanov L, **Ujino A**, Eberman LE, Demchak T. Kinesiotape Does Not Increase Glenohumeral Internal and External Range of Motion of the Shoulder. Accepted for Journal of Athletic Training. National Athletic Trainers' Association 63rd Annual Meeting and Clinical Symposia. St. Louis. June 2012.

**Dziedzicki DJ**, Eberman LE, Kahanov L, Mata HL. Self Reported Alcohol Consumption and its Effect on Fatigue and Hydration. Accepted for presentation at American College of Sports Medicine Annual Meeting. San Francisco, CA. May 2012.

**Adams HM**, Effects of Urine Agitation on Measurements of Hydration Status. Indiana State University Symposium to Celebrate Student Research and Creativity 2012.

**Dziedzicki DJ**. Collegiate Athlete Hydration Status and Perceptions of Fatigue Following Alcohol Consumption. Indiana State University Symposium to Celebrate Student Research and Creativity 2012.

**Niemann A**. The Effect of Instrument Type on the Measure of Hydration Status. Indiana State University Symposium to Celebrate Student Research and Creativity 2012.

**Renner C**. Effect of Kinesiotaping on Glenohumeral Range of Motion. Indiana State University Symposium to Celebrate Student Research and Creativity 2012.

**Ujino A**. Effect of Stretching and Kinesiotaping on Glenohumeral Range of Motion. Indiana State University Symposium to Celebrate Student Research and Creativity 2012.

**Finn ME**, Yeargin SW, Eberman LE, Gage MJ, McDermott BP, **Gray MT**, **Niemann AJ**. Effect of fluid administration on ad libitum fluid consumption and hydration status. Presented at the National Athletic Trainers' Association 62nd Annual Meeting and Clinical Symposia, New Orleans, LA. June 2011.

**Schneider GP**, Stemmans CL, Eberman LE, Brittain Rogers N. Senior athletic training students' perceptions and self-reported behaviors of evidence-based practice. Presented at the National Athletic Trainers' Association 62nd Annual Meeting and Clinical Symposia, New Orleans, LA. June 2011.

**McKenzie AL**, Yeargin SW, Eberman LE, Kingsley JD, **Dziedzicki DJ**, **Finn ME**, **Niemann AJ**, **Yoder PJ**, Kelly JL, Vaal T. Physiological and perceived effects of head cooling during simulated firefighting activity. Presented at American College of Sports Medicine Annual Meeting, Denver CO. June 2011

**Finn M**. Effects of an External Fluid Administrator on Dehydration Indices. Indiana State University Symposium to Celebrate Student Research and Creativity 2011.

**McKenzie A.** Physiological and perceived effects of field cooling during simulated firefighting activity. Indiana State University Symposium to Celebrate Student Research and Creativity 2011.

**Yoder P.** Effect of Body Somatotype and Fat Composition on Cooling Rates. Indiana State University Symposium to Celebrate Student Research and Creativity 2011.

**Guzzo SJ, Carr JS,** Demchak TJ, Yeargin SW, Edwards JE. Triceps Surae Cooling Time is Greater When Ice Bag is Applied During Treadmill Walking. Presented at the National Athletic Trainers' Association 61st Annual Meeting and Clinical Symposia. Philadelphia, PA. June 2010.

**Hernandez AE,** Yeargin SW, Eberman LE, **Moore AW,** Casa DJ, Edwards JE, Parsley EJ, Abe H. Implications of Altered Ingestion Times and Cool Water Consumption on the Validity of Temperature Sensors. Presented at the National Athletic Trainers' Association 61st Annual Meeting and Clinical Symposia. Philadelphia, PA. June 2010.

#### **Published Abstracts**

**Dziedzicki DJ,** Eberman LE, Kahanov L, Mata HL. Relationship between Self Reported Alcohol Consumption and Hydration. Accepted for Journal of Athletic Training 2012 Supplement.

**Niemann AJ,** Yeargin SW, **Adams HM,** Eberman LE, Mata HL The Effect of Instrument Type on the Measure of Hydration Status. Accepted for Journal of Athletic Training 2012 Supplement.

**Rancourt CS,** Eberman LE, Kahanov L, **Adams HM,** Ingebrigsten JC, Landis M. Ferritin, Hematocrit, and Hemoglobin as Biochemical Markers of Iron Deficiency in Collegiate Runners. Accepted for Journal of Athletic Training. Accepted for Journal of Athletic Training 2012 Supplement.

**Renner C,** Kahanov L, **Ujino A,** Eberman LE, Demchak T. Kinesiotape Does Not Increase Glenohumeral Internal and External Range of Motion of the Shoulder. Accepted for Journal of Athletic Training 2012 Supplement.

**Dziedzicki DJ,** Eberman LE, Kahanov L, Mata HL. Self Reported Alcohol Consumption and its Effect on Fatigue and Hydration. Accepted for Medicine and Science in Sport and Exercise 2012 Conference Proceedings.

**Finn ME,** Yeargin SW, Eberman LE, Gage MJ, McDermott BP, **Gray MT, Niemann AJ.** Effect of fluid administration on ad libitum fluid consumption and hydration status. Journal of Athletic Training. 2011;46(3):S-21-22.

**Schneider GP,** Stemmans CL, Eberman LE, Brittain Rogers N. (2011). Senior athletic training students' perceptions and self-reported behaviors of evidence-based practice. Journal of Athletic Training. 2011;46 (3);S-59.

**McKenzie AL**, Yeargin SW, Eberman LE, Kingsley JD, **Dziedzicki DJ**, **Finn ME**, **Niemann AJ**, **Yoder PJ**, Kelly JL, Vaal T. Physiological and perceived effects of head cooling during simulated firefighting activity. *Medicine & Science in Sport & Exercise*. 2011; S88.

**Guzzo, SJ; Carr, JS**; Demchak; TJ; Yeargin, SW; Edwards, JE. Triceps Surae Cooling Time is Greater When Ice Bag is Applied During Treadmill Walking. *Journal of Athletic Training*, 45(3):S-21, 2010.

**Hernandez AE**, Yeargin SW, Eberman LE, **Moore AW**, Casa DJ, Edwards JE, Parsley EJ, Abe H. Implications of Altered Ingestion Times and Cool Water Consumption on the Validity of Temperature Sensors. *Journal of Athletic Training*, 45(3):S-34, 2010.

### **Manuscript Publications**

**Schumacher H**, Eberman LE, Kahanov L, **Adams HM**, **Niemann AJ**. Critically Appraised Topic: Ultrasound as a Therapeutic Intervention. *Journal of Sport Rehabilitation*. (In Review).

**Adams HM**, **Schumacher H**, Kahanov L, Eberman LE. Neuroretinitis in a Male Collegiate Track Athlete Secondary to Weight Lifting. *Online Journal of Medicine and Medical Science Research*. (In Review).

**Niemann AJ**, **Juzeszyn LS**, Kahanov L, Eberman LE. Return to Play Following Suprascapular Nerve Decompression in a Throwing Athlete. *Asian Journal of Sports Medicine*. (In Review).

**Middlebrooks C**, **Tebbe K**, Kahanov L, Eberman LE. Spondyloschisis in an Adolescent Soccer Player. *Athletic Training and Sport Health Care*. (In Review).

Eberman LE, Kahanov L, **Adams HM**, Ingebrigsten J, Landis M. Hematology to Assess Iron Deficiency over a Competitive Season in Collegiate Runners. *Journal of Science and Medicine in Sport*. (In Review).

**McKenzie AL**, Yeargin SW, Eberman LE, Kingsley JD, **Dziedzicki DJ**, **Finn ME**, **Niemann AJ**, **Yoder PJ**, Kelly JL, Vaal T. Physiological and perceived effects of head cooling during simulated firefighting activity. *Aviation, Space, and Environmental Medicine (In Review)*

**Shinkle J**, Nesser T, Demchak TJ, McMannus D. Effect of Core Strength on the Measure of Power in the Extremities. *Journal of Strength and Conditioning Research*. (In Press).

**Niemann AJ** and Yeargin SW. Cold weather sports: recognizing and preventing dehydration, hypothermia, and frostbite. *www.momsteam.com* 2011



#### **f. presentations by students student, alumni, and employer surveys**

Completed Surveys:

- Exit Survey (n=20/25, response rate=80%)
- Alumni Survey (n=9/19, response rate=47%)
- Employer Survey (n=0/4, response rate=0%)

#### **g. accomplishments of program alumni**

##### **Awards of Recent Graduates**

ISU Student Leadership Award Winner (2011): Holly Schumacher

ISU International Student Community Engagement Award Nominee (2012): Ai Ujino

The College of Graduate and Professional Studies honors high achieving graduate assistants who most reflect the values of their academic programs and ISU's mission. Outstanding Graduate Assistants will have demonstrated the capacity to balance the challenges of an assistantship with the rigors of a graduate program by maintaining the highest standards of academic performance.

Greg Schneider: CGPS Outstanding Graduate Assistant (2010)

Amy McKenzie: CGPS Outstanding Graduate Assistant (2011)

Andrew Niemann: CGPS Outstanding Graduate Assistant (2012)

This award is presented annually to a Graduate Athletic Training Student who demonstrates exceptional dedication through scholarship, leadership, service and clinical professionalism while in the ISU Graduate AT Education Program. Only current Graduate Athletic Training Students may vote. In the event of a tie, the department chair and program director will make the final decision.

Gregory Schneider: PPATEP Outstanding Graduate Student (2010)

Amy McKenzie: PPATEP Outstanding Graduate Student (2011)

Andrew Niemann: PPATEP Outstanding Graduate Student (2012)

This award is presented annually to a Graduate Athletic Training Research Project that represent excellence in scholarly work and merit for publication. Only projects that have been successfully defended are eligible for consideration. Only Faculty may vote. In the event of a tie, the department chair will make the final decision.

None: PPATEP Outstanding Research Project (2010)

Greg Schneider: PPATEP Outstanding Research Project (2011)

Megan Finn: PPATEP Outstanding Research Project (2012)

##### **Manuscript publications (students prior to 2009)**

Cordova ML, **Bernard LW**, **Au KK**, Demchak TJ, Stone MB, and Sefton JM. Cryotherapy and ankle bracing effects on peroneus longus response during sudden inversion. *J Eltromyogr Kinesiol*: 2010; 20 (2):348-353.

**McCutchan E**, Demchak TJ, and Brucker JB. Comparison of the heating efficacy of the Autosound with traditional ultrasound methods. *Athlet Train Sports Hlth Care* 2012; 4(2) 73-78.

#### **h. job placement report**

Of those students who have graduated or completed their course requirements prior to May 2012, our program has a 95% (19/20) job placement rate. Our students have accepted a variety of jobs including: Clinical Outreach, Collegiate (all levels), Fellowship, Industrial, and Doctoral Assistantships. Please see [Appendix S](#) for Graduation Placement Reports provided in past Annual Reports.

**M. 4. Results of these evaluations must be analyzed and used to revise and strengthen the program. A satisfactory system of evaluating student performance in both the classroom and other components, (e.g., teaching, administrative, clinical, and/or research), of the program must be established.**

1. We have identified a weakness in the implementation of the PODs in some courses. In particular, we do not do a sufficient job of including the AT Education POD in the Research Methods course (ATTR 691). Prior to the implementation of interprofessional enrollment, we were able to include practice presentations for research project/thesis. Due to an increased class size, this activity is no longer possible. As such, we plan to remove the AT Educator POD from this course, as we feel we have excellent activities in other courses to ameliorate the change. We have also determined that we do not provide concrete activities for the Leadership POD in the AT Educator course (ATTR 625) and Research Project/Thesis (ATTR 698/699). Although we conceptually meet our definition of leadership through education and the dissemination of new knowledge, we do not believe we can provide evidence to support the explicit inclusion of the POD in these courses.
2. After observing syllabi, we have identified a need to standardize the writing of objectives to achieve student learning outcomes. Although we strongly believe in academic freedom, we believe that standard language (not prescriptive pedagogy) connected to the student learning outcomes may help faculty in achieving their course goals.
3. Our clinical evaluation tools do not appear to have the sensitivity needed for critical analysis of student performance. We believe grade inflation is occurring and although students may get daily/weekly, or formative, feedback, the method we use to evaluate graduate assistants does not result in helpful summative feedback. Furthermore, the size of our undergraduate program may lead our supervisors toward assessment fatigue. Because graduate students flow from semester to semester, adjusting the timeline for evaluation due dates may help to resolve this issue. We are also considering supervisor evaluations to allow students an opportunity to provide feedback. This, in addition to exit

interviews and surveys should help the PD develop an action plan for program improvements.

4. Because the program has a long history of promoting scholarship and research, we would like to create a centralized location on the program website to celebrate the work of our students. At present, some faculty curriculum vitas are posted, and these documents include student work. In addition to celebrating faculty we would like to celebrate our students by posting the abstract of their thesis/research project on the program webpage. As student graduate, we will post the new abstracts. This will also allow us to create a centralized tracking system for monitoring student achievement through completion.
5. We plan to rearticulate the PODs and student learning outcomes to improve our ability to assess and for faculty to more easily connect class activities. The proposed revision follows. In Fall 2012, we will discuss, vote to approve, and implement the new format.

**Evidence Based Medicine:** The graduate student will become a competent evidence based medicine clinician.

1.1 Research Consumer: The student will demonstrate the ability to find and interpret literature in the following areas:

- 1.1a Thesis/Research Project
- 1.1b Prevention and Management of Catastrophic Injury
- 1.1c Diagnostics
- 1.1d Modalities
- 1.1e Rehabilitation
- 1.1f Manual Therapy

1.2 Clinical Application: The student will demonstrate the ability to apply evidence based medicine in clinical practice in the following areas:

- 1.2a Thesis/Research Project
- 1.2b Prevention and Management of Catastrophic Injury
- 1.2c Diagnostics
- 1.2d Modalities
- 1.2e Rehabilitation
- 1.2f Manual Therapy

**Education:** The graduate student will become a competent educator.

2.1 Education: The student will demonstrate effectiveness in educating the following:

- 2.1a Students in the clinical setting
- 2.1b Students in the didactic setting
- 2.1c Patients
- 2.1d Administrators
- 2.1e Peers
- 2.1f Other Health Care Providers

**Leadership:** The graduate student will become a competent leader.

3.1 Leadership: The student will demonstrate the ability to lead in the following areas:

- 3.1a Clinical practice

- 3.1b Education
- 3.1c Administration
- 3.1d Research

**M. 5. Program evaluation must be completed on a regular, ongoing basis and results *should* be shared with students.**

**Timeline**

- Course Assignments are evaluated upon due dates, as deemed by each instructor.
- Clinical Evaluations are completed once per semester.
- ACI/CI Evaluations are completed twice per semester and are amalgamated every 24 months.
- Exit Surveys are completed when students complete the program and are amalgamated every 24 months.
- Alumni Surveys are distributed within one year and three years after completion of the program. Data are amalgamated every 3 years.
- Employer Surveys are distributed within six and eighteen months after completion of the program. Data are amalgamated every 3 years.

Students receive feedback on assignments and clinical evaluations on a regular and continuing basis. ACI/CI evaluations are reviewed with students one-on-one at each evaluation point in a semester (mid and end of semester). To protect the rights of undergraduate students, we do not share the summary data with graduate students until they are near completion

## **Supporting Materials**

### **Appendices**

## **Appendix A**

### **Transcript**

Record Of: Sam, Sycamore T.  
\*\*\* WARNING \*\*\*  
--No Address--

Issued To: Sycamore Sam

Course Level: Graduate

Degree Awarded: Master of Science 08-APR-2012

Major: Athletic Training

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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INSTITUTION CREDIT:

Term: Summer II 2010			
College of Grad & Prof Studies			
Athletic Training			
ATTR 655	Graduate Clinical	0.00 A	0.00
Term:	Hours: 0.00 GPA-Hrs: 0.00 QPts:	0.00 GPA:	0.00
Term: Fall 2010			
College of Grad & Prof Studies			
Athletic Training			
ATTR 625	Athletic Training Educator	3.00 C	6.00
ATTR 655	Clinical Exper Athlet Train I	3.00 A	4.00
ATTR 650	Environmental Illnesses	3.00 C	6.00
ATTR 651	Research Methods	3.00 B-	8.10
Term:	Hours: 19.00 GPA-Hrs: 10.00 QPts:	24.10 GPA:	2.41
Term: Spring 2011			
College of Grad & Prof Studies			
Athletic Training			
ATTR 626	Applied Med & Rehab Lead Admin	3.00 A-	11.10
ATTR 655	Clinical Exper Athlet Train I	3.00 A	4.00
ATTR 662	Evid-Based Diag Ortho Injuries	3.00 C+	6.90
ATTR 659	Masters Thesis	2.00 IP	0.00
Term:	Hours: 7.00 GPA-Hrs: 7.00 QPts:	22.00 GPA:	3.14

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

SUBJ NO. COURSE TITLE CRED GRD PTS R

Institution Information continued:

ATTR 655	Clin Exper Athletic Train II	1.00 A	4.00
ATTR 675	Therapeutic Modalities	3.00 B	9.00
ATTR 699	Masters Thesis	2.00 IP	0.00
ATTR 604	Res Design Data Analysis	3.00 B	9.00
Term:	Hours: 7.00 GPA-Hrs: 7.00 QPts:	22.00 GPA:	3.14
Term: Spring 2012			
College of Grad & Prof Studies			
Athletic Training			
ATTR 655	Clin Exper Athletic Train II	1.00 C	2.00
ATTR 661	Evid-Based Rehab Kinetic Chain	3.00 C	6.00
ATTR 675	Manual Therapy	3.00 A	12.00
ATTR 699	Masters Thesis	2.00 IP	0.00
Term:	Hours: 7.00 GPA-Hrs: 7.00 QPts:	20.00 GPA:	2.85
Term: Summer I 2012			
College of Grad & Prof Studies			
Athletic Training			
ATTR 656	Clin Exper Athletic Train II	0.00 B+	6.00
Term:	Hours: 0.00 GPA-Hrs: 0.00 QPts:	0.00 GPA:	6.00
***** TRANSCRIPT TOTALS *****			
Earned Hrs GPA Hrs Points GPA			
TOTAL INSTITUTION	31.00	31.00	88.10 2.84
OVERALL	31.00	31.00	88.10 2.84
***** END OF TRANSCRIPT *****			

## **Appendix B**

### **Curriculum Vitae of Program Directors**





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Approved Clinical  
Instructor Estimates of Athletic Training Student Learning Style.

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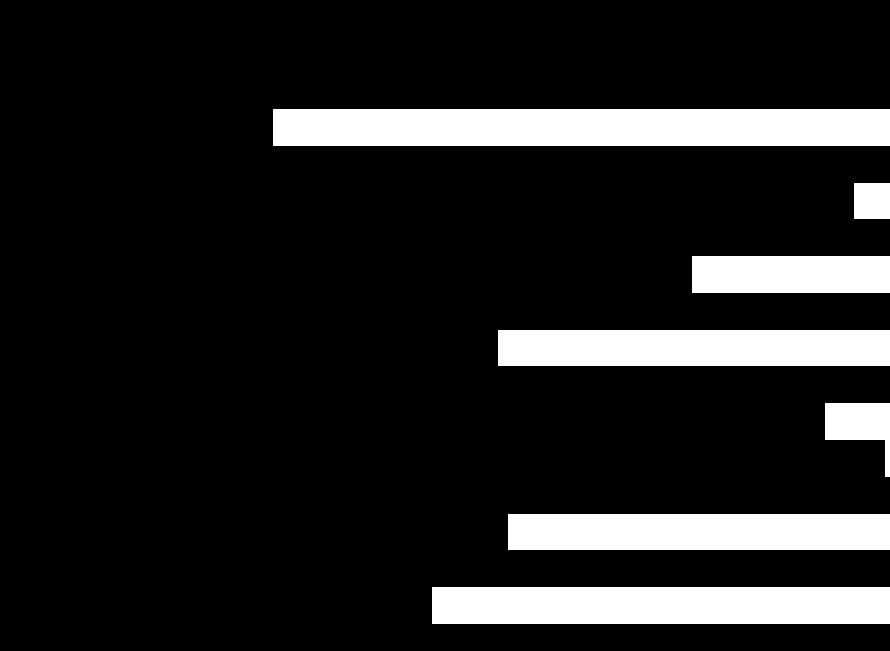
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A series of horizontal black bars of varying lengths, representing a redacted document. The bars are arranged in a list-like fashion, with some bars being longer than others, suggesting different levels of redaction or different sections of text. The bars are solid black and have no text or other markings on them.

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25-34	15%
35-44	20%
45-54	25%
55-64	30%
65+	35%

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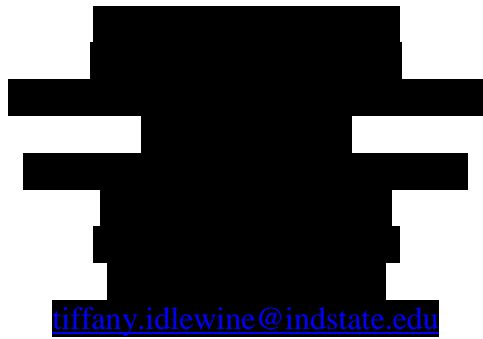
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Category 3	85%

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A series of horizontal black bars of varying lengths, representing a redacted list or data set. The bars are arranged in a vertical column, with some bars being longer than others, suggesting a list of items where the length of each bar corresponds to a specific value or category. The bars are solid black and have no text or other markings on them.

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## **Appendix D**

### **Curriculum Vitae of Clinical Supervisors**

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## YEVETTE CRESS PT, DPT, ATC, LAT

**OBJECTIVE** To supply ISU with current work experience

**SKILLS & ABILITIES** Manage and coordinate sports medicine program, including oversight of daily activities, coordinating event coverage, managing staff and students. Covering athletic training events at the high school and collegiate level. Evaluating and treating athletic, orthopedic, and neurologic injuries.

**EXPERIENCE**

**COORDINATOR CENTER FOR SPORTS MEDICINE, UNION HOSPITAL**  
2006-present  
Manage sports medicine program including seven high schools and two colleges.

**STAFF PHYSICAL THERAPIST, UNION HOSPITAL**  
2004-2006  
Evaluate and treat athletic, orthopedic, and neurologic injuries in an outpatient setting

**EDUCATION**

**AT STILL UNIVERISTY**  
Doctorate in Physical Therapy

**ANDREWS UNIVERITY**  
Masters of Science in Physical Therapy  
Bachelors of Science in Anatomy and Physiology

**UNIVERSITY OF INDIANAPOLIS**  
Bachelor of Science in Biology, Athletic Training

**COMMUNICATION** Presentation on various diagnoses to small groups. Lead sports medicine meetings. My position requires communication with multiple health care providers, staff and students efficiently and effectively.

**LEADERSHIP** Coordinator for sports medicine program. Prior sole PT at clinic with several PTA's working under my supervision.

**REFERENCES**

**CHARLIE WELKER**  
Director of Therapeutics, Union Hospital  
(812) 238-7000

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**Appendix E**  
**Course Syllabi**

**ATTR 625 Athletic Training Educator  
Fall 2011 Syllabus**

**Class Time:** MWF 9-9:50AM

**Room:** SWAMC 315

**Credit Hours:** 3

**Instructor:** Dr. Lindsey E. Eberman

**Office:** SWAMC 257

**Office Hours:** M 5-7PM & T 1030-1230(Sandison), W 1030-1230 (SWAMC 257)

**E-mail:** [leberman@indstate.edu](mailto:leberman@indstate.edu)

**Phone:** 812-237-7694 office, 786-261-3582 cell

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**Required Texts:**

1. Theory and Practice of Teaching Medicine (ISBN 9781934465417)
2. Methods for Teaching Medicine (ISBN 9781934465424)

**Course Description:** A comprehensive examination (through reading, discussion, and role-playing) of athletic training education including teaching, learning, and assessment. Current literature regarding technique efficacy is included and provides the foundation of the course.

**Prerequisite/Co-requisite:** None

**Course Objectives:** Upon successful completion of this course, the student will be a competent educator of patients, students, administrators, and other clinicians. (Program Objective 2; SLO 2.1-2.6)

**Course Evaluation:**

1. Teaching Presentations	5% (2.5% ea.)	Evaluates SLO 2.1, 2.5
2. Educational Memoirs	5% (2.5% ea.)	Evaluates SLO 2.1, 2.6
3. Educational Handouts	10% (5% ea.)	Evaluates SLO 2.3, 2.4
4. In-Class Discussion	40% (20 pts daily)	Evaluations SLO 2.2
5. Examinations	40% (20% ea.)	Evaluates SLO 2.1-2.6
Total		100%

**Course Assignments:**

- **Teaching Presentations:** Students are expected to complete two teaching presentations. The first teaching presentation will be a 5-7 minute presentation on Professional Behaviors. The final teaching presentation will be a 5-7 minute presentation on a topic of the student's choice. Students will be evaluated according to the rubric provided at the conclusion of the syllabus.
- **Educational Memoirs:** Students are expected to write two memoirs over the course of the semester. One memoir will reflect an educational experience as a student, the other will reflect an educational experience as a teacher. Students will use the examples provided in the *Memorable Moments in Teaching and Learning* section of the Ende text as an example of how to write these memoirs. Students will be evaluated according to the rubric provided at the conclusion of the syllabus.
- **Educational Handouts:** Students will create two educational handouts. One handout will reflect instruction of an administrator (school, hospital, athletics, etc.) and another will reflect instruction of a patient (ie. Home-care instructions, nutritional considerations, etc.). Students will be permitted to select their topics (and are encouraged to choose something they can use at their clinical sites). Handouts will be evaluated according to the rubric provided at the conclusion of the syllabus.
- **In-Class Discussion:** Students are expected to come to class prepared and engage in class discussions. Students will be evaluated daily according to the rubric provided at the conclusion of the syllabus.
- **Examinations:** Students will complete two on-line case-based examinations to demonstrate competence as an educator of patients, students, administrators, and other clinicians.

**Grading Scale**

A+ ≥99.5%  
A = 92.5-99.4  
A- = 89.5-92.4%  
B+ = 86.5-89.4%



B = 82.5-86.4%  
 B- = 79.5-82.4%  
 C+ = 76.5-79.4%  
 C = 72.5-76.4%  
 C- = 69.5-72.4%  
 F ≤69.4

### Tentative Course Schedule:

Day	Date	Topic	Assignment
W	24-Aug	Introduction and Review Syllabus	Professional Behaviors Presentation
F	26-Aug	Professional Behaviors Presentations ACI Training - Expectations of an ACI	<a href="#">Review R &amp; R from UGATEP P &amp; P Manual</a>
M	29-Aug	ACI Training - Expectations of an ISU ACI/CI	Atrack Training, Evaluations, Forms
W	31-Aug	Facing Challenges of Medical Teaching	Reading: Introduction (Ende)
			<a href="#">DUE: ACI/CI Training, BOC cards, Vita forms</a>
F	2-Sep	What does it mean to be an ACI?	<a href="#">Reading: Development of Standards and Criteria for the Selection, Training, and Evaluation of ACIs</a>
M	5-Sep	<b>Labor Day</b>	
W	7-Sep	What does it mean to be an ACI?	<a href="#">Reading: Importance and Applicability of ACI Standards and Criteria</a>
F	9-Sep	Learning Theories	Reading: Chapter 1 (Ende)
M	12-Sep	Learning Theories	
W	14-Sep	Theory to Practice	Reading: Chapter 2 (Ende)
F	16-Sep	Theory to Practice	
M	19-Sep	Discussion Forum: Applying theory to the everyday interactions	
W	21-Sep	Observing Instruction - Injury	Instructor Evaluation

		Prevention and Sports Medicine	
F	23-Sep	Lessons for Teaching Effectively	Reading: Chapter 3 (Ende)
M	26-Sep	Lessons for Teaching Effectively	<a href="#">Reading: CI and ATS Perceptions of Helpful Clinical Instructor Characteristics</a>
W	28-Sep	Discussion Forum: What makes an effective teacher?	
F	30-Sep	Becoming a Better Teacher	Reading: Chapter 4 (Ende)
M	3-Oct	Becoming a Better Teacher	<a href="#">Reading: Strategies for Efficient and Effective Teaching in the Ambulatory Care Setting</a>
			<a href="#">Reading: A hierarchy of effective teaching and learning to acquire competence in evidence-based medicine</a>
W	5-Oct	<b>Exam 1 (Bring Computer)</b>	Student Memoir
F	7-Oct	<b>Fall Break</b>	
M	10-Oct	Life Long Learning	Reading: Chapter 5 (Ende)
W	12-Oct	Continuing Education	Reading: Chapter 6 (Skeff & Stratos)
F	14-Oct	Discussion Forum: Inspiring Life Long Learning	
M	17-Oct	Teaching Methods	<a href="#">Reading: Teaching in the medical setting: Balancing teaching styles, learning styles, and teaching methods</a>
			<a href="#">Reading: ABCs of learning and teaching in medicine</a>
W	19-Oct	Teaching Methods	Reading: Chapter 1 (Skeff & Stratos)

F	21-Oct	Teaching Methods: Goal Setting	Review Rotation Introductions, Course Sheet Sheets (posted in Blackboard)
M	24-Oct	Methods of Instruction (Theory)	Reaching: Chapter 2 (Skeff & Stratos)
W	26-Oct	Methods of Instruction (Theory)	
F	28-Oct	Methods of Instruction (Theory)	
M	31-Oct	Methods of Instruction (Application)	Reading: Chapters 3, 4, 5 (Skeff & Stratos) Educational Handout - Administrator
W	2-Nov	Methods of Instruction (Application)	
F	4-Nov	Methods of Instruction (Application)	<a href="#">Reading: Active Learning Strategies to Promote Critical Thinking</a>
M	7-Nov	Methods of Instruction (Application)	<a href="#">Reading: Peer Assisted Learning in the Athletic Training Clinical Setting</a>
W	9-Nov	Methods of Instruction (Application)	
F	11-Nov	Methods of Instruction (Application)	<a href="#">Reading: A Descriptive Study of ATS Perceptions of Effective Mentoring Roles</a>
M	14-Nov	Feedback and Evaluation	<a href="#">Reading: Evaluation of ATS Clinical Proficiencies</a>
W	16-Nov	Feedback and Evaluation	Reading: TBA
F	18-Nov	Feedback and Evaluation	Teaching Memoir
M	21-Nov	<b>X-Country NCAA Meet</b>	
W	23-Nov	<b>Thanksgiving Break</b>	
F	25-Nov		
M	28-Nov	Translating Teaching to Patients	Reading: TBA
W	30-Nov	Translating Teaching to Patients	

F	2-Dec	Simulation Center	
M	5-Dec	Teaching Presentations	Educational Handout - Patient
W	7-Dec	Teaching Presentations	
F	9-Dec	<b>Exam 2 (Bring Computer)</b>	
M-F	12- to 16-Dec	<b>Finals Week</b>	

The above course plan is subject to change at the professor's discretion, perceived areas of weakness and topics of interest described by the students in the first week of class sessions. After Week 1, the course content and syllabus is no longer negotiable; although schedule changes may be made throughout the semester.

#### \*\*\*\*Policies\*\*\*\*

##### Attendance Policy

Attendance is expected. Failure to attend will be reflected in zeros for in-class activities and assignments.

##### A Student Guide to Academic Integrity

Indiana State University requires that all students read and support the *Policy on Academic Integrity*. Academic Integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The *Policy on Academic Integrity* describes appropriate academic conduct in research, writing, assessment, and ethics. The policy is found in the *Code of Student Conduct* and on the Indiana State web page.

##### Academic dishonesty is not tolerated at Indiana State University!

The penalties can be severe and include: failing the assignment, failing the course, referred to Student Judicial Programs to face formal conduct charges. Students found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred. Students are urged to discuss questions regarding academic integrity with instructors, advisers, or with the associate deans.

##### Emergency Services for Natural or Catastrophic Events

Unfortunately a catastrophic event could occur on a local, regional, or national level that disables communication to or from Indiana State University. The student should provide for their own and family safety and contact their instructor via phone, private email, or thru alternate provided numbers. Every effort on the faculty's part will be made to reasonably attempt to continue with the course and to meet the course objectives. If for any reason there is no internet or phone communication available for an extended period of time, postal service will be used to communicate between the faculty and student.

Courses that have a clinical component may not be able to continue and in this instance the student will be awarded an *incomplete* until a revised completion plan can be determined. The Department of Public Safety website can be accessed at <http://www.indstate.edu/pubsafety/> Emergency Response Plan and other documents concerning student and faculty safety can be found at this web site.

## **Accommodations and Support**

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you would benefit from an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Please contact the Director of Student Support Services/Disability Services at 812.237.2301 located in Gillum Hall Rm 204A or visit their site at <http://web.indstate.edu/sasc/dss/services.htm> . Once registered, the Director and course instructor will ensure that you receive all the accommodations and support that Indiana State offers.

## **Positive Learning Environment**

The faculty, students, and staff at Indiana State University are committed to the ideals and principles of social justice that maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Students are expected to demonstrate professional behavior when interacting with others. Any type of horizontal violence, bullying, or harassment will be grounds for disciplinary action by referral to Student Judicial Programs. Students are expected to behave professionally in-class according to the Indiana State University code of conduct <http://indstate.edu/sjp/docs/code.pdf>. In addition, students should dress appropriately for class activities, use professional language, come to class prepared, follow course policies and the Graduate Program Policy and Procedures, treat classmates, faculty, and colleagues with respect, and should follow the NATA Code of Ethics and Standards of Professional Practice.

## **Laptops in the Classroom**

Students are permitted to bring laptop computers to class; however, several class sessions will require hands-on activities. At those times computers are prohibited. All computing processes during class should be directly connected to classroom presentations/assignments. You will not be permitted to check email messages, send or receive instant messages, or personal computing during class. Should issues arise with laptop conduct, you may be instructed to discontinue laptop use during class. If you fail to comply with the laptop policy, you may be excused from class.

## **Cellular Phone Policy**

All electronic devices (i.e. cell phones, Ipod, etc.) with the exception of laptop computers MUST be turned off during class unless you have permission from the professor. If anyone uses an electronic device during class, everyone's devices will be collected by the professor before class and returned after class. Laptops can ONLY be used for class purposes. Therefore checking email and surfing the web will not be tolerated during class time.

### Teaching Presentation Rubric

CATEGORY	4	3	2	1
<b>Presentation Style</b>	The presenter makes the presentation seem engaging.	The presenter makes the presentation seem engaging at points	The presenter tries to make the presentation engaging.	The presentation does not apparently try to make the presentation engaging.
<b>Preparedness</b>	The presenter is completely prepared.	The presenter seems mostly prepared.	The presenter is somewhat prepared.	The presenter does not seem at all prepared to present.
<b>Materials and Methods</b>	The presenter uses materials and methods that show considerable work/creativity and which make the presentation better.	The presenter uses materials and methods that sometimes shows considerable work/creativity and which make the presentation better.	The presenter tries to use materials and methods that make the presentation better.	The presenter uses materials and methods that detract from the presentation.
<b>Understanding</b>	The presenter shows a full understanding of the topic of the presentation.	The presenter shows a good understanding of the topic of the presentation.	The presenter shows a good understanding of parts of the topic of the presentation.	The presenter does not seem to understand the topic of the presentation very well.
<b>Creativity</b>	The presenter uses creative methods to meet the objective.	The presenter incorporates some creative methods to meet the objective.	The presenter uses traditional teaching methods to meet the objective.	The presenter uses traditional teaching methods, but fails to meet the objective.
<b>Overall Effect</b>	The presentation is excellent.	The presentation is good.	The presentation is average.	The presentation is unimpressive.

Name\_\_\_\_\_

Score\_\_\_\_\_/24

**Comments:**

## Memoir Rubric

Criteria	4	3	2	1
Memorable Moment	Memoir focuses on a single moment that seems significant to the author's life.	Memoir focuses on a single moment that seems kind of significant to the author's life.	Memoir focuses on a single moment that does not seem significant to the author's life.	Author does not seem to be aware of the significance of the moment.
Structure - Events <i>before</i>	Author clearly "shows" attitudes and feelings numerous times through the thoughts, action and dialogue of the characters.	Author's attitudes and feelings before are evident & occur numerous times through the thoughts and actions of the character.	Direct statements indicate the author's feelings and attitudes and/or some events are not necessarily significant.	Memoir includes irrelevant events that cause the reader confusion in trying to determine the <i>before</i> feelings and attitudes.
Structure - Events <i>after</i>	The memoir clearly "shows" how the learning changed the author's life.	Although word choice does not always "show", it is clear to the reader how the learning changed the author's life.	Change is evident; but is "told" to the reader through direct statements.	Memoir includes irrelevant events that cause confusion when noticing the change in the author's life.
Style & Technique	Author consistently "shows" the significance of the events through	Author sometimes "shows" the significance of the events through details,	Author "tells" the significance of the events through direct statements.	No effort is made to reveal the significance of the events to the reader.

	engaging details, compelling language, and a balance of action, thoughts, and dialogue.	compelling language, and a balance of action, thoughts, and dialogue.		
Format	Memoir is neatly done and published in an appropriate and attractive format and could be used as a model for others.	Memoir is neatly done and published in an appropriate format.	Format of memoir may or may not be appropriate. Memoir may or may not be neat.	Format of memoir is not appropriate and piece is not published neatly.
Conventions	Memoir is error-free.	Memoir contains minimal mistakes that do not interfere with meaning.	Numerous minor errors often make memoir difficult to read.	Many errors in spelling, capitalization, and punctuation often interfere with meaning.

Name \_\_\_\_\_

Score \_\_\_\_\_/24

**Comments:**



## Educational Handout Rubric

CATEGORY	4	3	2	1
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Knowledge Gained	It is easy to quickly and accurately answer all questions related to facts in the brochure.	Most questions related to facts in the brochure are easy to find and accurate.	Some questions related to facts in the brochure are easy to find and accurate.	Little knowledge about the facts is gained from the brochure.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.

Name \_\_\_\_\_

Score \_\_\_\_\_/20

**Comments:**

## Discussion Rubric

Pts	Preparation	Content	Process	Frequency
5	Demonstrates completion of all reading/written assignments & has made several clear connections to work/personal life	Comments in large and small group add significantly to the learning process; comments demonstrate higher order thinking- analysis, synthesis & evaluation	Comments build on contributions of others, enabling group to integrate experiences and insights (connecting theory with real life experiences); supportive and encouraging to other class members; comments are focused and concise	Contributes actively in large and small group settings
4	Demonstrates completion of reading/written assignments & has made at least one clear connection to work/personal life	Comments in large group and small group settings contribute to learning process – shows evidence of ability to apply concepts to real life situations	Comments build on comments of others in a non-integrative way; shows support of other class mates; comments tend to be unnecessarily long-winded; dominates unnecessarily	Contributes actively in small group settings and when asked in large group settings
3	Demonstrates awareness of all key concepts/ideas contained in reading/written assignments; has completed written assignments	Comments in large group and small group who evidence of awareness and understanding of basic course concepts; in small groups discusses the questions but no more	Speaks up in a large group when asked with comments that add to group understanding; is not particularly supportive; comments tend to be tangential to purpose of discussion	Contributes in large and group settings to level requested but no more
2	Demonstrates awareness of at least one key concept; written assignment not completed	Comments show back ground knowledge (pre-course) of basic concepts	Contributes little to group understanding; is not disruptive but not encouraging to others	Contributes in large and small group settings to level less than requested
1	Demonstrates little or no awareness of key concepts contained in class assignments	Comments show no evidence of awareness of course concepts	Does not contribute to the group process; is a drag on the group process	Does not contribute

Name \_\_\_\_\_

Score \_\_\_\_\_/20

Comments:

**Indiana State University**  
**College of Nursing, Health and Human Services**  
**Applied Medicine and Rehabilitation**  
**MS in Athletic Training Program**  
**Objectives (Point of Distinctiveness) and Student Learning Outcomes (SLO)**

**Objective 1 Evidence Based Medicine**

The graduate student will become a competent evidence based medicine clinician

**SLO 1.1 Clinical Application**

The student will communicate the ability to apply evidence-based medicine to their clinical practice

**SLO 1.2 Literature Review**

The student will demonstrate the ability to find and interpret literature within their area of research

**SLO 1.3 Environmental Illnesses**

The student will demonstrate the ability to grade research and apply research in the prevention, recognition, and treatment of environmental illnesses

**SLO 1.4 Rehabilitation**

The student will demonstrate the ability to grade research and apply research in the rehabilitation of orthopedic injuries

**SLO 1.5 Modalities**

The student will demonstrate the ability to grade research and apply research in the use and application of modalities

**SLO 1.6 Diagnostics**

The student will demonstrate the ability to grade research and apply research in the use and application of diagnostics and preventive techniques of injuries

**SLO 1.7 Manual Therapy**

The student will demonstrate the ability to grade research and apply research in the use and application of manual therapy

**Objective 2 Education**

The graduate student will become a competent educator of patients, students, administrators, and other clinicians

**SLO 2.1 Student Education**

The student will demonstrate effective education of a student

#### **SLO 2.2 Peer Education**

The student will demonstrate effective education of a peer

#### **SLO 2.3 Patient Education**

The student will demonstrate effective education of a patient

#### **SLO 2.4 Administrator Education**

The student will demonstrate effective education of an administrator

#### **SLO 2.5 Didactic Education**

The student will demonstrate effective education in a didactic setting

#### **SLO 2.6 Clinical Education**

The student will demonstrate effective education in a clinical setting

### **Objective 3 Leadership**

The graduate student will become a competent leader through clinical practice, education, administration, and research

#### **SLO 3.1 Clinical Practice**

The student will demonstrate leadership in clinical practice

#### **SLO 3.2 Education**

The student will demonstrate leadership in education

#### **SLO 3.3 Administration**

The student will demonstrate leadership in administration

#### **SLO 3.4 Research**

The student will demonstrate leadership in research

**ATTR 626 Administration of Health Care  
Spring 2012 Syllabus**

**Class Time:** TH, 9:30 – 10:45 am  
**Instructor:** Kahanov  
**E-mail:** Leamor.kahanov@indstate.edu  
**Office Hours:** by appointment

**Room:** SWAM 214  
**Office:** SS, 263  
**Phone:** 237-4554 or 650-678-7432

**Credit Hours:** 3

**Course Description:** Students will participate in facilitated discussion and engage in leadership and administration activities related to applied medicine and rehabilitation.

**Course Objectives:** This course will develop leadership skills in applied medicine and rehabilitation administration. This course will provide a forum of open discussion and debate of administration issues, and controversial, moral and ethical questions facing the practitioner. Students will gain a greater understanding of diverse philosophies and populations, the roles that allied health/sports medicine specialists play; how they interrelate, and their contribution to the overall health care.

**Course Assignments and Requirements**

This course provides experiences that will enable the student to demonstrate skills, abilities, and attitudes required of an allied health care provider. The student will be able to:

1. Apply leadership concepts to administrative issues encountered in diverse allied health care settings and populations with sound principles of analysis and problem solutions. (Addresses AT Program objectives of Leadership and PT standards CC-5.57)
2. Demonstrate an increase in awareness of the implications from current issues and problems and how they will affect professionals through leadership skills developed in the course. (Addresses Program Objectives of Leadership and Evidence based Medicine)
3. Demonstrate communication skills in healthcare administration. (Addresses Program Objectives of Leadership and Evidence based Medicine)
4. Demonstrate the use of leadership skills to solve administrative issues. (Addresses Program Objectives of Leadership and Evidence based Medicine)
5. Demonstrate the use of outcome measure as a leader to affect changes in administration. (Addresses Program Objectives of Leadership and Evidence based Medicine)
6. Demonstrate the ability to create objectives and assess through outcome measures.

**Course Evaluation:**

1. Think Questions/In-class activity (10 total)	20%	20
2. Policy Creation/Organizational Project	20%	20
3. Outcome Measure Assignment	20%	20
4. Presentation	20%	20
5. Final Examination	20%	20
Total	100%	Point totals 100

**Late assignments will result in a ZERO for the assignment.**

**Course Assignment Descriptions:**

In-Class Activities:

Students will participate in several in class assignments for which they will then reflect on blackboard. See the class schedule for dates of in-class assignments. Dates are subject to change.

### Articles and Think Questions:

Students are required to find and read two (2) articles relevant to the weekly topic where indicated on the syllabus.

Think questions for the selected weeks (see schedule) will be provided during class. These questions will be discussed in class and relevant to the literature presented by the students. The articles and think questions are worth 10 points.

### CHOOSE BETWEEN **ONE** OF THE TWO ASSIGNMENTS BELOW: POLICY PAPER OR ORGANIZATION AND LEADERSHIP PROJECT

#### Policy Paper for publication:

Write a position paper for publication regarding policy in health care or athletic training intended for publication. Discuss with the instructor submission guidelines and potential journals for publication. You must adhere to the submission guidelines as the format for this assignment

**DUE: April 12, 2012**

#### Organizational and Leadership Project:

- Each student will sign-up for a self selected project topic
- Topics may include creating policy (be specific) management strategies for staff sizes, creating proposals for varying athletic training /clinic needs.
- No specific length. The project should be well written, succinct, and complete so that a supervisor, board or athletic director can understand and facilitate the proposal/project
- On a separate piece of paper, you will discuss the management strategy you will employ to complete and/or facilitate the project, your personality/management style, and alterations to your management/leadership style which may be necessary to motivate both superiors and employees in the enactment of your project. This part requires personal introspection, honesty and a 360 degree view.
- References and writing style must be in **AMA Format**.
- **DUE: April 12, 2012**

#### Outcome Measures Assignment:

- Each student will find 3 articles on outcome measures in athletic training. Outcome measures may include articles on the impact on insurance, patient care, record keeping etc.
- Two pages maximum. The project should be well written, succinct, and complete.
- The paper should reflect the current knowledge and issues with regards to outcome measures in athletic training. You may want to look at physical therapy and/or occupational therapy outcome measures,
- the paper should provoke a professional argument to justify your point using refereed sources.
- References and writing style must be in **AMA Format**.
- **DUE: February 21, 2012**

Students must present either the Organizational/Leadership Project or the Outcome Measures Project Week 16 of Class.

#### **Grading Scale:**

A+ = 100%  
 A > 92.5%  
 A- = 89.5-92.4%  
 B+ = 86.5-89.4%  
 B = 82.5-86.4%  
 B- = 79.5-82.4%  
 C+ = 76.5-79.4%  
 C = 72.5-76.4%  
 F ≤ 72.4%

### Course Schedule

Date	Topic	Assignment
Week 1	Personal Values and Leadership	
Week 2	Personality Assessment and Management Styles	Articles and Think Questions
Week 3	Personnel Management & Talent	Articles and Think Questions
Week 4	Action/Translational Research/Case reports Program & Staff Assessment	Articles and Think Questions (on staff assessment only)
Week 5	Insurance codes and billing Action/Translational Research	Articles and Think Questions
Week 6	Insurance management and outsourcing	Articles and Think Questions
Week 7	Health Care Policy	Articles and Think Questions
Week 8	Record Keeping	Articles and Think Questions
Week 9	Budget & Equipment and Product Liability	Articles and Think Questions  <b>Outcome Paper Due</b>  <b>Feb 23<sup>rd</sup></b>
Week 10	Patient transfer and transfer of care	Articles and Think Questions
Week 11	<b>SPRING BREAK</b>	

Week 12	Drug Laws and FDA Creating Policy	Articles and Think Questions
Week 13	Outcome Measurements	<b>Policy of Leadership Paper Due April 12</b>
Week 14	Creating Institutional Mission and Goals & Creating Policies	
Week 15	<b>Presentations (5 minutes each)</b> (online – Blackboard)	
Week 16	FINAL EXAMINATION	

#### **\*\*\*\*Policies\*\*\*\***

##### **Attendance Policy**

Attendance is expected. Failure to attend will be reflected in zeros for in-class activities and assignments.

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## **Accommodations and Support**

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## **Positive Learning Environment**

The faculty, students, and staff at Indiana State University are committed to the ideals and principles of social justice that maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Students are expected to Demonstrate professional behavior when interacting with others. Any type of horizontal violence, bullying, or harassment will be grounds for disciplinary action by referral to Student Judicial Programs. Students are expected to behave professionally in-class according to the Indiana State University code of conduct <http://indstate.edu/sjp/docs/code.pdf>. In addition, students should dress appropriately for class activities, use professional language, come to class prepared, follow course policies and the Graduate Program Policy and Procedures, treat classmates, faculty, and colleagues with respect, and should follow the NATA Code of Ethics and Standards of Professional Practice.

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## **Graduate Athletic Training Objectives Covered in the Course ATTR 626:**

### **Objective 1 Evidence Based Medicine**

#### **SLO 1.1 Clinical Application**

The student will communicate the ability to apply evidence based medicine to their clinical practice

### **Objective 2 Education**

The graduate student will become a competent educator of patients, students, administrators, and other clinicians

SLO 2.1 Student Education

The student will demonstrate effective education of a student

SLO 2.2 Peer Education

The student will demonstrate effective education of a peer

SLO 2.4 Administrator Education

The student will demonstrate effective education of an administrator

SLO 2.5 Didactic Education

The student will demonstrate effective education in a didactic setting

SLO 2.6 Clinical Education

The student will demonstrate effective education in a clinical setting

Objective 3 Leadership

The graduate student will become a competent leader through clinical practice, education, administration, and research

SLO 3.1 Clinical Practice

The student will demonstrate leadership in clinical practice

SLO 3.2 Education

The student will demonstrate leadership in education

SLO 3.3 Administration

The student will demonstrate leadership in administration

SLO 3.4 Research

The student will demonstrate leadership in research

\* *Objective: Point of Distinctiveness*

\*\* *SLO: Student Learning Outcome (goal)*

**ATTR 655 Graduate Clinical Experience in Athletic Training I**  
**Fall 2011 Syllabus**

**Class Time:** TH, 8-8:50am

**Room:**

Student Services

**Credit Hours:** 1

**Instructor:** Kahanov

**Office:** SS, 263

**E-mail:** Leamor.kahanov@indstate.edu

**Phone:** 237-4554 or 650-678-7432

**Office Hours:** by appointment

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**Course Description:** Advanced practical experience in athletic training with student facilitated discussion.

**Course Objectives:** Structured clinical experience in athletic training practical rotations with a minimum of 200 contact hours. Also requires mastery of advanced clinical skills and techniques in injury evaluation, modality application, post-surgical care, rehabilitation design, and other aspects of athletic training.

**Course Assignments and Requirements**

This course provides experiences that will enable the student to demonstrate skills, abilities, and attitudes required of an advanced athletic trainer practitioner. The student will be able to:

1. Approach problems encountered in diverse athletic training settings and populations with sound principles of analysis and problem solutions. (Program Objective : Evidence Based Medicine and Leadership)
2. Demonstrate knowledge and correct application of assessment and diagnostic/prescriptive techniques to meet the individual needs of persons in the athletic training environment. (Program Objective : Evidence Based Medicine and Leadership)
3. Utilize the appropriate methods, techniques, and materials in the athletic training setting to encourage optimal health care. (Program Objective : Evidence Based Medicine)
4. Communicate and work closely with diverse populations of athletes, coaches, and sports medicine support personnel from many backgrounds and physical deficiencies. (Program Objective : Leadership)
5. Administer an athletic training setting according to the responsibilities outlined in the NATA Athletic Training Domains.
6. Demonstrate ability to construct and conduct athlete educational programs. (Program Objective : Athletic Training Education)
7. Participate in journal club assignment (Program Objective : Evidence Based Medicine)
8. Participate in case study discussions (Program Objective : Evidence Based Medicine)

**Course Evaluation:**

1. Educational Goals (First week)	10%	10
2. End of Semester Clinical report	10%	10
3. Case Study Discussion	25%	25
4. Journal Club	25%	25
5. Professional Development (2)	15%	15
6. Teaching Assistant/GA evaluations	15%	15
Total	100%	Point totals 100

**Late assignments will result in a ZERO for the assignment.**

## Course Assignment Descriptions:

### Case Study Discussion Assignment (Course Objectives 1-6 and 8)

- Each student will be assigned 1 week during the semester where they are to present a case or occurrence during their clinical assignment (these need to be written or turned in to the instructor). These may include injuries, rehabilitation, communication issues, administration etc....
- Students will be required to participate in discussion regarding the case studies to investigate resolutions, appropriate medical decision making etc..
- Students will be expected to basis describe new or interesting experiences and encounters. Relate these experiences to your philosophy of athletic training, future uses, and/or overall impressions. These reports should be no more than one page in length.
- You have until 5PM the day after the case report to provide your reflection (Due each following Friday by 5PM)

### Educational goals – Beginning and End of the Semester Clinical Report: (Course Objectives 1- 6 and 8)

Three assignments, submitted through blackboard are required.

- Week 1, submit a bulleted summary of your clinical educational goals for the semester.
- End of semester (see calendar), summarize your experiences during all of your clinical experiences. Include your thought on appropriateness, future uses, overall impressions, and how these experiences added to your personal philosophy of athletic training. Be thorough.
- Reports must be completed on the due date by 5:00 p.m.

### Professional Development (Course Objectives 2,6,7)

Participate in two professional activities involving sports medicine and athletic training. During the course of the semester you **MUST** participate in two listed activities and write a brief one page synopsis of both activities in one report. Make sure that the synopsis outlines who both activities together contribute (or don't) to your personal practice detailing practical applications. Submit the synopsis through blackboard.

Choose one of the following activities:

- Engage in Local, Regional, State and/or University
- Engage in local symposiums, workshops, and conferences on athletic training or health related issues.
- View a minimum of two orthopedic surgeries
- Teach, guest lecture, or participate in presentations when available

### Journal Club (Course Objectives 2,6 and 7)

- Students are required to participate in 4 Journal Club meetings during the course of the semester.
- Students will participate in reading the journal articles prior to class and participate in the discussion.
- Students will share in presenting the articles during their assigned journal club meeting.
  - Students will type a summary. The summary should include a **brief overview** of the major aspects of the articles.
  - Students should be succinct – Journal club reviews should be no more than one page single spaced, standard margins.

## Clinical Experience Guidelines (Course Objectives 1-6)

*Evaluation through self-evaluation, student evaluation (from laboratory teaching assistant) and supervisor evaluation (see calendar for due dates).*

- Submit the teaching assistantship self-evaluation tool
- Submit the supervisor evaluation tool

### **General Criteria**

- Graduate students should be solely responsible for their own teams, athletes, and/or patient loads

### **Prevention and Care**

- Participate in pre-participation physical examinations and exit physicals when applicable
- Direct communication with coaches on athlete status
- Familiarity or construction of emergency plan
- Participate in athlete educational programs, including but not limited to, drugs and alcohol, eating disorders, chewing tobacco, parent awareness programs.

### **Evaluation and Treatment**

- Breadth and depth of evaluation techniques on various injuries and illnesses
- Treatment protocol decisions appropriate for injury severity and individual activity level
- Appropriate referral

### **Health Care Administration**

- Record Keeping:
  - ~ Daily reports, coaches reports, injury reports, etc.
  - ~ When necessary, construct record keeping program
- Physician appointments
- Pharmacology ordering, maintenance and dispensation policy
- Budget Issues
  - ~ planning budget and purchasing
  - ~ inventory
  - ~ ordering
- Participate in staff/faculty meetings
- Participate and understand staffing decisions

- Insurance filing

## Rehabilitation

- Pre and post surgical rehabilitation
- Breadth and depth of rehabilitation techniques of major and minor injuries:
- Development of maintenance programs for athletes
- Development of strength and conditioning programs for athletes to augment their rehabilitation both in season, out-of-season, and during vacation periods

### Grading Scale:

A+ = 100%  
 A = 92.5-99.9%  
 A- = 89.5-92.4%  
 B+ = 86.5-89.4%  
 B = 82.5-86.4%  
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 C+ = 76.5-79.4%  
 C = 72.5-76.4%  
 F ≤ 72.4%

**Tentative Course Schedule:** This schedule is dependent on the topics at Union Hospitals Educational Seminars Thursday 8pm (breakfast included).

**\*\* Check online: Blackboard for you assigned days to present your case report as it will vary with changes to Union Hospital's lectures.**

Date	Topic	Assignment
Week 1	Course Introduction	Goals for the semester
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Week 3	NO CLASS – OUT OF CLASS ASSIGNMENT	UNION HOSPITAL EDUCATIONAL SEMINAR OR SPEAKER SERIES
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Week 6	<b>NO CLASS – THE EXPECTATION IS THA TYOU WILL GO TO THE SPEAKER SERIES THIS SEMESTER</b>	
Week 7	Case Study Discussion 2	Reflection on case study
Week 8	Journal Club	Journal Club Paper

Week 9	<b>SPRING BREAK</b>	
Week 10	Case Study Discussion 3	Reflection on case study
Week 11	NO CLASS – OUT OF CLASS ASSIGNMENT	UNION HOSPITAL EDUCATIONAL SEMINAR OR SPEAKER SERIES
Week 12	Case Study Discussion 4	Reflection on case study
Week 13	Case Study Discussion 5	Reflection on case study
Week 14	Journal Club	<i>Journal Club Paper</i>
Week 15	Case Study Discussion 6 and class wrap up	Reflection on case study
Week 16	Final Exam Week	End of Semester Report Due  Professional Development Papers Due  TA Self and Supervisor Evaluations

\*\* Assignments are due by Friday 5pm

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### **Objectives Reviewed in ATTR 656:**

#### **Objective 1 Evidence Based Medicine**

The graduate student will become a competent evidence based medicine clinician

#### **SLO 1.1 Clinical Application**

The student will communicate the ability to apply evidence based medicine to their clinical practice



#### SLO 1.2 Literature Review

The student will demonstrate the ability to find and interpret literature within their area of research

#### SLO 1.3 Environmental Illnesses

The student will demonstrate the ability to grade research and apply research in the prevention, recognition, and treatment of environmental illnesses

#### SLO 1.4 Rehabilitation

The student will demonstrate the ability to grade research and apply research in the rehabilitation of orthopedic injuries

#### SLO 1.5 Modalities

The student will demonstrate the ability to grade research and apply research in the use and application of modalities

#### SLO 1.6 Diagnostics

The student will demonstrate the ability to grade research and apply research in the use and application of diagnostics and preventive techniques of injuries

#### SLO 1.7 Manual Therapy

The student will demonstrate the ability to grade research and apply research in the use and application of manual therapy

#### Objective 2 Education

The graduate student will become a competent educator of patients, students, administrators, and other clinicians

#### SLO 2.1 Student Education

The student will demonstrate effective education of a student

#### SLO 2.2 Peer Education

The student will demonstrate effective education of a peer

#### SLO 2.3 Patient Education

The student will demonstrate effective education of a patient

#### SLO 2.4 Administrator Education

The student will demonstrate effective education of an administrator

#### SLO 2.5 Didactic Education

The student will demonstrate effective education in a didactic setting

#### SLO 2.6 Clinical Education

The student will demonstrate effective education in a clinical setting

#### Objective 3 Leadership

The graduate student will become a competent leader through clinical practice, education, administration, and research

#### SLO 3.1 Clinical Practice

The student will demonstrate leadership in clinical practice

SLO 3.2 Education

The student will demonstrate leadership in education

SLO 3.3 Administration

The student will demonstrate leadership in administration

SLO 3.4 Research

The student will demonstrate leadership in research

\* *Objective: Point of Distinctiveness*

\*\* *SLO: Student Learning Outcome (goal)*

**ATTR 656 Graduate Clinical Experience in Athletic Training II**  
**Fall 2012 Syllabus**

**Class Time:** TH, 8-8:50am

**Room:**

Student Services

**Credit Hours:** 1

**Instructor:** Kahanov

**Office:** SS, 263

**E-mail:** Leamor.kahanov@indstate.edu

**Phone:** 237-4554 or 650-678-7432

**Office Hours:** by appointment

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**Course Description:** Advanced practical experience in athletic training with student facilitated discussion.

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6. Demonstrate ability to construct and conduct athlete educational programs. (Program Objective : Athletic Training Education)
7. Participate in journal club assignment (Program Objective : Evidence Based Medicine)
8. Participate in case study discussions (Program Objective : Evidence Based Medicine)

**Course Evaluation:**

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### Case Study Discussion Assignment (Course Objectives 1-6 and 8)

- Each student will be assigned 1 week during the semester where they are to present a case or occurrence during their clinical assignment (these need to be written or turned in to the instructor). These may include injuries, rehabilitation, communication issues, administration etc....
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## Rehabilitation

- Pre and post surgical rehabilitation
- Breadth and depth of rehabilitation techniques of major and minor injuries:
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Week 8	Journal Club	Journal Club Paper

Week 9	<b>SPRING BREAK</b>	
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made to reasonably attempt to continue with the course and to meet the course objectives. If for any reason there is no internet or phone communication available for an extended period of time, postal service will be used to communicate between the faculty and student. Courses that have a clinical component may not be able to continue and in this instance the student will be awarded an *incomplete* until a revised completion plan can be determined. The Department of Public Safety website can be accessed at <http://www.indstate.edu/pubsafety/> Emergency Response Plan and other documents concerning student and faculty safety can be found at this web site.

## **Accommodations and Support**

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you would benefit from an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Please contact the Director of Student Support Services/Disability Services at 812.237.2301 located in Gillum Hall Rm 204A or visit their site at <http://web.indstate.edu/sasc/dss/services.htm> . Once registered, the Director and course instructor will ensure that you receive all the accommodations and support that Indiana State offers.

## **Positive Learning Environment**

The faculty, students, and staff at Indiana State University are committed to the ideals and principles of social justice that maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Students are expected to Demonstrate professional behavior when interacting with others. Any type of horizontal violence, bullying, or harassment will be grounds for disciplinary action by referral to Student Judicial Programs. Students are expected to behave professionally in-class according to the Indiana State University code of conduct <http://indstate.edu/sjp/docs/code.pdf>. In addition, students should dress appropriately for class activities, use professional language, come to class prepared, follow course policies and the Graduate Program Policy and Procedures, treat classmates, faculty, and colleagues with respect, and should follow the NATA Code of Ethics and Standards of Professional Practice.

## **Laptops in the Classroom**

Students are permitted to bring laptop computers to class; however, several class sessions will require hands-on activities. At those times computers are prohibited. All computing processes during class should be directly connected to classroom presentations/assignments. You will not be permitted to check email messages, send or receive instant messages, or personal computing during class. Should issues arise with laptop conduct, you may be instructed to discontinue laptop use during class. If you fail to comply with the laptop policy, you may be excused from class.

## **Cellular Phone Policy**

All electronic devices (i.e. cell phones, Ipad, etc.) with the exception of laptop computers MUST be turned off during class unless you have permission from the professor. If anyone uses an electronic device during class, everyone's devices will be collected by the professor before class and returned after class. Laptops can ONLY be used for class purposes. Therefore checking email and surfing the web will not be tolerated during class time.

## **Objectives Reviewed in ATTR 656:**

### **Objective 1 Evidence Based Medicine**

The graduate student will become a competent evidence based medicine clinician

### **SLO 1.1 Clinical Application**

The student will communicate the ability to apply evidence based medicine to their clinical practice



#### SLO 1.2 Literature Review

The student will demonstrate the ability to find and interpret literature within their area of research

#### SLO 1.3 Environmental Illnesses

The student will demonstrate the ability to grade research and apply research in the prevention, recognition, and treatment of environmental illnesses

#### SLO 1.4 Rehabilitation

The student will demonstrate the ability to grade research and apply research in the rehabilitation of orthopedic injuries

#### SLO 1.5 Modalities

The student will demonstrate the ability to grade research and apply research in the use and application of modalities

#### SLO 1.6 Diagnostics

The student will demonstrate the ability to grade research and apply research in the use and application of diagnostics and preventive techniques of injuries

#### SLO 1.7 Manual Therapy

The student will demonstrate the ability to grade research and apply research in the use and application of manual therapy

#### Objective 2 Education

The graduate student will become a competent educator of patients, students, administrators, and other clinicians

#### SLO 2.1 Student Education

The student will demonstrate effective education of a student

#### SLO 2.2 Peer Education

The student will demonstrate effective education of a peer

#### SLO 2.3 Patient Education

The student will demonstrate effective education of a patient

#### SLO 2.4 Administrator Education

The student will demonstrate effective education of an administrator

#### SLO 2.5 Didactic Education

The student will demonstrate effective education in a didactic setting

#### SLO 2.6 Clinical Education

The student will demonstrate effective education in a clinical setting

#### Objective 3 Leadership

The graduate student will become a competent leader through clinical practice, education, administration, and research

SLO 3.1 Clinical Practice

The student will demonstrate leadership in clinical practice

SLO 3.2 Education

The student will demonstrate leadership in education

SLO 3.3 Administration

The student will demonstrate leadership in administration

SLO 3.4 Research

The student will demonstrate leadership in research

\* *Objective: Point of Distinctiveness*

\*\* *SLO: Student Learning Outcome (goal)*

**ATTR 660 Environmental Illnesses  
Fall 2010 Syllabus**

**Class Time:** Wednesdays 6:30-9:00pm **Room:** Student Services, Rm 214 **Credit Hours:** 3  
**Instructor:** Susan Yeargin, PhD, ATC **Office:** Student Services, Rm 246  
**E-mail:** susan.yeargin@indstate.edu **Phone:** 237-3962  
**Office Hours:** By Appointment, TTH 11:00-12:30, W 5:15-6:15

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**Required Texts:** .

Selected Research Readings. PDFs provided on blackboard.

**Course Description:** The primary focus of this course is to understand injuries and illnesses associated or caused by environmental extremes. The secondary focus is to examine the interrelationship between the physical environment and the human while exercising under different states of fitness and acclimatization.

**Course Objectives:**

1. Recognize injuries and illness associated with environmental extremes
2. Treat injuries and illness associated with environmental extremes
3. Prevent injuries and illness associated with environmental extremes
4. To understand how the acute stress of environmental extremes alters human physiology at rest and during exercise
5. To understand how acclimatization to environmental extremes alters human physiology at rest and during exercise

**Expectations:**

To assure the objectives of this class are attained, students are encouraged to:

1. Read material that will be discussed in class prior to each class.
2. Review material following class and ask the professor about any uncertain points in the ensuing class.
3. Be active participants during class. This can be done by answering questions proposed by the professor, making eye contact with the professor, laughing at the professor's jokes (when funny), taking notes, and asking questions.

This class will be held in an open forum/open discussion at all times.

**Course Evaluation:**

Quizzes	3% each (6)	18%
Tests:	14% each (3)	42%
Movie Assignments:	6% each (4)	24%
Environmental Policy		10%
Policy Defense		6%

**Course Assignment Descriptions:**

- Quizzes: Throughout the semester various research articles will be assigned to read for class discussion. Quizzes will

be given on blackboard to ensure students have read the material and are prepared to participate in the class.

- Tests: The three tests will consist of short answer, fill in the blank, matching, multiple choice, and short essay. Tests will cover the material up to that point in the semester or since the last test. Tests will be given on blackboard.
- Movie Assignments: Students will be assigned 4 movie assignments at the beginning of the semester. Students must rent the movies from the library or a local movie store; watch it on their own or in groups, and answer a series of questions provided by the professor. Responses to the questions should be typed and turned in on the assigned due date. If students watch the movies in groups, responses must be developed and written on their own. Details and questions will be posted on blackboard.
- Environmental Policy: Students will randomly pick an “environmental issue” and an “institution” in which they will write an environmental emergency preparedness policy. The assignment must be typed and turned in on the assigned due date. Details will be provided on blackboard.
- Policy Defense: Students will put together a simple presentation of their environmental policy to present to the class. The class will role play certain key administrators or colleagues during the presentation and while asking questions. The student must successfully present their policy in manner that can be understood and accepted by the role players and must successfully defend their policy during questions.

#### **Grading Scale:**

A = >94.0

A- = 90.0-93.9

B+= 87.0-89.9

B= 84.0-86.9

B-= 80.0-83.9

C+= 77.0-79.9

C= 72.5-76.9

F= < 72.4

#### **Notes:**

- Grades will not be adjusted for individuals.
- If you need help with class, come to the professor as soon as possible.
- Remember: Grades are earned by the student, not given by the professor

Note: All assignments should be typed and handed in on time. Academic integrity policies apply to each assignment. If confused of when collaboration is allowed and not allowed, clarify first!

**Course Schedule:**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Assignments</b>	<b>Quizzes and Tests</b>
2	9/1	Syllabus  Basics of Environmental Physiology		
3	9/8	Thermal Physiology		
4	9/15	Heat Cramps, Exhaustion, Syncope		Quiz #1 (9/14)
5	9/22	Heat Stroke		Quiz #2 (9/21)
6	9/29	Sickle Cell, Rhabdomyolysis, and Hyponatremia	Movie #1 and #2 Due	
7	10/6	Hypohydration		Test #1 (10/12)
8	10/13	Thermoregulation and Hydration Lab		
9	10/20	Cold Physiology		
10	10/27	Hypothermia		Quiz #3 (10/26)
11	11/3	Frostbite, Chilblains, Pernio		
12	11/10	Hypobaria (Altitude) Physiology  Guest Speaker: Dr. Jeff Edwards		
				Quiz #4 (11/17 6:00pm)
13	11/17	Hypobaria (Altitude)  AMS, HAPE, and HACE	Movie #3 Due 6:30pm	
14	11/22	Hyperbaria (Scuba Diving) Physiology  Decompression Sickness		Quiz #5 (11/22 6:00pm)  Test #2 (11/22 6:30pm)
15	12/1?	Microgravity  Guest Speaker: Dr. Barry Speiring	Movie #4 Due 6:30pm  (????)	

16	12/8	Lightening  Wilderness Medicine		Quiz #6 (12/8 6:00pm)
				Test #3 (12/13 4:00pm)
Finals	12/15	Policy Defenses	Environmental Policy Due	

\* Course Schedule is subject to change as the professor deems necessary

### Article Assignments

Date	Topic	Article	Quiz
9/15	Heat Cramps, Exhaustion, and Syncope	<ol style="list-style-type: none"> <li>1. Armstrong, L.E., et al., <i>Heat intolerance, heat exhaustion monitored: a case report</i>. Aviation, Space, And Environmental Medicine, 1988. 59(3): p. 262-266.</li> <li>2. Donoghue, A.M. and G.P. Bates, <i>The risk of heat exhaustion at a deep underground metalliferous mine in relation to surface temperatures</i>. Occupational Medicine (Oxford, England), 2000. 50(5): p. 334-336.</li> <li>3. Donoghue, A.M. and G.P. Bates, <i>The risk of heat exhaustion at a deep underground metalliferous mine in relation to body-mass index and predicted VO2max</i>. Occupational Medicine (Oxford, England), 2000. 50(4): p. 259-263.</li> <li>4. Holtzhausen, L.M., et al., <i>Clinical and biochemical characteristics of collapsed ultra-marathon runners</i>. Medicine And Science In Sports And Exercise, 1994. 26(9): p. 1095-1101.</li> <li>5. Bertolasi, L., et al., <i>The influence of muscular lengthening on cramps</i>. Annals Of Neurology, 1993. 33(2): p. 176-180.</li> <li>6. Jung, A.P., et al., <i>Influence of Hydration and Electrolyte Supplementation on Incidence and Time to Onset of Exercise-Associated Muscle Cramps</i>. J Athl Train, 2005. 40(2): p. 71-75.</li> <li>7. Stofan, J.R., et al., <i>Sweat and Sodium Losses in NCAA Football Players: A Precursor to Heat Cramps?</i> International Journal of Sport Nutrition &amp; Exercise Metabolism, 2005. 15(6): p. 641.</li> <li>8. Pickle Juice Study</li> </ol>	#1
9/22	Heat Stroke	<ol style="list-style-type: none"> <li>1. Outdoor temp validity study</li> <li>2. EHS Misconception article</li> <li>3. Media Stories</li> <li>4. CWI: Gold Standard article</li> </ol>	#2

		5. Proulx CWI Study 6. Palm Cooling Study 7. EHS Return to Activity Article	
9/29	Sickling, Rhabdo, and Hyponatremia	1. Media Articles 2. Martin Sickling Research Study 3. Kark Sickling Article 4. Bergeron Sickling and Heat Study 5. Sickling Case Study 6. Epi Rhabdo Study 7. Rhabdo Myoglobin Study 8. Rhabdo RTA Article 9. Armstrong review article- hyponatremia 10. Triathlete hyponatremia study 11. Boston Hyponatremia study	
10/6	Hypohydration	1. Dehydration and CBT research article 2. IV versus Oral Rehydration Review article	
10/20	Cold		
10/27	Hypothermia	1. NATA PS on Cold Injuries 2. Convective Rewarming Study 3. Multicenter Hypothermia Survey 4. Prospective Emergency Tx of hypothermia 5. Geibrecht Tx Article	#3
11/3	Frostbite, Chillblains, Pernio, Asthma	1. Wilber EIB 2. Frostbite treatment 3. NATA PS	#3
11/17	Altitude: AMS, HAPE, HACE	1. Intermittent <i>altitude</i> exposures reduce acute mountain sickness 2. Update on <i>high-altitude pulmonary edema</i> : pathogenesis, prevention, and treatment	#4
11/23	Hyperbaria	1. Raising the Dead 2. Demographic characteristics and Venous Bubbles	#5
12/2	Microgravity	1. Body fluid regulation in micro-gravity differs from Earth: an overview. 2. Evaluation of cardiovascular risks of spaceflight does not support the NASA bioastronautics critical path roadmap. 3. Treadmill Media Story	#5
12/8	Lightning and Wilderness Medicine	1. NATA PS 2. TBA 3. TBA	#6

#### \*\*\*\*Policies\*\*\*\*

##### Attendance Policy

Students are expected to attend all classes and be on time. In the case of an emergency, illness, or other serious situation in which the student will miss a graded assignment (test), the student is expected to inform the professor prior to the absence. Students may call the professor's office at (812) 237-3962 to inform her prior to class. If a grading event was missed they can be made up ONLY if the student had notified the professor ahead of time and/or a note from a reliable source is presented with a valid excuse when the student returns to class. In each case, the professor will verify the excuse.

Face to face interaction is encouraged when attempting to resolve these issues (when possible). For other classes missed, it is the obligation of the student to obtain information regarding any missed class from a classmate.

### Civility Policy

The professor asks that in order to create an environment conducive to learning that the students adhere to the following requests:

- Cell phones are turned off and stored in bags during class. Use of any sort is not permitted
- iPods and other musical listening devices are to be turned off and stored in bags during class
- Limit food and drink to a minimum during class so as not to disrupt others
- Refrain from any disruptive behavior such as talking loudly with your neighbor, constantly interrupting class, reading the newspaper, communication via a laptop, sleeping, or any other behavior the professor deems disruptive

### Laptop Policy

While there will be no assignments or examination for which your laptop will be used during class time, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct and it conforms to the provisions of its use as laid out in this syllabus. There may be occasions where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

### Disability Services

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you would benefit from an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Please contact the Director of Student Support Services/Disability Services at 812.237.2301 located in Gillum Hall Rm 204A or visit their site at <http://web.indstate.edu/sasc/dss/services.htm> . Once registered, the Director and course instructor will ensure that you receive all the accommodations and support that Indiana State offers.

If you need accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of each semester.

### Academic Integrity Policy

Indiana State University requires that all students read and support the *Policy on Academic Integrity*. Academic Integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The *Policy on Academic Integrity* describes appropriate academic conduct in research, writing, assessment, and ethics. The policy is found in the *Code of Student Conduct* and on the Indiana State web page. Please take time to read this on your own. Cheating is not allowed on quizzes, tests, or exams. The use of any material, device, or other person to help yourself beyond your own capability is prohibited. There will be items placed by the professor to discourage cheating. If you see another student cheating, please inform the professor immediately. Discipline for violating the academic integrity policy will be decided on an individual basis using the academic integrity policy. The penalties can be severe and include: failing the assignment, failing the course, referred to Student Judicial Programs to face formal conduct charges. Students found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred. Students are urged to discuss questions regarding academic integrity with instructors, advisers, or with the associate deans.



## Email Policy

The professor will email your ISU account regularly to communicate important announcements and reminders. You must check this account on a regular basis.

When students are communicating with the professor through email they are expected to carefully and thoughtfully write the communication. This should be done by using a meaningful subject line (course name, reference question), a greeting (Dr. Yeargin) and a signature. Using abbreviations, all lower case, or all upper case lettering is discouraged. Proof read your email before sending it. This will allow me to address your question or concern thoroughly and promptly.

## Positive Learning Environment

The faculty, students, and staff at Indiana State University are committed to the ideals and principles of social justice that maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Students are expected to demonstrate professional behavior when interacting with others. Any type of horizontal violence, bullying, or harassment will be grounds for disciplinary action by referral to Student Judicial Programs. Students are expected to behave professionally in-class according to the Indiana State University code of conduct <http://indstate.edu/sjp/docs/code.pdf>. In addition, students should dress appropriately for class activities, use professional language, come to class prepared, following course policies and the Student Policy and Procedures, treat classmates, faculty, and approved clinical instructors with respect, and should follow the NATA Code of Ethics and Standards of Professional Practice.

## Emergency Services for Natural or Catastrophic Events

Unfortunately a catastrophic event could occur on a local, regional, or national level that disables communication to or from Indiana State University. The student should provide for their own and family safety and contact their instructor via phone, private email, or thru alternate provided numbers. Every effort on the faculty's part will be made to reasonably attempt to continue with the course and to meet the course objectives. If for any reason there is no internet or phone communication available for an extended period of time, postal service will be used to communicate between the faculty and student. Courses that have a clinical component may not be able to continue and in this instance the student will be awarded an *incomplete* until a revised completion plan can be determined. The Department of Public Safety website can be accessed at <http://www.indstate.edu/pubsafety/> Emergency Response Plan and other documents concerning student and faculty safety can be found at this web site.

### **Indiana State University College of Nursing, Health and Human Services Applied Medicine and Rehabilitation MS in Athletic Training Outcome Set**

#### **Objective 1 Evidence Based Medicine**

The graduate student will become a competent evidence based medicine clinician

#### **SLO 1.1 Clinical Application**

The student will communicate the ability to apply evidence based medicine to their clinical practice

#### **SLO 1.2 Literature Review**

The student will demonstrate the ability to find and interpret literature within their area of research

#### **SLO 1.3 Environmental Illnesses**

The student will demonstrate the ability to grade research and apply research in the prevention, recognition, and treatment of environmental illnesses

#### SLO 1.4 Rehabilitation

The student will demonstrate the ability to grade research and apply research in the rehabilitation of orthopedic injuries

#### SLO 1.5 Modalities

The student will demonstrate the ability to grade research and apply research in the use and application of modalities

#### SLO 1.6 Diagnostics

The student will demonstrate the ability to grade research and apply research in the use and application of diagnostics and preventive techniques of injuries

#### SLO 1.7 Manual Therapy

The student will demonstrate the ability to grade research and apply research in the use and application of manual therapy

### Objective 2 Education

The graduate student will become a competent educator of patients, students, administrators, and other clinicians

#### SLO 2.1 Student Education

The student will demonstrate effective education of a student

#### SLO 2.2 Peer Education

The student will demonstrate effective education of a peer

#### SLO 2.3 Patient Education

The student will demonstrate effective education of a patient

#### SLO 2.4 Administrator Education

The student will demonstrate effective education of an administrator

#### SLO 2.5 Didactic Education

The student will demonstrate effective education in a didactic setting

#### SLO 2.6 Clinical Education

The student will demonstrate effective education in a clinical setting

### Objective 3 Leadership

The graduate student will become a competent leader through clinical practice, education, administration, and research

#### SLO 3.1 Clinical Practice

The student will demonstrate leadership in clinical practice

#### SLO 3.2 Education

The student will demonstrate leadership in education

### **SLO 3.3 Administration**

**The student will demonstrate leadership in administration**

### **SLO 3.4 Research**

**The student will demonstrate leadership in research**

\* *Objective: Point of Distinctiveness*

\*\* *SLO: Student Learning Outcome (goal)*

**ATTR 661 Evidence Based Rehabilitation of the Kinetic Chain  
Spring 2012 Syllabus**

**Class Time:** 11:00 – 12:15 TR **Room:** Student Services Building 214

**Credit Hours:** 3

**Instructor:** Matt Gage, PhD, LAT, ATC

**Office:** Rm. 260 Student Services Building

**E-mail:** Matt.Gage@indstate.edu

**Phone:** 237-3961

**Office Hours:** MW 8:30-10:00, TR – 8:30-9:30

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**Required Texts:**

Research Articles Listed

**Recommended Texts:**

Enoka RM. Neuromechanics of Human Movement, 4<sup>th</sup> ed., Champaign, IL: Human Kinetics

Sahrmann SA. Diagnosis and Treatment of Movement Impairment Syndromes, St. Louis, MO: Mosby

**Course Description**

- This course will facilitate discussion and advance the student's knowledge of evidence based kinetic chain rehabilitation.

**Objectives:**

1. Students will read and present published research articles related to rehabilitation of the kinetic chain. (Program Objective: Evidence Based Medicine, Leadership, The Athletic Training Educator)
2. Students will design and collect pilot data related to rehabilitation of the kinetic chain. (Program Objective: Evidence Based Medicine)
3. Students will develop strategies to teach undergraduate students the content of EB research articles. (Program Objective: The Athletic Training Educator)
4. Students will demonstrate an understanding of the concepts of rehabilitation and the kinetic chain. (Program Objective: Evidence Based Medicine)
5. Students will apply the concepts discussed in class during their clinical opportunities. (Program Objective: Evidence Based Medicine, Leadership, The Athletic Training Educator)

**Course Evaluation:**

Assignment	Points	Course Objective
1. Tests (3)	30% (~100 pts each)	Objectives #1-4
2. EB Article Presentations (2)	23% (~10 pts each)	Objectives # 1-5
3. EB Article Summaries (36)	13% (~100 pts)	Objectives #1, 4 & 5
4. Research Project	24% (~100 pts)	Objectives # 1-4
5. Reflective Journaling	10% (~ 10 pts each)	Objective # 5
<b>Total</b>	<b>100% (~540 pts)</b>	

**\*\*Late assignments will result in a ZERO for the assignment.\*\***

**Course Assignments and Requirements**

Exams (Course Objectives 1-4)

Three examinations will be administered during the semester to assess the students understanding of the material discussed in class. Each exam will be worth approximately 100 points. These exams will be administered using Blackboard so you **MUST** bring your laptop to class on exam days. If you do not have your laptop on exam days you will not take the exam. The final exam will be a comprehensive exam. Collaboration with another student(s) will result in an automatic F.

Evidence Based Article Presentations (Course Objectives 1-4)

Every student will be responsible for presenting 2 of the 38 articles that will be discussed during class. The following topics must be in every presentation: Introduction, Methods, Statistical Analysis, Results, Discussion, Assumptions, Clinical

Take Home Message, & Teaching Moment (what you could teach undergraduate students from this article). Students should come prepared with at least two questions for the class to facilitate class discussion.

The presentations of the assigned/chosen research articles should last approximately 15 minutes with 5 minutes of questions and answers. Incorporate figures and graphs whenever possible.

#### Evidence Based Article Summaries (Course Objectives 1, 4, & 5)

Students are expected to complete a "Research Article Summary Form" for every article they are not responsible for presenting to the class. The "Research Article Summary Form" is located on the course's Blackboard site. It is due at the beginning of each class.

#### Research Project (Course Objectives 1-4)

You will get into groups of 4 or 5. Choose an area (i.e. neuromechanics, biomechanics, sonography) of interest related to kinetic chain rehabilitation. Develop a research question/hypothesis. Design a project to test your hypotheses. Collect data on a minimum of five subjects. You'll then report your findings to the class in the form of an abstract and oral presentation at the end of the semester. Each group will propose their research project to the class before data collection and will prepare an abstract and a PowerPoint presentation to present their results at the end of the semester. Use the following guidelines:

- a. *Abstract*: follow JAT author guidelines
- b. *Introduction*: Search the literature to find rationale for the project. Your hypotheses should build upon previously published research. State your purpose and hypotheses.
- c. *Methods*: State your design. Describe how the study will be set up. Provide your target population; how you would find subjects; how many; their demographics. Provide information on the instrumentation and a detailed procedures section (step by step). State the statistical tests used.
- d. *Results*: Provide a summary of the results. Include mean and standard deviation values along with a graphical representation.
- e. *Discussion*: What did the results suggest? How do they compare with literature? How can you explain the results (physiologically)? How much variability was there between subjects? Why? What did you expect to see? Provide rationale for (physiologically/anatomically) as to why. What are the limitations, difficulty in data collection? What ideas do you have for future research?
- f. Follow AMA style
- g. This project must be written in manuscript format and presented to the class using some type of media (PowerPoint, etc.)

#### Reflective Journaling (Course Objectives 1-5)

Students are expected to journal about how the material being discussed at in this course is making them think about rehabilitating their patients during their clinical opportunities. Students are expected to journal twice this semester. The reflective journals are to be emailed to Dr. Gage by class time the day they are due. Please refer to the course schedule for the respective due dates. Below are some questions to help you guide your reflective journaling.

- a. How are things going at your clinical site?
  - a. Include both positive and negative experiences
- b. What have you learned from class?
- c. Describe how you've incorporated what you've learned into you're clinical skills
- d. Discuss the rehabilitation you've been performing recently

#### **Grading Scale:**

A+ = >100%	B = 85.0-87.9%	F < 74.9%
A = 95.0-99.9%	B- = 82.0-84.9%	
A- = 91.0-94.9%	C+ = 79.0-81.9%	
B+ = 88.0-90.9%	C = 75.0-78.9%	

## Required Evidence Based Research Articles:

### Neuromuscular

1. **Riemann** BL, Lephart SM. The sensorimotor system, part I: The physiological basis of functional joint stability. *J Athl Train*. 2002; 37(1):71-79.
2. **Riemann** BL, Lephart SM. The sensorimotor system, part II: The role of proprioception in motor control and functional joint stability. *J Athl Train*. 2002;37(1):80-84.
3. **Hertel** J. Sensorimotor deficits with ankle sprains and chronic ankle instability. *Clin Sports Med*. 07 2008; 27(3):353-370.
4. **Riemann** BL, Myers JB, Lephart SM. Sensorimotor system measurement techniques. *J Athl Train*. 2002; 37(1):85-98.

### Strength

5. **Moritani** T, DeVries HA. Neural factors versus hypertrophy in the time course of muscle strength gain. *Am J Phys Med*. 1979; 58(3):115-130.
6. **Bloomer** RJ, Ives JC. Varying neural and hypertrophic influences in a strength program. *J Strength Cond Res*. 2000; 22(2):30-35.
7. **Sale** DG. Neural adaptation to resistance training. *Med Sci Sports Exerc*. 1988; 20(5):S135-S145.
8. **Enoka** RM. Neural adaptations with chronic physical activity. *J Biomechanics*. 1997; 30(5):447-455.
9. **Knight** KL. Quadriceps strengthening with DAPRE technique: case studies with neurological implications *Med Sci Sports Exerc*. 1985 17(6):646-650.

### Closed vs. Open Kinetic Chain

10. **Lephart** SM, Henry TJ. The physiological basis of open and closed kinetic chain rehabilitation for the upper extremity. *J Sport Rehabil* 1996; 5(1):71-87.
11. **McMullen** J, Uhl TL. A kinetic chain approach for shoulder rehabilitation. *J Athl Train*. 2000; 35(3):329-337.
12. **Scarfe** AC, Li FX, Reddin DB, Bridge MW. A new progression scale for common lower-limb rehabilitation tasks. *J Strength Cond Res*. 2011;25(3):612-619.

### Shoulder

13. **Joshi** M, Thigpen CA, Bunn K, Karas SG, Padua DA. Shoulder external rotation fatigue and scapular muscle activation and kinematics in overhead athletes. *J Athl Train*. 2011;46(4):349-357.
14. **Tucker** WS, Armstrong CW, Gribble PA, Timmons MK, Yeasting RA. Scapular muscle activity in overhead athletes with symptoms of secondary shoulder impingement during closed chain exercises. *Arch Phys Med Rehabil* 2010;91(4):550-556.

### Lumbo-Pelvic Complex

15. **Bergmark** A. Stability of the lumbar spine, a study in mechanical engineering *Aceta Orthop Scand*. 1989; 230(suppl):1-54.
16. **O'Sullivan** P, Twoney L, Allison G. Altered abdominal muscle recruitment in patients with chronic back pain following a specific exercise intervention. *J Orthop Sports Phys Ther*. 1998; 27(2):114-124.
17. **McMeeken** JM, Beith ID, Newham DJ, Milligan P, Critchley D. The relationship between EMG and change in thickness of transversus abdominis. *Clin Biomech*. 2004 19:337-342.
18. **Hodges** PW, Richardson CA. Feedforward contraction of transversus abdominis is not influenced by the direction of arm movement. *Exp Brain Res*. 1997; 114:362-370.
19. **Hodges** PW, Richardson CA. Contraction of the abdominal muscles associated with movement of the lower limb. *Phys Ther*. 1997; 77(2):132-144.
20. **Oh** JS, Cynn HS, Won JH, Kwon OY, Yi CH. Effects of performing an abdominal drawing-in maneuver during prone hip extension exercises on hip and back extensor muscle activity and amount of anterior pelvic tilt. *J Ortho Sports Phys Ther* 2007; 37(6):320-324.

21. **Cowan SM**, Schache AG, Brukner P, et al. Delayed onset of tranversus abdominis in long-standing groin pain. *Med Sci Sports Exerc.* 2004; 36(12):2040-2045.
22. **Kim SJ**, Kwon OY, Yi CH, et al. Comparison of abdominal muscle activity during a single-legged hold in the hook-lying position on the floor and on a round foam roll. *J Athl Train.* 2011;46(4):403-408.
23. **Stanek JM**, McLoda TA, Csiszer VJ, Hansen AJ. Hip- and trunk-muscle activation patterns during perturbed gait. *J Sport Rehabil.* 2011;20(3):287-295.
24. **Nadler SF**, Malanga GA, DePrince M, Stitik TP, Feinberg JH. The relationship between lower extremity injury, low back pain, and hip muscle strength in male and female collegiate athletes. *Clin J Sports Med.* 2000; 10:89-97.
25. **Bullock-Saxton JE**, Janda V, Bullock MI. The influence of ankle sprain injury on muscle activation during hip extension. *Int J Sports Med.* 1994; 15(6):330-334.
26. **Beckman SM**, Buchanan TS. Ankle inversion injury and hypermobility: Effect on hip and ankle muscle electromyography onset latency. *Arch Phys Med Rehabil* 1995; 76:1138-1143.
27. **Brown CN**, Padua DA, Marshall SW, Guskiewicz KM, Gribble PA. Hip kinematics during a stop-jump task in patients with chronic ankle instability. *J Athl Train.* 2011;46(5):461-470.
28. **Dwyer MK**, Boudreau SN, Mattacola CG, Uhl TL, Lattermann C. Comparison of lower extremity kinematics and hip muscle activation during rehabilitation tasks between sexes. *J Athl Train.* 2010; 45(2):181-190.
29. **McMullen KL**, Crosby NL, Hertel J, Ingersoll CD, Hart JM. Lower extremity neuromuscular control immediately after fatiguing hip-abduction exercise. *J Athl Train.* 2011;46(6):607-614.
30. **Willson JD**, Kernozek TW, Arndt RL, Reznichuk DA, Straker JS. Gluteal muscle activation during running in females with and without patellofemoral pain syndrome. *Clin Biomech.* 2011;26(7):735-740.
31. **Nguyen AD**, Shultz SJ, Schmitz RJ, Luecht RM, Perrin DH. A preliminary multifactorial approach describing the relationships among lower extremity alignment, hip muscle activation, and lower extremity joint excursion. *J Athl Train*, 2011;46(3):246-256.
32. **Kahle NL**, Gribble PA. Core stability training in dynamic balance testing among young, healthy adults. *Athletic Training & Sports Health Care: The Journal for the Practicing Clinician.* 03 2009;1(2):65-73.

### **Landing & Training**

33. **Kulas AS**, Windley TC, Schmitz RJ. Effects of abdominal postures on lower extremity energetics during single-leg landings. *J Sport Rehabil.* 2005; 14:58-71.
34. **Blackburn JT**, Padua DA. Influence of trunk flexion on hip and knee joint kinematics during a controlled drop landing. *Clin Biomech.* 03 2008;23(3):313-319.
35. **Howard JS**, Fazio MA, Mattacola CG, Uhl TL, Jacobs CA. Structure, sex, and strength and knee and hip kinematics during landing. *J Athl Train.* 2011;46(4):376-385.
36. **Myer GD**, Ford KR, Jensen BL, Hewett TE. The effects of plyometric vs. dynamic stabilization and balance training on power, balance, and landing force in female athletes. *J Strength Cond Res.* 2006;20(2):345-353.
37. **Baldon RD**, Lobato DFM, Carvalho LP, Wun PYL, Santiago PRP, Serrao FV. Effect of functional stabilization training on lower limb biomechanics in women. *Med Sci Sports Exerc.* 2012;44(1):135-145.
38. **Myer GD**, Chu DA, Brent JL, Hewett TE. Trunk and hip control neuromuscular training for the prevention of knee joint injury. *Clinics in Sports Medicine.* 07 2008; 27(3):425-448.

### **Other Recommended Evidence Based Research Articles:**

#### **Edema**

39. Torry MR, Decker MJ, Viola RW, O'Connor DD, Steadman JR. Intra-articular knee joint effusion induces quadriceps avoidance gait patterns. *Clin Biomech.* 2000; 15:147-159.
40. Bennell K, Wee E, Crossley K, Stillman B, Hodges PW. Effects of experimentally-induced anterior knee pain on knee joint position sense in healthy individuals. *J Orthop Res.* 2005; 23:46-53.

#### **Lumbo-Pelvic Complex**

41. **Drysdale** CL, Earl JE, Hertel J. Surface electromyographic activity of the abdominal muscles during pelvic-tilt and abdominal-hollowing exercises. *J Athl Train*. 2004; 39:32-36.

**Course Schedule:**

Date	Topic	Assignment
Tuesday, January 10	Introduction; Syllabus; The Rehab Process	
Thursday, January 12	Pretest	
Tuesday, January 17	<p>The sensorimotor system, part I: The physiological basis of functional joint stability; <b>Riemann</b>; <i>Jessica R.</i></p> <p>The role of proprioception in motor control and functional joint stability; <b>Riemann</b>; <i>Shanice J.</i></p> <p>Sensorimotor deficits with ankle sprains and chronic ankle instability; <b>Hertel</b>; <i>Holly</i></p>	<b>Evidence-Based Article Presentations</b>
Thursday, January 19	<p>Sensorimotor system measurement techniques; <b>Riemann</b>; <i>Jessica R.</i></p> <p>Neural factors versus hypertrophy in the time course of muscle strength gain; <b>Moritani</b>; <i>Chelsea</i></p> <p>Varying neural and hypertrophic influences in a strength program; <b>Bloomer</b>; <i>Craig</i></p>	<b>Evidence-Based Article Presentations</b>
Tuesday, January 24	<p>Neural adaptation to resistance training; <b>Sale</b>; <i>Andy</i></p> <p>Neural adaptations with chronic physical activity; <b>Enoka</b>; <i>Kaitlyn</i></p> <p>Quadriceps Strengthening with the DAPRE Technique; <b>Knight</b>; <i>Chelsea</i></p>	<b>Evidence-Based Article Presentations</b>
Thursday, January 26	<p>The physiological basis of open and closed kinetic chain rehabilitation for the upper extremity; <b>Lephart</b>; <i>Dave</i></p> <p>A kinetic chain approach for shoulder rehabilitation; <b>McMullen</b>; <i>Heather</i></p>	<b>Evidence-Based Article Presentations</b>



	A new progression scale for common lower-limb rehabilitation tasks; <b>Scarfe</b> ; Mike	
Tuesday, January 31	<p>Shoulder external rotation fatigue and scapular muscle activation and kinematics in overhead athletes; <b>Joshi</b>; Laura</p> <p>Scapular muscle activity in overhead athletes with symptoms of secondary shoulder impingement during closed chain exercises; <b>Tucker</b>; Andy</p> <p>Stability of the lumbar spine, a study in mechanical engineering; <b>Bergmark</b>; Ai</p>	<b>Evidence-Based Article Presentations</b>
Thursday, February 2	<p>Altered abdominal muscle recruitment in patients with chronic back pain following a specific exercise intervention; <b>O'Sullivan</b>; Nicole</p> <p>The relationship between EMG and change in thickness of transversus abdominis; <b>McMeekan</b>; Nate</p> <p>Feedforward contraction of transversus abdominis is not influenced by the direction of arm movement; <b>Hodges</b>; Elizabeth</p>	<b>Evidence-Based Article Presentations</b>
Tuesday, February 7	<p>Contraction of the abdominal muscles associated with movement of the lower limb; <b>Hodges</b>; Mike</p> <p>Effects of performing an abdominal drawing-in maneuver during prone hip extension exercises on hip and back extensor muscle activity and amount of anterior pelvic tilt; <b>Oh</b>; Holly</p> <p>Delayed onset of transversus abdominis in long-standing groin pain; <b>Cowan</b>; Matt</p>	<b>Evidence-Based Article Presentations</b> <b>Reflective Journal #1 Due</b>
Thursday, February 9	<b>Exam #1</b>	<b>STUDY</b>
Tuesday, February 14	<p>Comparison of abdominal muscle activity during a single-legged hold in the hook-lying position on the floor and on a round foam roll; <b>Kim</b>; Keith</p> <p>Hip- and trunk-muscle activation patterns during perturbed gait ; <b>Stanek</b>; Dave</p> <p>The relationship between lower extremity injury, low back pain, and hip muscle strength in male and</p>	<b>Evidence-Based Article Presentations</b>

	female collegiate athletes; <b>Nadler</b> ; Chris	
Thursday, February 16	<p>The influence of ankle sprain injury on muscle activation during hip extension; <b>Bullock- Saxton</b>; Craig</p> <p>Ankle inversion injury and hypermobility: effect on hip and ankle muscle electromyography onset latency; <b>Beckman</b>; Elizabeth</p> <p>Hip kinematics during a stop-jump task in patients with chronic ankle instability, <b>Brown</b>; Laura</p>	<a href="#">Evidence-Based Article Presentations</a>
Tuesday, February 21	<p>Comparison of lower extremity kinematics and hip muscle activation during rehabilitation tasks between sexes; <b>Dwyer</b>; Kaitlyn</p> <p>Lower extremity neuromuscular control immediately after fatiguing hip-abduction exercise; <b>McMullen</b>; Heather</p> <p>Gluteal muscle activity during running in females with and without patellofemoral pain syndrome; <b>Willson</b>; Chris</p>	<b>Evidence-Based Article Presentations</b>
Thursday, February 23	<p>A preliminary multifactorial approach describing the relationships among lower extremity alignment, hip muscle activation, and lower extremity joint excursion, <b>Nguyen</b>; Nate</p> <p><b>Core</b> Stability Training in Dynamic Balance Testing Among Young, Healthy Adults; <b>Kahle</b>; Kayla</p> <p>Effects of abdominal postures on lower extremity energetics during single-leg landings; <b>Kulas</b>; Ai</p>	<b>Evidence-Based Article Presentations</b>
Tuesday, February 28	<p>Sagittal-plane trunk position, landing forces, and quadriceps electromyographic activity; <b>Blackburn</b>; Keith Structure, sex, and strength and knee and hip kinematics during landing; <b>Howard</b>; Matt</p> <p>The effects of plyometric vs. dynamic stabilization and balance training on power, balance, and landing force in female athletes; <b>Myer</b>; Shanice</p>	<b>Evidence-Based Article Presentations</b>
Thursday, March 1	<p>Effect of functional stabilization training on lower limb biomechanics in women; <b>Bolden</b>; Nicole</p> <p>Trunk and hip control neuromuscular training for the</p>	<b>Reflective Journal #2 Due</b>

	prevention of knee joint injury; <b>Myer</b> ; Kayla	
March 5-9	<b>SPRING BREAK – NO CLASSES</b>	
Tuesday, March 13	<b>Exam #2</b>	<b>STUDY</b>
Thursday, March 15	Research Project Work Day	
Tuesday, March 20	Research Project Proposals	
Thursday, March 22	Individual Meetings/Data collection	<b>Research Project Proposal</b>
Tuesday, March 27	Individual Meetings/Data collection	
Thursday, March 29	Individual Meetings/Data collection	
Tuesday, April 3	Individual Meetings/Data collection	
Thursday, April 5	Individual Meetings/Data collection	
Tuesday, April 10	Individual Meetings/Data collection	
Thursday, April 12	Individual Meetings/Data collection	
Tuesday, April 17	Individual Meetings/Data collection	
Thursday, April 19	Individual Meetings/Data collection	
Tuesday, April 24	Research Project Presentation	
Thursday, April 26	Review Day	<b>Research Project Presentation</b>
Thursday, May 3	<b>COMPREHENSIVE FINAL EXAM @ 10:00</b>	

The above course schedule is subject to change at the professor's discretion.

## \*\*\*\*Policies\*\*\*\*

### Attendance Policy

Attendance is expected. Failure to attend will be reflected in zeros for in-class activities and assignments.

### A Student Guide to Academic Integrity

Indiana State University requires that all students read and support the *Policy on Academic Integrity*. Academic Integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The *Policy on Academic Integrity* describes appropriate academic conduct in research, writing, assessment, and ethics. The policy is found in the *Code of Student Conduct* and on the Indiana State web page.

### Academic dishonesty is not tolerated at Indiana State University!

The penalties can be severe and include: failing the assignment, failing the course, referred to Student Judicial Programs to face formal conduct charges. Students found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred. Students are urged to discuss questions regarding academic integrity with instructors, advisers, or with the associate deans.

### Emergency Services for Natural or Catastrophic Events

Unfortunately a catastrophic event could occur on a local, regional, or national level that disables communication to or from Indiana State University. The student should provide for their own and family safety and contact their instructor via phone, private email, or thru alternate provided numbers. Every effort on the faculty's part will be made to reasonably attempt to continue with the course and to meet the course objectives. If for any reason there is no internet or phone communication available for an extended period of time, postal service will be used to communicate between the faculty and student. Courses that have a clinical component may not be able to continue and in this instance the student will be awarded an *incomplete* until a revised completion plan can be determined. The Department of Public Safety website can be accessed at <http://www.indstate.edu/pubsafety/> Emergency Response Plan and other documents concerning student and faculty safety can be found at this web site.

### Accommodations and Support

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you would benefit from an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Please contact the Director of Student Support Services/Disability Services at 812.237.2301 located in Gillum Hall Rm 204A or visit their site at <http://web.indstate.edu/sasc/dss/services.htm> . Once registered, the Director and course instructor will ensure that you receive all the accommodations and support that Indiana State offers.

### Positive Learning Environment

The faculty, students, and staff at Indiana State University are committed to the ideals and principles of social justice that maintain a positive learning environment based upon open communication, mutual respect, and non-

discrimination. Students are expected to demonstrate professional behavior when interacting with others. Any type of horizontal violence, bullying, or harassment will be grounds for disciplinary action by referral to Student Judicial Programs. Students are expected to behave professionally in-class according to the Indiana State University code of conduct <http://indstate.edu/sjp/docs/code.pdf>. In addition, students should dress appropriately for class activities, use professional language, come to class prepared, follow course policies and the Graduate Program Policy and Procedures, treat classmates, faculty, and colleagues with respect, and should follow the NATA Code of Ethics and Standards of Professional Practice.

### **Laptops in the Classroom**

Students are permitted to bring laptop computers to class; however, several class sessions will require hands-on activities. At those times computers are prohibited. All computing processes during class should be directly connected to classroom presentations/assignments. You will not be permitted to check email messages, send or receive instant messages, or personal computing during class. Should issues arise with laptop conduct, you may be instructed to discontinue laptop use during class. If you fail to comply with the laptop policy, you may be excused from class.

### **Cellular Phone Policy**

All electronic devices (i.e. cell phones, Ipod, etc.) with the exception of laptop computers MUST be turned off during class unless you have permission from the professor. If anyone uses an electronic device during class, everyone's devices will be collected by the professor before class and returned after class. Laptops can ONLY be used for class purposes. Therefore checking email and surfing the web will not be tolerated during class time.

## **Indiana State University College of Nursing, Health and Human Services Applied Medicine and Rehabilitation MS in Athletic Training Outcome Set**

### **Objective 1 Evidence Based Medicine**

The graduate student will become a competent evidence based medicine clinician

#### **SLO 1.1 Clinical Application**

The student will communicate the ability to apply evidence based medicine to their clinical practice

#### **SLO 1.2 Literature Review**

The student will demonstrate the ability to find and interpret literature within their area of research

#### **SLO 1.3 Environmental Illnesses**

The student will demonstrate the ability to grade research and apply research in the prevention, recognition, and treatment of environmental illnesses

#### **SLO 1.4 Rehabilitation**

The student will demonstrate the ability to grade research and apply research in the rehabilitation of orthopedic injuries

#### **SLO 1.5 Modalities**

The student will demonstrate the ability to grade research and apply research in the use and application of modalities

#### SLO 1.6 Diagnostics

The student will demonstrate the ability to grade research and apply research in the use and application of diagnostics and preventive techniques of injuries

#### SLO 1.7 Manual Therapy

The student will demonstrate the ability to grade research and apply research in the use and application of manual therapy

#### Objective 2 Education

The graduate student will become a competent educator of patients, students, administrators, and other clinicians

##### SLO 2.1 Student Education

The student will demonstrate effective education of a student

##### SLO 2.2 Peer Education

The student will demonstrate effective education of a peer

##### SLO 2.3 Patient Education

The student will demonstrate effective education of a patient

##### SLO 2.4 Administrator Education

The student will demonstrate effective education of an administrator

##### SLO 2.5 Didactic Education

The student will demonstrate effective education in a didactic setting

##### SLO 2.6 Clinical Education

The student will demonstrate effective education in a clinical setting

#### Objective 3 Leadership

The graduate student will become a competent leader through clinical practice, education, administration, and research

##### SLO 3.1 Clinical Practice

The student will demonstrate leadership in clinical practice

##### SLO 3.2 Education

The student will demonstrate leadership in education

##### SLO 3.3 Administration

The student will demonstrate leadership in administration

##### SLO 3.4 Research

The student will demonstrate leadership in research

\* *Objective: Point of Distinctiveness*

\*\* *SLO: Student Learning Outcome (goal)*

# ATTR 662 Evidence Based Diagnosis of Orthopedic Injuries

## Spring 2011 Syllabus

**Class Time:** Tuesday and Thursday 9:30-10:45am      **Room:** Student Services 214      **Credit Hours:** 3

**Instructor:** Susan Yeargin, PhD, ATC

**E-mail:** [susan.yeargin@indstate.edu](mailto:susan.yeargin@indstate.edu)

**Office Hours:** By appointment, TTH 11:00-12:30, W 10:00-11:00

**Office:** Student Services Rm 246

**Phone:** 237-3962

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### Required Texts:

No formal textbook will be used. Students will be given research articles to read.

**Course Description:** Evaluation of athletic orthopedic injuries using evidence based medicine research will be examined through diagnostic and preventative techniques. Both acute and chronic injuries will be included. Hands-on practice, open discussion, and critical analysis of recent research will be used to advance knowledge.

**Course Objectives:** Upon successful completion of this course, the student should possess the following competencies:

1. The student will demonstrate the ability to grade research and apply research in the use and application of diagnostics and preventive techniques of injuries (SLO 1.6)
2. The student will discuss and make critical decisions in what diagnostic and preventative technique's will be added or removed to their evaluation repertoire. (SLO 1.6, 1.2)
3. The student will discuss and apply/remove evaluation technique's during their actual clinical practice. (1.1, 1.6)
4. The student will demonstrate, teach, and practice appropriate technique or diagnostic and preventative evaluation measures (SLO 2.2, 2.5)

### Course Expectations:

To assure the objectives of this class are attained students are encouraged to:

- Review material that will be discussed in class prior to each class.
- Review material following class and ask the professor questions about any uncertain points in the ensuing class, review sessions, or open lab.
- Be active participants during class and the corresponding lab. This can be done by answering questions proposed by the professor, making eye contact with the professor, laughing at the professor's jokes (when funny), taking notes, and asking questions.
- Submit all assignments by the due dates identified on this syllabus. Late papers will not be accepted without a 48 hour request in person or by phone (please no email requests).

### Course Evaluation:

A. Quizzes	3% each (10)	30%	
B. Research Article Leader	10% each (3)	30%	
C. Hands-On Lecture			20%
D. M/D/CN Project or Youth Project		15%	
E. Reflective Journals and Discussion			5%
			<b>100%</b>

## Course Assignment Descriptions:

- A. Quizzes: There will be research articles read throughout the semester. Students are expected to read the research prior to class in order to have productive discussions. Pop quizzes will be given at the beginning of class to ensure manuscripts have been read. (SLO 1.2 and 1.6). Quizzes can cover research articles slated to be discussed in the current class and research article covered in the most recent previous class.
- B. Research Article Leader: Each student will be assigned 3 research articles relevant to different course schedule topics. The student should thoroughly read the research article in order to lead the class in discussion of the article/report on the scheduled day. The student will turn in a brief explanation of important findings from the article and four questions they will use to lead the class in discussion. The grade will be based upon the write up of important findings showing the student was able to understand, grasp, and pull this information from the article. The grade will also be based on the questions developed and how the productive the actual discussion proceeds. (SLO 1.2, 1.6, 2.2)
- C. Hands-On Lecture: Each student is responsible for finding 1 research article relevant to the topic being covered in class that week. The research article needs to be within the scope of the class (i.e. diagnosis, prevention). An article other than a research article may be allowed (i.e. a book, website) but only with prior permission significantly ahead of time. The student will prepare a VERY brief (~5 min or so) PPT presentation to present the materials to their peers during class. The student will then proceed in leading the class in a hand-on lab in learning the new technique. The hands-on lab should include in organizing the class appropriately, providing initial instructions, following up with practice, and ensuring peers are successfully completing the technique appropriately. The students will be graded on: the article that is turned in (type, technique's usefulness), the PPT slides that are turned in, teaching delivery of hands-on portion, and ability for peers to grasp material. (SLO 1.2, 1.6, 2.2, and 2.5)
- D. Myotone/Dermatone/Cranial Nerve Project: Students will get in groups of 3 (one group of four). They will find an appropriate mapping of all the body's dermatones in a research article or recent book. They will paint the dermatones on one group member's body (example will be provided). They will take pictures from the anterior, posterior, and both lateral views. The group will then label each dermatone using a computer application. The group will turn in their 4 pictures with labels. The group will also find a myotone mapping in a research article or recent book. The group will take a picture testing each myotone, use a computer application to label each picture, and turn in the pictures. The group will also find a cranial nerve testing in a research article or recent book. The group will take a picture testing each cranial nerve, use a computer application to label each picture, and turn in the pictures. All in total, 3 handout should be stapled and paper clipped together. Each handout should provide at least one reference(more would be beneficial) of where the information was obtained. The project will be graded as a whole based on: having followed the above directions, accuracy of pictures and labels, creativeness within pictures, and what reference(s) were used. (SLO 1.6, 2.2)  
OR  
Parent/Youth Tips Article: Students will get in groups of 2 (one group of 3 if needed). They will choose an orthopedic injury in which they would like to educate parents and youth athletes about (i.e ankle sprains, finger dislocations, etc). They will write a 2-3 page article about the mechanism of injury, predisposing factors, how to recognize it, and what the lay first aid responder should do about it. The article will need to be written in lay terms with numerous practical and helpful tips for parents. Pictures will also need to be taken to help in conveying information within the article. Each tip and major point needs to be referenced with an evidence based medicine research article and cited at the end of the paper. Students will be graded on: following the above directions, the terminology used with the article, the usefulness of the tips and information provided, the usefulness of the pictures, and the references chosen to support the information. The article will be submitted for internet publication. (SLO 1.6, 2.3)
- E. Reflective Journals and Discussion: Students are expected to journal and discuss about how the material being discussed in ATTR 662: Evidence-Based Diagnosis of Orthopedic Injuries is making them think about evaluation of



their patients during their clinical opportunities. This assignment will be completed in conjunction with reflective journaling assignments and class discussion in ATTR 655: Clinical Experience in Athletic Training. The reflective journaling and class discussion guidelines will be determined by the professor teaching ATTR 655. Dr. Yeargin will collaborate with the professor teaching ATTR 655 (Dr. Kahanov) to determine the appropriate grade for this assignment.

(SLO 1.1, 1.6, 2.2)

#### Grading Scale:

A+ = 100%

A = 94.0-99.9

A- = 90.0-93.9

B+ = 87.0-89.9

B = 84.0-86.9

B- = 80.0-83.9

C+ = 77.0-79.9

C = 72.5-76.9

F = < 72.4

#### Notes:

- Grades will not be adjusted for individuals.
- If you need help with class, come to the professor as soon as possible.
- Your Sycamore ID may be required when submitting tests
- Remember: Grades are earned by the student, not given by the professor

#### Course Schedule:

Week	Date	Topic
1	1/11	Syllabus
1	1/13	Statistics
2	1/18	Foot
2	1/20	Foot
3	1/25	Ankle
3	1/27	Ankle
4	2/1	Ankle and Lower Leg
4	2/3	Lower Leg
5	2/8	Lower Leg
5	2/10	Knee
6	2/15	Knee
6	2/17	Knee
7	2/22	Thigh and Hip

7	2//24	Thigh and Hip
8	3/1	Catch Up
8	3/3	Spine
9	3/8	Spring Break
9	3/10	Spring Break
10	3/15	Spine
10	3/17	Spine
11	3/22	Head
11	3/24	Head
12	3/29	Head and Neck
12	3/31	Shoulder
13	4/5	Shoulder
13	4/7	Shoulder
14	4/12	Shoulder
14	4/14	Shoulder
15	4/19	Elbow
15	4/21	Elbow
16	4/26	Forearm, wrist, and hand
16	4/28	Forearm, wrist, and hand Catch Up
	TBA	Catch Up MDC Project Due

\* Course Schedule is subject to change as the professor deems necessary

\*\* Please see article list for research articles slated for each class

#### Research Article List

Date	Topic	Articles
2/3	Foot	1. Boden, Osbahr, et al. Low risk stress fractures. Am. J of Sports Medicine. 2001, 29:100-110.

		<ol style="list-style-type: none"> <li>2. Kaufman, Brodine, et al. The effect of foot structure and range of motion on musculoskeletal overuse injuries. <i>Am J Sports Med.</i> 1999, 27: 585-593.</li> <li>3. Dengar and Siple. Bilateral foot pain in a collegiate distance runner. <i>JAT.</i> 1996, 31: 61-64.</li> <li>4. Case Study: Adam Hernandez</li> </ol>
2/5	Foot	<ol style="list-style-type: none"> <li>1. Dahle LK, Mueller MJ, Delitto A, Diamond JE. Visual assessment of foot type and relationship of foot type to lower extremity injury. <i>J Orthop Sports Phys Ther.</i> 1991;14(2):70-4.</li> <li>2. Shereff and Baumhauer. Hallux Rigidus and Osteoarthritis of the First Metatarsophalangeal Joint. <i>The Journal of Bone and Joint Surgery.</i> 1998, 80: 898-900.</li> <li>3. Miozzari, Gerad, et al. Acute, exertional medial compartment syndrome of the foot in a high-level athlete. <i>Am J Sports Med.</i> 2008, 36: 982-986.</li> <li>4. Case Study: Ryan Anderson</li> </ol>
2/10	Ankle	<ol style="list-style-type: none"> <li>1. Stiell, Greenberg, et al. A study to develop clinical decision rules for the use of radiography in acute ankle injuries. <i>Ann Emerg Med.</i> 1992, 21: 384-390</li> <li>2. Bachmann, Kolb, et al. Accuracy of Ottawa ankle rules to exclude fractures of the ankle and mid-foot: systematic review. <i>British Medical Journal.</i> 2003, 326: 417-419</li> <li>3. Kovaleski, Norell, e al. Knee and Ankle Position, Anterior Drawer Laxity, and Stiffness of the Ankle Complex. <i>JAT.</i> 2008, 43: 242-248.</li> <li>4. Case Study: Lauren Glod-Wetzel</li> </ol>
2/12	Ankle	<ol style="list-style-type: none"> <li>1. Nussbaum, Hosea, et al. Prospective evaluation of syndesmotic ankle sprains without diastasis. <i>Am J Sports Med.</i> 2001, 29: 31-35.</li> <li>2. Hertel, Denegar, et al. Talocrural and subtalar joint instability after lateral ankle sprains. <i>Med Sci Sport and Exerc.</i> 1999, 31: 1501-1508.</li> <li>3. Teitz CC, Harrington RM. A biomechanical analysis of the squeeze test for sprains of the syndesmotic ligaments of the ankle. <i>Foot Ankle Int.</i> 1998; 19:489-492.</li> <li>4. Case Study: Greg Schnider</li> </ol>
2/17	Lower Leg	<ol style="list-style-type: none"> <li>1. Edwards, Wright, et al. A practical approach to differential diagnosis of chronic leg pain in the athlete. <i>Am J Sports Med.</i> 2005 33: 1241</li> <li>2. Kortebein, Kaufman, et al. Medial tibial stress syndrome. <i>Medicine &amp; Science in Sports &amp; Exercise.</i> 32(2) SUPPLEMENT:S27-S33, March 2000</li> <li>3. Case Study: Kristen Sasena</li> </ol>
2/19	Lower Leg	<ol style="list-style-type: none"> <li>1. Mafulli. Rupture of the Achilles tendon. <i>J Bone and Joint Surgery.</i> 1999, 81: 1019-1035.</li> <li>2. McCrory, Simon, et al. Nerve entrapments of the lower leg, ankle, and foot in sport. <i>Sports Medicine.</i> 2002, 32: 371-391.</li> <li>3. Heinrichs, Lachowicz, et al. Concurrent Periostalgia and Chronic Proximal Deep Posterior Compartment Syndrome in a Collegiate Track and Field Athlete: A Case Report. <i>JAT,</i> 2000, 35:450-452.</li> <li>4. Case Study: Jamie Herron</li> </ol>
2/24	Knee (ACL)	<ol style="list-style-type: none"> <li>1. Malanga, Andrus, et al. Physical examination of the knee: a review of the original tests description and scientific validity of common orthopedic tests. <i>Arc Phys Med Rehabil.</i> 2003, 84: 592-602. (ACL section only)</li> <li>2. Hurley and McGuire. Influence of clinician technique on performance and interpretation of the Lachman test. <i>JAT.</i> 2003, 38: 34-43.</li> <li>3. Bonci. Assessment and Evaluation of predisposing factors to anterior cruciate ligament injury. <i>JAT.</i> 1999, 34: 155-164.</li> <li>4. Case Study: Adam Moore</li> </ol>

2/26	Knee (Meniscal, MCL, LCL)	<ol style="list-style-type: none"> <li>1. Malanga, Andrus, et al. Physical examination of the knee: a review of the original tests description and scientific validity of common orthopedic tests. <i>Arc Phys Med Rehabil.</i> 2003, 84: 592-602. (only the meniscal and MCL/LCL sections)</li> <li>2. Karachalios, Hantes, et al. Diagnostic Accuracy of a New Clinical Test (The Thessaly Test) for Early Detection of Meniscal Tears. <i>Journal of Bone and Joint Surgery.</i> 2005, 87: 955-962.</li> <li>3. Phisitkul, James, et al. MCL Injuries of the Knee: Current Concepts Review. <i>Iowa Orthop J.</i> 2006; 26: 77–90.</li> <li>4. Case Study: Meredith Sewell</li> </ol>
3/3	Knee (PCL, Patella)	<ol style="list-style-type: none"> <li>1. Malanga, Andrus, et al. Physical examination of the knee: a review of the original tests description and scientific validity of common orthopedic tests. <i>Arc Phys Med Rehabil.</i> 2003, 84: 592-602. (only the PCL and Patella sections)</li> <li>2. Witvrouw E, Lysens R, Bellemans J, Cambier D, Vanderstraeten G: Intrinsic risk factors for the development of anterior knee pain in an athletic population. A two-year prospective study. <i>Am J Sports Med</i> 2000, 28:480-489.</li> <li>3. Piva, Fitzgerald, et al. Reliability of measures of impairments associated with patellofemoral pain syndrome. <i>BMC Musculoskeletal Disorders</i> 2006, 7:33</li> <li>4. Case Study: Maggie Eiler</li> </ol>
3/5	Hip and Pelvis	<ol style="list-style-type: none"> <li>1. Peeler and Anderson. Reliability of the Thomas test for assessing range of motion about the hip. <i>Physical therapy in sport.</i> 2007, 8: 14-21.</li> <li>2. Burnett, Rocca, et al. Clinical presentation of patients with tears of the acetabular labrum. <i>J of Bone and Joint Surgery.</i> 2006, 88, 1448-1457.</li> <li>3. Zebala, Schoenecker, et al. Anterior femoroacetabular impingement: a diverse disease with evolving treatment options. <i>Iowa orthopedic journal,</i> 27: 71-81.</li> <li>4. Case Study: Justin Shinkle</li> </ol>
3/17	Hip and Pelvis	<ol style="list-style-type: none"> <li>1. Beattie, Isaacson, et al. validity of derived measurements of leg-length differences obtained by use of a tape measure. <i>Physical therapy.</i> 1990, 70: 150-157.</li> <li>2. Thanikachalam, Petros, et al. Avulsion fracture of the ASIS presenting as acute-onset meralgia paresthetica. <i>Annals of Emergency Medicine.</i> 1995, 26: 515-517.</li> <li>3. Case Study: Carl Rayman</li> </ol>
3/19	SI	<ol style="list-style-type: none"> <li>1. Laslett, Aprill, et al. Diagnosis of sacroiliac joint pain: validity of individual provocation tests and composites of tests. 2005, 10: 207-218. (with supplement page)</li> <li>2. Freburger and Riddle. Using published evidence to guide the examination of the sacroiliac joint region. 2001, 81: 1135-1143.</li> </ol>
3/24	Lumbar Spine	<ol style="list-style-type: none"> <li>1. Humphreys and Eck. Clinical evaluation and treatment options for herniated lumbar disc. <i>Am Family Physician.</i> 1999, 59: 575-582.</li> <li>2. A systematic review of the passive straight leg raising test as a diagnostic aid for low back pain. <i>Spine.</i> 2002, 27: E388-E395.</li> <li>3. Deyo, Rainville, and Kent. What can the history and physical examination tell us about low back pain? <i>JAMA.</i> 1992, 268: 760-765.???</li> <li>4. Case Study: Amanda Schaller</li> </ol>
3/26	Lumbar Spine	<ol style="list-style-type: none"> <li>1. The pars interarticularis stress reaction, spondylolysis and spondylolisthesis progression. <i>JAT.</i> 1998, 33: 351-359.</li> <li>2. Collaer, McKeough, and Boissonnault. Lumbar isthmic spondylolisthesis detection with palpation: interrater reliability and concurrent criterion-related validity. <i>J Manual and Manipulative Therapy.</i> 2006, 14: 22-29.</li> <li>3. ?</li> <li>4. Case Study: Chris Grolla</li> </ol>
4/7	Posture	<ol style="list-style-type: none"> <li>1. Cote, Brunet, et al. Effects of pronated and supinated foot postures on static and dynamic postural stability. <i>JAt.</i> 2005, 40: 41-46.</li> <li>2. ?</li> </ol>

4/14	Gait	1. Novacheck. The biomechanics of running. Gait and Posture. 1998, 7:77-95. 2. ?
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#### \*\*\*\*Policies\*\*\*\*

##### Attendance Policy

Students are expected to attend all classes and be on time. In the case of an emergency, illness, or other serious situation in which the student will miss a graded assignment (test), the student is expected to inform the professor prior to the absence. Students may call the professor's office at (812) 237-3962 to inform her prior to class. If a grading event was missed they can be made up **ONLY** if the student had notified the professor ahead of time and/or a note from a reliable source is presented with a valid excuse when the student returns to class. In each case, the professor will verify the excuse. Face to face interaction is encouraged when attempting to resolve these issues (when possible). For other classes missed, it is the obligation of the student to obtain information regarding any missed class from a classmate.

##### Civility Policy

The professor asks that in order to create an environment conducive to learning that the students adhere to the following requests:

- Cell phones are turned off and stored in bags during class. Use of any sort is not permitted
- iPods and other musical listening devices are to be turned off and stored in bags during class
- Limit food and drink to a minimum during class so as not to disrupt others
- Refrain from any disruptive behavior such as talking loudly with your neighbor, constantly interrupting class, reading the newspaper, communication via a laptop, sleeping, or any other behavior the professor deems disruptive

##### Laptop Policy

While there will be no assignments or examination for which your laptop will be used during class time, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct and it conforms to the provisions of its use as laid out in this syllabus. There may be occasions where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

##### Disability Services

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you would benefit from an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Please contact the Director of Student Support Services/Disability Services at 812.237.2301 located in Gillum Hall Rm 204A or visit their site at <http://web.indstate.edu/sasc/dss/services.htm> . Once registered, the Director and course instructor will ensure that you receive all the accommodations and support that Indiana State offers.

If you need accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of each semester.

##### Academic Integrity Policy

Indiana State University requires that all students read and support the *Policy on Academic Integrity*. Academic Integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The *Policy on Academic Integrity* describes

appropriate academic conduct in research, writing, assessment, and ethics. The policy is found in the *Code of Student Conduct* and on the Indiana State web page. Please take time to read this on your own. Cheating is not allowed on quizzes, tests, or exams. The use of any material, device, or other person to help yourself beyond your own capability is prohibited. There will be items placed by the professor to discourage cheating. If you see another student cheating, please inform the professor immediately. Discipline for violating the academic integrity policy will be decided on an individual basis using the academic integrity policy. The penalties can be severe and include: failing the assignment, failing the course, referred to Student Judicial Programs to face formal conduct charges. Students found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred. Students are urged to discuss questions regarding academic integrity with instructors, advisers, or with the associate deans.

### Email Policy

The professor will email your ISU account regularly to communicate important announcements and reminders. You must check this account on a regular basis.

When students are communicating with the professor through email they are expected to carefully and thoughtfully write the communication. This should be done by using a meaningful subject line (course name, reference question), a greeting (Dr. Yeargin) and a signature. Using abbreviations, all lower case, or all upper case lettering is discouraged. Proof read your email before sending it. This will allow me to address your question or concern thoroughly and promptly.

### Positive Learning Environment

The faculty, students, and staff at Indiana State University are committed to the ideals and principles of social justice that maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Students are expected to demonstrate professional behavior when interacting with others. Any type of horizontal violence, bullying, or harassment will be grounds for disciplinary action by referral to Student Judicial Programs. Students are expected to behave professionally in-class according to the Indiana State University code of conduct <http://indstate.edu/sjp/docs/code.pdf>. In addition, students should dress appropriately for class activities, use professional language, come to class prepared, following course policies and the Student Policy and Procedures, treat classmates, faculty, and approved clinical instructors with respect, and should follow the NATA Code of Ethics and Standards of Professional Practice.

### Emergency Services for Natural or Catastrophic Events

Unfortunately a catastrophic event could occur on a local, regional, or national level that disables communication to or from Indiana State University. The student should provide for their own and family safety and contact their instructor via phone, private email, or thru alternate provided numbers. Every effort on the faculty's part will be made to reasonably attempt to continue with the course and to meet the course objectives. If for any reason there is no internet or phone communication available for an extended period of time, postal service will be used to communicate between the faculty and student. Courses that have a clinical component may not be able to continue and in this instance the student will be awarded an *incomplete* until a revised completion plan can be determined. The Department of Public Safety website can be accessed at <http://www.indstate.edu/pubsafety/> Emergency Response Plan and other documents concerning student and faculty safety can be found at this web site.

**Indiana State University**  
**College of Nursing, Health and Human Services**  
**Applied Medicine and Rehabilitation**  
**MS in Athletic Training Outcome Set**

**Objective 1 Evidence Based Medicine**

The graduate student will become a competent evidence based medicine clinician

**SLO 1.1 Clinical Application**

The student will communicate the ability to apply evidence based medicine to their clinical practice

**SLO 1.2 Literature Review**

The student will demonstrate the ability to find and interpret literature within their area of research

**SLO 1.3 Environmental Illnesses**

The student will demonstrate the ability to grade research and apply research in the prevention, recognition, and treatment of environmental illnesses

**SLO 1.4 Rehabilitation**

The student will demonstrate the ability to grade research and apply research in the rehabilitation of orthopedic injuries

**SLO 1.5 Modalities**

The student will demonstrate the ability to grade research and apply research in the use and application of modalities

**SLO 1.6 Diagnostics**

The student will demonstrate the ability to grade research and apply research in the use and application of diagnostics and preventive techniques of injuries

**SLO 1.7 Manual Therapy**

The student will demonstrate the ability to grade research and apply research in the use and application of manual therapy

**Objective 2 Education**

The graduate student will become a competent educator of patients, students, administrators, and other clinicians

**SLO 2.1 Student Education**

The student will demonstrate effective education of a student

**SLO 2.2 Peer Education**

The student will demonstrate effective education of a peer

**SLO 2.3 Patient Education**

The student will demonstrate effective education of a patient

**SLO 2.4 Administrator Education**

The student will demonstrate effective education of an administrator

**SLO 2.5 Didactic Education**

The student will demonstrate effective education in a didactic setting

#### SLO 2.6 Clinical Education

The student will demonstrate effective education in a clinical setting

#### Objective 3 Leadership

The graduate student will become a competent leader through clinical practice, education, administration, and research

#### SLO 3.1 Clinical Practice

The student will demonstrate leadership in clinical practice

#### SLO 3.2 Education

The student will demonstrate leadership in education

#### SLO 3.3 Administration

The student will demonstrate leadership in administration

#### SLO 3.4 Research

The student will demonstrate leadership in research

\* *Objective: Point of Distinctiveness*

\*\* *SLO: Student Learning Outcome (goal)*



**ATTR 675 Evidence Based Modalities  
Fall 2011 Syllabus**

**Class Time:** TH, 11:00 -12:15 am  
**Instructor:** Kahanov  
**E-mail:** Leamor.kahanov@indstate.edu  
**Office Hours:** by appointment

**Room:** Student Services  
**Office:** SS, 263  
**Phone:** 237-4554 or 650-678-7432

**Credit Hours:** 1

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**Course Description:** Advanced practical experience in athletic training with student facilitated discussion.

**Course Objectives:** Comprehensive examination (through reading, discussion, and hands-on practice) of therapeutic modalities. Emphasis will be on current literature, how recent research fits into clinical practice, and new modalities on the market.

**Course Assignments and Requirements**

This course provides experiences that will enable the student to demonstrate skills, abilities, and attitudes required of an advanced athletic trainer practitioner. The student will be able to:

1. To demonstrate an understanding of the physical laws the govern therapeutic modalities (Program Objective : Evidence Based Medicine)
2. To demonstrate an understanding of the numerous therapeutic methods employed to facilitate the healing and strengthening of collagenous tissue. (Program Objective : Evidence Based Medicine)
3. To demonstrate knowledge of the physiologic and biomechanical effects, indications and contraindications, clinical use, and proper techniques of application for common therapeutic modalities employed in the rehabilitative process. (Program Objective : Evidence Based Medicine)
4. Demonstrate knowledge of biochemical, neurophysiological, and metabolic changes that occur during therapeutic modality use. (Program Objective : Evidence Based Medicine)
5. Demonstrate critical thinking skills and evidence based research to make sound modality application (Program Objective : Evidence Based Medicine and Leadership)
6. Demonstrate the application of therapeutic modality concepts on diverse populations (Program Objective : Evidence Based Medicine)
7. Demonstrate an understanding of implementation and administration of therapeutic modalities into a clinic (Program Objective : Evidence Based Medicine and Leadership)

**Course Content:**

- Applied Physiology: particular attention focused upon the theories of cellular metabolism, muscle physiology, physiologic responses to rehabilitation techniques, the inflammatory response and wound healing processes, and anesthesia and analgesia
- Biomechanics: Review of pertinent biomechanical principles e.g. kinetics and kinematics or numerous muscular resistance training activities and therapeutic exercise
- Techniques of application: Review of procedures for use of different types of therapeutic rehabilitation techniques.

**Course Textbooks:**

**Required:**

- Belanger, A.Y. (2010). *Evidence-Based Guide to Therapeutic Physical Agents*. Baltimore, MD: Lippincot, Williams, & Wilkins.

**Course Evaluation:**

1. Case Study Paper	18%	100
2. Case Study Presentation	18%	100
3. Critical Abstracts	18%	100
4. Position Paper	18%	100
5. Midterm	10%	50
6. Final	18%	100
Total	100%	Point totals 100

**Late assignments will result in a ZERO for the assignment.**

Course Assignment Descriptions:

- **Case Study Paper and Presentation Guidelines (Objectives 1-6):**

During the course of the semester students are to choose a unique injury and rehabilitation case, focus on modalities, for presentation. IT IS STONGLY SUGGESTED YOU DO THIS DURING THE FIRST 4 WEEKS OF CLASS.

Attach a copy of the operative report or SOAP note (name and medical number erased) to your paper.

Minimum of five (5) references/sources in your bibliography, with at least three (3) from the last three years (post 2008). **Referenced in AMA style.**

Papers should include the following:

1. Review of the Case with pertinent information (10 points)
2. Specific rehabilitation goals relative to tissue healing times over the course of recovery (all 4 phases of rehabilitation) (15 points)
3. Modalities used. This should include the reason for use through each rehabilitation phase and tissue healing principles) (25 points)
4. Research basis (references) for your choice of modalities used. This may include your opinion if based on the research (20 points)
5. AMA Style and Grammar (5 points)
6. Overall content and style (10 points)
7. Use of research (references/documentated) to support opinions (10 points)

The audience for your paper are peers (fellow ATC's), sports medicine conference attendees (primary care physicians, physical therapists, etc.), and the intent is to write a modality case study for presentation at FWATA or for publication.

Papers are due the first day of the presentation. You will have 15 minutes to present your case study.

- **Case Study Presentation Grading Rubric (Objectives 1-6):**

1. Review of the Case with pertinent information (10 points)
2. Specific rehabilitation goals relative to tissue healing times over the course of recovery (all 4 phases of rehabilitation) (10 points)
3. Modalities used. This should include the reason for use through each rehabilitation phase and tissue healing principles) (20 points)
4. Research basis (references) for your choice of modalities used. This may include your opinion if based on the research (20 points)
5. Clear and Concise presentation (10 points)
6. Appropriate use of presentation materials (power point, modality etc...) (10 points)
7. Professional appearance and presentation (references/documentated) to support opinions (10 points)

points)

8. Appropriate use of vernacular for the audience (10 points)

- **Guidelines for Critical Abstracts: Due: See Class Schedule (Objectives 2-7)**

- Choose 7 articles from a current professional journal pertinent to areas discussed in class (Journal articles can be no older than 3 years)
- DO NOT COPY THE "ABSTRACT" FROM THE ARTICLE*; instead, read, analyze, and react to the clinical findings in the assigned articles using the following format.
- Source (e.g. authors(s), title, etc..) AMA Format ( 1 point)
- Purpose of Study/Article (1 point)
- Methods and Materials (1 point)
- Summary of Results/Conclusion (1 point)
- Critique of the Study/Article (3 points)
- Clinical Applications of the Study/Article (3 points)
- Critical abstracts are to be typewritten in paragraph form, single spaced and no longer than **one page** in length in **AMA Format**.
- The article should reflect the course lecture on the day it is due.
- Critical abstracts are to be typewritten in paragraph form, single spaced and no longer than one (1) page in length in AMA Format.
- Due: see calendar for due dates

- **Position Papers: (Objectives 1-7):**

- Each student will write a position paper
- Sample topics include, but are not limited to: contrast bath, pulsed ultrasound effective or non-effective, phonophoresis.
- Choose a minimum of 4 articles from current professional journals.
- Read, analyze, and react to the clinical findings in the assigned articles using the following format. The purpose of this assignment is to form an opinion based on the evidence.
  - Theory/Principles of the Modality/Therapeutic Exercise (10 points)
  - Types of injuries treated (10 points)
  - Pros and Cons of the topic (20 points)
  - Your opinion based on the research (40 points)
  - AMA Style and Grammar (5 points)
  - Overall content and style (5 points)
  - Use of research to support opinions (10 points)

- **Exams (Objectives 1-7):** Students will be required to take a midterm and final (comprehensive), online. Students will have a 1 day window for the midterm and 2 day window for the final. Once logged in students **MUST** complete the examination. The examinations are timed and shut off automatically once the time allotment has been reached. Students are reminded that the honor system regarding these examinations.

**Tentative course calendar including assignment due dates, exam dates, date of Final exam:**

**(Please note that the course calendar is "subject to change with fair notice")**

Date	Topic	Due
August 25, 30, Sept 1	Introduction, Inflammatory Process	Belanger Chp 2
Sept 6 & 8	Rehabilitation Design – Out of Class Assignment	ABSTRACT – Rehabilitation Design Research
Sept. 13	How to read and assess a research article	Reader
Sept 15, 20,22	Cryotherapy	Belanger Cryotherapy & Thermotherapy Chapter 8 <i>CRYOTHERAPY ABSTRACT DUE**</i>
Sept. 27, 29	Thermotherapy (Superficial Heat)	Belanger Cryotherapy & Thermotherapy Chapter 6,9 <i>THERMOTHERAPY ABSTRACT DUE**</i>
Oct. 4 & 6	Thermotherapy – Deep Heat Diathermy & Ultrasound	Belanger Ultrasound Chapter 10 &20 <i>US ABSTRACT DUE**</i>
Oct. 11 & 13	Electrical Stimulation Properties	<i>POSITION PAPER DUE</i>
October 18 & 20 & 25	HVGS, Russian & Interferential	Belanger HVGS and INF Chp 16, 17 & 18 <i>HVGS ABSTRACT DUE 18<sup>th</sup></i> <i>Russian or Inteferential due on 20<sup>th</sup></i> CASE STUDY OUTLINE RECOMMENDED DONE HERE
October 27, November 1 & 3	TENS & MENS	Belanger TENS and MENS Chp 14 & 15 <i>TENS or MENS ABSTRACT DUE**</i>
Nov. 8	<b>MIDTERM - ONLINE</b>	
Nov. 10	HIVAMAT and alternative modalities	<i>ABSTRACT DUE**</i>

November 15 & 17	Low Level Laser & Light Therapy	Belanger LLL Chap. 11 & 13 <i>LLL ABSTRACT DUE**</i>
November 22	Iontophoresis	Belanger Iontophoresis Ionto or Alternative Mod ABSTRACT DUE**
Nov. 29, Dec 1	In-Class Project: Chart of Modality Use	
Dec 6	<b>Class Presentations</b>	<i>CASE STUDY DUE</i>
Dec 8	<b>Class Presentations</b>	
Dec 9 - 14	<b>Final Examination ONLINE must complete by Dec 14 5pm</b>	

\*\* Be prepared to discuss your abstract article in class.

\*\* All chapters and reading material should be completed prior to the first class period on the topic

**Penalty (if any) for late or missed work:**

**No assignments will be accepted after the beginning of class on the due date unless serious and compelling reasons exist. This includes e-mail and blackboard submissions**

**There will be no make up tests unless serious and compelling reasons exist.**

#### **Grading Scale:**

A+ = 100%  
A = 92.5-99.9%  
A- = 89.5-92.4%  
B+ = 86.5-89.4%  
B = 82.5-86.4%  
B- = 79.5-82.4%  
C+ = 76.5-79.4%  
C = 72.5-76.4%  
F ≤ 72.4%

## \*\*\*\*Policies\*\*\*\*

### Attendance Policy

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### A Student Guide to Academic Integrity

Indiana State University requires that all students read and support the *Policy on Academic Integrity*. Academic Integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The *Policy on Academic Integrity* describes appropriate academic conduct in research, writing, assessment, and ethics. The policy is found in the *Code of Student Conduct* and on the Indiana State web page.

### Academic dishonesty is not tolerated at Indiana State University!

The penalties can be severe and include: failing the assignment, failing the course, referred to Student Judicial Programs to face formal conduct charges. Students found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred. Students are urged to discuss questions regarding academic integrity with instructors, advisers, or with the associate deans.

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### **Laptops in the Classroom**

Students are permitted to bring laptop computers to class; however, several class sessions will require hands-on activities. At those times computers are prohibited. All computing processes during class should be directly connected to classroom presentations/assignments. You will not be permitted to check email messages, send or receive instant messages, or personal computing during class. Should issues arise with laptop conduct, you may be instructed to discontinue laptop use during class. If you fail to comply with the laptop policy, you may be excused from class.

### **Cellular Phone Policy**

All electronic devices (i.e. cell phones, Ipod, etc.) with the exception of laptop computers MUST be turned off during class unless you have permission from the professor. If anyone uses an electronic device during class, everyone's devices will be collected by the professor before class and returned after class. Laptops can ONLY be used for class purposes. Therefore checking email and surfing the web will not be tolerated during class time.

### **Objectives Reviewed in ATTR 656:**

#### **Objective 1 Evidence Based Medicine**

The graduate student will become a competent evidence based medicine clinician

#### **SLO 1.1 Clinical Application**

The student will communicate the ability to apply evidence based medicine to their clinical practice

#### **SLO 1.2 Literature Review**

The student will demonstrate the ability to find and interpret literature within their area of research

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#### SLO 1.5 Modalities

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The student will demonstrate the ability to grade research and apply research in the use and application of diagnostics and preventive techniques of injuries

#### SLO 1.7 Manual Therapy

The student will demonstrate the ability to grade research and apply research in the use and application of manual therapy

#### Objective 2 Education

The graduate student will become a competent educator of patients, students, administrators, and other clinicians

##### SLO 2.1 Student Education

The student will demonstrate effective education of a student

##### SLO 2.2 Peer Education

The student will demonstrate effective education of a peer

##### SLO 2.3 Patient Education

The student will demonstrate effective education of a patient

##### SLO 2.4 Administrator Education

The student will demonstrate effective education of an administrator

##### SLO 2.5 Didactic Education

The student will demonstrate effective education in a didactic setting

##### SLO 2.6 Clinical Education

The student will demonstrate effective education in a clinical setting

#### Objective 3 Leadership

The graduate student will become a competent leader through clinical practice, education, administration, and research

##### SLO 3.1 Clinical Practice

The student will demonstrate leadership in clinical practice

##### SLO 3.2 Education

The student will demonstrate leadership in education

##### SLO 3.3 Administration

The student will demonstrate leadership in administration



### SLO 3.4 Research

The student will demonstrate leadership in research

\* *Objective: Point of Distinctiveness*

\*\* *SLO: Student Learning Outcome (goal)*

**Indiana State University  
College of Health and Human Services  
Department of Applied Medicine  
ATTR 676 Manual Therapy  
Spring 2012 Syllabus**

**Class Time:** M & W; 8-9:30 AM      **Room:** SS 315      **Credit Hours:** 3  
**Instructor:** Dr. Tiffany Idlewine, DPT      **Office:** Student Service Building 254  
**E-mail:** [tidlewine@indstate.edu](mailto:tidlewine@indstate.edu)      **Phone:** 812-237-3937 OR 812-599-6941  
**Office Hours:** Wed 10 AM-12 PM; Th 9:30 AM-12PM

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**Required Texts:**

Cook, Chad. *Orthopedic Manual Therapy: An Evidence Based Approach*. Second Edition  
ISBN 0132719282

**Course Description:**

This course presents an introduction to manual therapy discussing both theory and principles of manual therapy. This course consists of a combination of lectures, demonstrations, required readings with discussion, and group laboratory sessions. An emphasis of the course will be on applying evidence based practice in all areas of orthopedic manual therapy musculoskeletal management.

**Prerequisite/Co-requisite:** Admission to the graduate athletic training program.

**Course Objectives:**

1. Describe the origins of mobilization beginning with Hippocrates leading up to the emergence of the current theories and principles of manual medicine.
2. The student will become more confident and competent in general examination, evaluation and assessment using evidence based manual therapy techniques. (Program Outcome 1.1; 1.4; 1.7; 2.2; 2.3; 3.1).
3. The student will be able to identify the clinical symptoms and signs suggesting that manual therapy intervention is contraindicated. (Program Outcome 1.1; 1.7; 3.1).
4. The student will demonstrate competence at the beginners' level in both performing and interpreting examination procedures utilized within manual therapy. (Program Outcome 1.1; 1.4; 1.7; 2.2; 2.3; 3.1)
5. The student will demonstrate competence and become more confident in both the technical application and in the interpretation of responses to manual therapy techniques utilized in the management of musculoskeletal disorders. (Program Outcome 1.1; 1.4; 1.7; 2.2; 2.3; 3.1)
6. The student will gain additional anatomical and biomechanical knowledge and understand its' importance relative to evaluation and treatment. (Program Outcome 1.1; 1.4; 1.7; 2.2; 2.3; 3.1)
7. The student will perform a thorough musculoskeletal examination to establish impairments and recommend the proper manual techniques based on the impairment presentation. (Program Outcome 1.1; 1.4; 1.7; 2.2; 2.3; 3.1)
8. The student will be able to discuss and understand legal and ethical considerations when applying manual therapy techniques. (Program Outcome 1.4; 1.7; 2.2; 2.3; 3.1)

**Course Assignments and Requirements:**

Class Date	Topic	Assignments	Course Objectives
1/09	Syllabus; Introduction to Manual Therapy: History and Theory	Chapter 1 (1-10)	1,2,8
1/11	Intro to Manual Therapy	Chapter 2 (15-29)	1,3,8
1/16	HOLIDAY: NO CLASS		
1/18	Clinical Exam; Treatment/Re-examination	Chapter 3 & 4 (35-63)	2,6,7
1/23	Manual Therapy of Cervical Spine	Chapter 5 (67-112)	2,3,4,6,7,8
1/25	Cervical Spine		2,3,4,6,7,8
1/30	Manual Therapy of Thoracic Spine	Chapter 7 (143-172)	2,3,4,6,7,8
2/01	Thoracic Spine		2,3,4,6,7,8
2/06	Discussion/Literature Review		
2/08	NO CLASS; GRASTON CREDIT		
2/13	Written Exam/Practical Exam		
2/15	NO CLASS; GRASTON CREDIT		
2/20	Manual Therapy of Shoulder	Chapter 8 (177-212)	2,3,4,6,7,8
2/22	Shoulder		2,3,4,6,7,8
2/27	Manual Therapy of Elbow, Wrist, & Hand	Chapter 9 (217-257)	2,3,4,6,7,8
2/29	Elbow, Wrist, & Hand		2,3,4,6,7,8
3/5-3/11	SPRING BREAK		
3/12	Manual Therapy of Lumbar Spine	Chapter 10 (263-293)	2,3,4,6,7,8
3/14	Lumbar Spine		2,3,4,6,7,8
3/19	Manual Therapy of Sacroiliac & Pelvis	Chapter 11 (301-332)	2,3,4,6,7,8
3/21	Sacroiliac & Pelvis		2,3,4,6,7,8
3/26	Manual Therapy of Hip	Chapter 12 (337-368)	2,3,4,6,7,8
3/28	Manual Therapy of Knee	Chapter 13 (373-404)	2,3,4,6,7,8

4/02	Written Exam/Practical Exam		
4/04	Manual Therapy of Foot & Ankle	Chapter 14 (409-443)	2,3,4,6,7,8
4/09	Foot & Ankle		2,3,4,6,7,8
4/11	Soft Tissue	Chapter 16 (479-512)	
4/16	Neurodynamics/Neural Mobilizations	Chapter 15 (449-474)	2,3,4,6,7,8
4/18	Muscle Energy Technique		2,3,4,6,7,8
4/23	Class Presentations		2,3,4,6,7,8
4/25	Class Presentations		2,3,4,6,7,8
4/30-5/4	FINALS: Written/Practical Exams		

**\*The above course schedule is subject to change at the professor's discretion.**

#### **Course Evaluation:**

1. Written Exam (3)	Point totals	50
2. Practical Exam (3)	Point totals	50
3. Class Presentations	Point totals	25
6. Class Participation	Point totals	25
	Total Points	350 points

**\*Late assignments will result in a ZERO for the assignment.**

#### **Course Assignment Descriptions:**

**Written Exams:** A combination of multiple choice, True/False, Fill-in-the-Blank, Short Answer or Essay.

**Practical Exams:** Student will demonstrate proper manual therapy techniques on a 'mock' patient. This will include evaluation and treatment.

**Class Presentations:** Each student will present to the class a case study of their choice including background research, evaluation, and treatment of a mock or real life patient. Grade will be based on ability of the student to engage the class and make a professional presentation as well as on the actual content and material included in the written report. (Details to be provided during class time.)

**Class Participation:** Be present for each class. Engage in class discussion and labs. Be respectful of professor and any guest lecturer.

**Grading Scale:**

A+ = 100%  
A = 92.5-99.9%  
A- = 89.5-92.4%  
B+ = 86.5-89.4%  
B = 82.5-86.4%  
B- = 79.5-82.4%  
C+ = 76.5-79.4%  
C = 72.5-76.4%  
F = <72.4%

**Policies****Attendance Policy:**

Students are expected to attend all classes and be on time. In the case of an emergency or other serious situation, the student is expected to inform the professor prior to the absence (if possible). If the professor needs to cancel class, every effort will be made to notify the class in a timely manner utilizing e-mail. Please follow the University policies regarding school closings for inclement weather.

**A Student Guide to Academic Integrity:**

Indiana State University requires that all students read and support the *Policy on Academic Integrity*. Academic Integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The *Policy on Academic Integrity* describes appropriate academic conduct in research, writing, assessment, and ethics. The policy is found in the *Code of Student Conduct* and on the Indiana State web page.

**Academic dishonesty is not tolerated at Indiana State University!**

The penalties can be severe and include: failing the assignment, failing the course, referred to Student Judicial Programs to face formal conduct charges. Students found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred. Students are urged to discuss questions regarding academic integrity with instructors, advisers, or with the associate deans.

**Laptops in the Classroom:**

Students are permitted to bring laptop computers to class on a limited basis as approved by the professor. All computing processes during class should be directly connected to classroom presentations/assignments. You are not allowed to check email messages, send or receive instant messages, or do personal computing during class. Should issues arise with laptop conduct, the student may be instructed to discontinue his/her laptop use during this class.

## **Emergency Services for Natural or Catastrophic Events**

Unfortunately a catastrophic event could occur on a local, regional, or national level that disables communication to or from Indiana State University. The student should provide for their own and family safety and contact their instructor via phone, private email, or thru alternate provided numbers. Every effort on the faculty's part will be made to reasonably attempt to continue with the course and to meet the course objectives. If for any reason there is no internet or phone communication available for an extended period of time, postal service will be used to communicate between the faculty and student. Courses that have a clinical component may not be able to continue and in this instance the student will be awarded an *incomplete* until a revised completion plan can be determined. The Department of Public Safety website can be accessed at <http://www.indstate.edu/pubsafety/> Emergency Response Plan and other documents concerning student and faculty safety can be found at this web site.

## **Cellular Phone Policy**

Students are not permitted to use cellular phones during class time. This includes calling, text messaging, instant messaging, calculator usage, web searching, game playing, etc. Failure to follow this policy may result in dismissal from the classroom and a ZERO for any coursework completed on that day.

## **Positive Learning Environment**

The faculty, students, and staff at Indiana State University are committed to the ideals and principles of social justice that maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Students are expected to demonstrate professional behavior when interacting with others. Any type of horizontal violence, bullying, or harassment will be grounds for disciplinary action by referral to Student Judicial Programs. Students are expected to behave professionally in-class according to the Indiana State University code of conduct <http://indstate.edu/sjp/docs/code.pdf>. In addition, students should dress appropriately for class activities, use professional language, come to class prepared, following course policies and the Student Policy and Procedures, treat classmates, faculty, and approved clinical instructors with respect, and should follow the NATA Code of Ethics and Standards of Professional Practice.

## **Accommodations and Support**

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you would benefit from an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Please contact the Director of Student Support Services/Disability Services at 812.237.2301 located in Gillum Hall Rm 204A or visit their site at <http://web.indstate.edu/sasc/dss/services.htm> . Once registered, the Director and course instructor will ensure that you receive all the accommodations and support that Indiana State offers.

**Indiana State University**  
**College of Nursing, Health and Human Services**  
**Applied Medicine and Rehabilitation**  
**MS in Athletic Training Outcome Set**

**Objective 1 Evidence Based Medicine**

The graduate student will become a competent evidence based medicine clinician

**SLO 1.1 Clinical Application**

The student will communicate the ability to apply evidence based medicine to their clinical practice

**SLO 1.2 Literature Review**

The student will demonstrate the ability to find and interpret literature within their area of research

**SLO 1.3 Environmental Illnesses**

The student will demonstrate the ability to grade research and apply research in the prevention, recognition, and treatment of environmental illnesses

**SLO 1.4 Rehabilitation**

The student will demonstrate the ability to grade research and apply research in the rehabilitation of orthopedic injuries

**SLO 1.5 Modalities**

The student will demonstrate the ability to grade research and apply research in the use and application of modalities

**SLO 1.6 Diagnostics**

The student will demonstrate the ability to grade research and apply research in the use and application of diagnostics and preventive techniques of injuries

**SLO 1.7 Manual Therapy**

The student will demonstrate the ability to grade research and apply research in the use and application of manual therapy

**Objective 2 Education**

The graduate student will become a competent educator of patients, students, administrators, and other clinicians

**SLO 2.1 Student Education**

The student will demonstrate effective education of a student

**SLO 2.2 Peer Education**

The student will demonstrate effective education of a peer

**SLO 2.3 Patient Education**

The student will demonstrate effective education of a patient

**SLO 2.4 Administrator Education**

The student will demonstrate effective education of an administrator

#### SLO 2.5 Didactic Education

The student will demonstrate effective education in a didactic setting

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The student will demonstrate effective education in a clinical setting

#### Objective 3 Leadership

The graduate student will become a competent leader through clinical practice, education, administration, and research

#### SLO 3.1 Clinical Practice

The student will demonstrate leadership in clinical practice

#### SLO 3.2 Education

The student will demonstrate leadership in education

#### SLO 3.3 Administration

The student will demonstrate leadership in administration

#### SLO 3.4 Research

The student will demonstrate leadership in research

*\* Objective: Point of Distinctiveness*

*\*\* SLO: Student Learning Outcome (goal)*



**ATTR 691 Research Methods  
Fall 2011 Syllabus**

**Class Time:** Tuesday and Thursday 9:30-10:45am **Room:** Student Services 214 **Credit Hours:** 3  
**Instructor:** Susan Yeargin, PhD, ATC **Office:** Student Services Rm 246  
**E-mail:** [susan.yeargin@indstate.edu](mailto:susan.yeargin@indstate.edu) **Phone:** 237-3962  
**Office Hours:** By appointment, TTH 12:30-2:00, W 10:00-11:00

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**Required Texts:**

1. Thomas and Nelson. *Research Methods in Physical Activity*, 6th ed. Human Kinetics 2010.

**Course Description:** Students will examine the fundamental tools of research; types of research; process of scientific inquiry; and critical analysis of research. An emphasis is placed on topic selection and development of a research proposal.

**Course Objectives:** Upon successful completion of this course, the student should possess the following competencies:

1. The ability to describe and explain various types of research methods (qualitative and quantitative) that encompass the body of knowledge in Inter-Disciplinary Health Care. (SLO 1.2, 3.4)
2. The ability to understand and use, in conversation and in writing, proper terminology related to research design, analysis, and synthesis. (SLO 3.4)
3. The ability to design research methodologies and develop hypotheses appropriate to a particular research question. (SLO 3.4)
4. The ability to conduct a thorough search for literature on a given topic, critically analyze the material, and effectively synthesize the information in written format. (SLO 1.2, 3.4)
5. The ability to describe and develop the contents of a research proposal, including the introduction, methods, results, and discussion sections of a manuscript. (SLO 1.1, 1.2, 3.4)
6. The ability to navigate the process of conducting research at ISU, including choosing and working with a research advisor, developing a proposal, presenting the proposal, applying to the Institutional Review Board, and, where applicable, successfully defending a thesis or project. (SLO 3.4)
7. The ability to understand, appreciate, and develop Inter-Disciplinary Health Care research. (SLO 1.1, 1.2, 3.4)

**Course Expectations:**

To assure the objectives of this class are attained students are encouraged to:

- Review material that will be discussed in class prior to each class.
- Review material following class and ask the professor questions about any uncertain points in the ensuing class, review sessions, or open lab.
- Be active participants during class and the corresponding lab. This can be done by answering questions proposed by the professor, making eye contact with the professor, laughing at the professor's jokes (when funny), taking notes, and asking questions.

- Submit all papers in proper APA (5<sup>th</sup> ed.) format, and proofread. Papers will be evaluated by these standards.
- Submit all assignments by the due dates identified on this syllabus. Late papers will not be accepted without a 48 hour request in person or by phone (please no email requests).
- Students should expect to consult the instructor regularly during office hours or at another scheduled time to discuss assignment requirements or first drafts of your work.

### Course Evaluation:

A. Tests(3)	12% each	36%
B. Completion of Committee and Topic Form		5%
C. Chapter 1 Outline		10%
D. Chapter 2 Outline		7%
E. Chapter 2 Expanded Outline		15%
F. Chapter 3 Outline and CITI Training		9%
G. Chapter 3 Expanded Outline		13%
H. Journal Review	5%	
		<b>100%</b>

### Course Assignment Descriptions:

#### A. Tests:

The three tests in the course will consist of true/false, multiple choice, fill in the blank, short answer, and research development question formats. While each exam will consist primarily of material in the corresponding section of the course, the content of the second and third exam will build upon important cumulative concepts.

#### B. Completion of Committee and Topic Forms:

Either the AMR Department research committee approval form or the CGPS thesis committee approval form will be completed and turned in. Incomplete forms, incorrectly filled out forms, or late submissions will negatively affect the grade. Allow for 2 weeks for signatures to be obtained (only the research chair, committee members, and department chair signatures are required for the assignment).

#### C. Chapter 1 Outline

Grad students will work with their chair to create a Chapter 1 outline. Department guidelines should be followed with information under each relevant subsection, most likely including: research questions, null hypothesis, alternate hypothesis, independent variables, and dependent variables. In addition, the grad student should work with their research chair to develop a projected timeline and attach it to the outline. The signature of the student's chair is required at the bottom to indicate the two have discussed the information provided and that the chair has been given a duplicate copy to review and revise when possible.

#### D. Chapter 2 Outline:

Grad students will work with their chair to create a Chapter 2 outline showing topic areas relevant to their chosen research project. The outline should show a natural progression of topics and encompass all aspects of the research project. The signature of the student's chair is required at the bottom of the outline to indicate the two have discussed the information provided and that the chair has been given a duplicate copy to review and revise when possible.

E. Chapter 2 Expanded Outline:

Grad students will work with their chair to create an expanded Chapter 2 outline. The outline should have bullets with information found from preliminary literature searches. At least 10 references need to be included and cited within and cited at the end. EndNote is mandatory for citations. If revisions from the chair have been provided before the due date, these revisions should be attached to the expanded outline. Progression from the original outline and completion of suggested revisions/additions from the chair and professor should be evident. The signature of the student's chair is required at the bottom of the outline to indicate the two have discussed the information provided and that the chair has been given a duplicate copy to review and revise when possible.

F. Chapter 3 Outline:

Grad students will work with their chair to create a Chapter 3 outline presenting their chosen research project. All relevant elements from the department thesis/project guidelines should be included in the outline. Additionally, attached to the outline, should be a budget in table format with all pieces of equipment, consumables, incentives, etc needed for the project included with cost estimates. The signature of the student's chair is required at the bottom of the outline to indicate the two have discussed the information provided and that the chair has been given a duplicate copy to review and revise when possible. Grad students will also paperclip and turn in a certificate of completion and passing of CITI training.

G. Chapter 3 Expanded Outline:

Grad students will work with their chair to create an expanded Chapter 3 outline. The outline should have bullets with information. When relevant (validity, reliability), references need to be included and cited within and cited at the end. EndNote is mandatory for citations. If revisions from the chair have been provided before the due date, these revisions should be attached to the expanded outline. Progression from the original outline and completion of suggested revisions/additions from the chair and professor should be evident. The signature of the student's chair is required at the bottom of the outline to indicate the two have discussed the information provided and that the chair has been given a duplicate copy to review and revise when possible.

H. Journal Review:

Students will read and analyze a potential journal manuscript. They will create a bulleted list of their journal review of the provided journal article. They will also provide a decision for publication. Journal reviews will be graded on how well the manuscript was analyzed, what comments were provided to the authors, and how the comments were written.

**Grading Scale:**

A+ = 100%

B- = 80.0-83.9

A = 94.0-99.9

C+ = 77.0-79.9

A- = 90.0-93.9

C = 74.0-76.9

B+ = 87.0-89.9

F = < 73.9

B = 84.0-86.9

**Notes:**

- Grades will not be adjusted for individuals.
- If you need help with class, come to the professor as soon as possible.
- Remember: Grades are earned by the student, not given by the professor

**Course Schedule:**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
1	8/25	Syllabus	
2	8/30	Introduction to Research	
2	9/1	Thesis and Scholarly Project Procedures Faculty Research Projects	
3	9/6	The Scientific Method and Developing the Question	
3	9/8	Hypotheses	
4	9/13	Generalizability and Titles	
4	9/15	Literature Search	
5	9/20	Literature Search	
5	9/22	Research Ethics CANDLES Lecture (6:00pm)	
6	9/27	Test #1	
6	9/29	IRB	
7	10/4	Experimental Research Designs	
7	10/6	Experimental Research Designs	
8	10/11	Experimental Research Design	
8	10/13	Measuring Variables	
9	10/18	Measuring Variables	
9	10/20	Developing Methods	
10	10/25	Test #2	Ch 1 Outline Due
10	10/27	Journal Reviewing and Publishing	
11	11/1	Levels of Evidence Grading	Ch2 Outline Due

11	11/3	Systematic Reviews and Meta-Analysis	
12	11/8	Qualitative Research	Journal Review Due
12	11/10	Qualitative Research	
13	11/15	Statistical Concepts	Ch 3 Outline Due
13	11/17	Statistical Concepts	
14	11/22	Developing a Scientific Presentation	Committee and Topic Form Due
14	11/24	Thanksgiving Break	
15	11/29	Abstracts	
15	12/1	Results and Discussion	
16	12/6	Open	
16	12/8	Open	Expanded Ch 2 and 3 Due
	TBA	Test #3	

\* Course Schedule is subject to change as the professor deems necessary

#### **\*\*\*\*Policies\*\*\*\***

##### Attendance Policy

Students are expected to attend all classes and be on time. In the case of an emergency, illness, or other serious situation in which the student will miss a graded assignment (test), the student is expected to inform the professor prior to the absence. Students may call the professor's office at (812) 237-3962 to inform her prior to class. If a grading event was missed they can be made up **ONLY** if the student had notified the professor ahead of time and/or a note from a reliable source is presented with a valid excuse when the student returns to class. In each case, the professor will verify the excuse. Face to face interaction is encouraged when attempting to resolve these issues (when possible). For other classes missed, it is the obligation of the student to obtain information regarding any missed class from a classmate.

##### Civility Policy

The professor asks that in order to create an environment conducive to learning that the students adhere to the following requests:

- Cell phones are turned off and stored in bags during class. Use of any sort is not permitted
- iPods and other musical listening devices are to be turned off and stored in bags during class

- Limit food and drink to a minimum during class so as not to disrupt others
- Refrain from any disruptive behavior such as talking loudly with your neighbor, constantly interrupting class, reading the newspaper, communication via a laptop, sleeping, or any other behavior the professor deems disruptive

### Laptop Policy

While there will be no assignments or examination for which your laptop will be used during class time, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct and it conforms to the provisions of its use as laid out in this syllabus. There may be occasions where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

### Disability Services

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you would benefit from an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Please contact the Director of Student Support Services/Disability Services at 812.237.2301 located in Gillum Hall Rm 204A or visit their site at <http://web.indstate.edu/sasc/dss/services.htm> . Once registered, the Director and course instructor will ensure that you receive all the accommodations and support that Indiana State offers.

If you need accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of each semester.

### Academic Integrity Policy

Indiana State University requires that all students read and support the *Policy on Academic Integrity*. Academic Integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The *Policy on Academic Integrity* describes appropriate academic conduct in research, writing, assessment, and ethics. The policy is found in the *Code of Student Conduct* and on the Indiana State web page. Please take time to read this on your own. Cheating is not allowed on quizzes, tests, or exams. The use of any material, device, or other person to help yourself beyond your own capability is prohibited. There will be items placed by the professor to discourage cheating. If you see another student cheating, please inform the professor immediately. Discipline for violating the academic integrity policy will be decided on an individual basis using the academic integrity policy. The penalties can be severe and include: failing the assignment, failing the course, referred to Student Judicial Programs to face formal conduct charges. Students found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred. Students are urged to discuss questions regarding academic integrity with instructors, advisers, or with the associate deans.

### Email Policy

The professor will email your ISU account regularly to communicate important announcements and reminders. You must check this account on a regular basis.

When students are communicating with the professor through email they are expected to carefully and thoughtfully write the communication. This should be done by using a meaningful subject line (course name, reference question), a greeting (Dr. Yeargin) and a signature. Using abbreviations, all lower case, or all upper case lettering is discouraged. Proof read your email before sending it. This will allow me to address your question or concern thoroughly and promptly.

1. Student correspondence will be returned within 24 hours of the normal work week.
2. Student correspondence that occurs over the weekend will be returned on Monday.

#### Positive Learning Environment

The faculty, students, and staff at Indiana State University are committed to the ideals and principles of social justice that maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Students are expected to demonstrate professional behavior when interacting with others. Any type of horizontal violence, bullying, or harassment will be grounds for disciplinary action by referral to Student Judicial Programs. Students are expected to behave professionally in-class according to the Indiana State University code of conduct <http://indstate.edu/sjp/docs/code.pdf>. In addition, students should dress appropriately for class activities, use professional language, come to class prepared, following course policies and the Student Policy and Procedures, treat classmates, faculty, and approved clinical instructors with respect, and should follow the NATA Code of Ethics and Standards of Professional Practice.

#### Emergency Services for Natural or Catastrophic Events

Unfortunately a catastrophic event could occur on a local, regional, or national level that disables communication to or from Indiana State University. The student should provide for their own and family safety and contact their instructor via phone, private email, or thru alternate provided numbers. Every effort on the faculty's part will be made to reasonably attempt to continue with the course and to meet the course objectives. If for any reason there is no internet or phone communication available for an extended period of time, postal service will be used to communicate between the faculty and student. Courses that have a clinical component may not be able to continue and in this instance the student will be awarded an *incomplete* until a revised completion plan can be determined. The Department of Public Safety website can be accessed at <http://www.indstate.edu/pubsafety/> Emergency Response Plan and other documents concerning student and faculty safety can be found at this web site.

**Indiana State University  
College of Nursing, Health and Human Services  
Applied Medicine and Rehabilitation  
MS in Athletic Training Outcome Set**

#### Objective 1 Evidence Based Medicine

The graduate student will become a competent evidence based medicine clinician

#### SLO 1.1 Clinical Application

The student will communicate the ability to apply evidence based medicine to their clinical practice

#### SLO 1.2 Literature Review

The student will demonstrate the ability to find and interpret literature within their area of research

### SLO 1.3 Environmental Illnesses

The student will demonstrate the ability to grade research and apply research in the prevention, recognition, and treatment of environmental illnesses

### SLO 1.4 Rehabilitation

The student will demonstrate the ability to grade research and apply research in the rehabilitation of orthopedic injuries

### SLO 1.5 Modalities

The student will demonstrate the ability to grade research and apply research in the use and application of modalities

### SLO 1.6 Diagnostics

The student will demonstrate the ability to grade research and apply research in the use and application of diagnostics and preventive techniques of injuries

### SLO 1.7 Manual Therapy

The student will demonstrate the ability to grade research and apply research in the use and application of manual therapy

## Objective 2 Education

The graduate student will become a competent educator of patients, students, administrators, and other clinicians

### SLO 2.1 Student Education

The student will demonstrate effective education of a student

### SLO 2.2 Peer Education

The student will demonstrate effective education of a peer

### SLO 2.3 Patient Education

The student will demonstrate effective education of a patient

### SLO 2.4 Administrator Education

The student will demonstrate effective education of an administrator

### SLO 2.5 Didactic Education

The student will demonstrate effective education in a didactic setting

### SLO 2.6 Clinical Education

The student will demonstrate effective education in a clinical setting

## Objective 3 Leadership

The graduate student will become a competent leader through clinical practice, education, administration, and research

### SLO 3.1 Clinical Practice



The student will demonstrate leadership in clinical practice

SLO 3.2 Education

The student will demonstrate leadership in education

SLO 3.3 Administration

The student will demonstrate leadership in administration

SLO 3.4 Research

The student will demonstrate leadership in research

\* *Objective: Point of Distinctiveness*

\*\* *SLO: Student Learning Outcome (goal)*

**Appendix F**  
**Research Forms**

<p><b>College of Graduate and Professional Studies</b> <b>Indiana State University</b> <b>Terre Haute, Indiana</b></p>
--

### APPROVAL OF THESIS COMMITTEE

Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_  
Last First Middle

Degree Sought: ☐ M.A. ☐ M.S. ☐ Other Please Specify \_\_\_\_\_

Approved by:

Committee Member \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Committee Member \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Committee Member \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Committee Member \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Department Chair \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Academic Dean \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

College of Graduate and Professional Studies Dean \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

**Submit this form and a copy of the Thesis proposal to the College of Graduate and Professional Studies.**

**Distribution:** Committee Chairperson, the College of Graduate and Professional Studies.

Revised 07/2009

**Department of Applied Medicine and Rehabilitation  
College of Nursing, Health, and Human Services  
Indiana State University  
Terre Haute, Indiana**

**APPROVAL OF RESEARCH/SCHOLARLY PROJECT COMMITTEE**

Title of Research Project: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Your signature below states your agreement to provide guidance to the student(s) listed above during progress of the research project. It ensures your commitment to the student and the committee.

Committee Chairperson: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Department Chairperson: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Academic Dean: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

One completed copy should be kept with the student, the chair of the committee, and the main department office.

**College of Graduate and Professional Studies**  
**Indiana State University**  
**Terre Haute, Indiana**

**APPROVAL OF THESIS PROPOSAL**

Steps to be taken in the preparation of a thesis are presented in the Graduate Bulletin. This form should be completed at the time of the first meeting of the thesis committee. A thesis proposal including statements of importance of study, purposes, methodology, etc., must be attached to this form.

**Report of Thesis Committee Meeting.**

Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_

                    Last                                      First                                      Middle

Degree Sought: ☐ M.A. ☐ M.S. ☐ Other      Please Specify \_\_\_\_\_

Graduate Major \_\_\_\_\_

Proposed Title of Thesis \_\_\_\_\_

Approved by:

Committee Member \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Committee Member \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Committee Member \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Committee Member \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Department Chair \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Academic Dean \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

College of Graduate and  
Professional Studies Dean \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Submit this form and a copy of the Thesis proposal to the College of Graduate and Professional Studies.

Distribution: Committee Chairperson, the College of Graduate and Professional Studies.

Revised 07/2009

**Department of Applied Medicine and Rehabilitation  
College of Nursing, Health, and Human Services  
Indiana State University  
Terre Haute, Indiana**

**APPROVAL OF RESEARCH PROJECT PROPOSAL**

Steps to be taken in the preparation of a Research project are presented in the policy and procedure manuals for each program in the Department of Applied Medicine and Rehabilitation. This form should be completed at the time of the first meeting of the research project committee. A research project proposal includes statements of importance of study, purposes, methodology, etc., must be attached to this form.

**Report of Research Project Committee Meeting**

Name: \_\_\_\_\_ ISU Student ID #: \_\_\_\_\_  
                    Last                      First                      Middle

Address: \_\_\_\_\_  
                    (Street)                      (City)                      (State)                      (Zip)

Graduate Program ☐ AT ☐ PA-C ☐ DPT ☐ OT

Proposed Title of Research Project \_\_\_\_\_  
\_\_\_\_\_

Approved by:

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Committee Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Academic Dean: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Submit this form and a copy of the Research Project Proposal to the Research Project, Committee Chair, Program Director, Department Chair, and the Dean of the College of Nursing, Health and Human Services

Distribution: Student, Committee Chairperson, Department Chairperson, Dean of CNHHS Revised 10/2011

COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES  
APPROVAL OF THESIS OR DISSERTATION  
DEFENSE

Title \_\_\_\_\_

Student Name \_\_\_\_\_ Student ID \_\_\_\_\_

Date of Defense \_\_\_\_\_

**1. The Committee members certify that the student has successfully defended a thesis or dissertation that meets program standards.**

Committee Member \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Committee Member \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Committee Member \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Committee Member \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

**2. The Committee Chair certifies that the student has prepared a final draft that includes requested revisions, meets standards for academic integrity, and conforms to the School of Graduate Studies *Handbook for Theses and Dissertations***

Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

**3. The responsibilities of the Committee Chair, Committee, and Student have been met.**

Department Chair or Representative \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

**4. The manuscript warrants consideration for final publication by the College of Graduate and Professional Studies.**

College Dean or Representative \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

**5. The manuscript meets the requirements of the College of Graduate and Professional Studies.**

College of Graduate Dean or Representative \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

The signed original must accompany the thesis or dissertation for all levels of approval. Beginning in Fall 2009, this form will replace the certificate of approval. Revised: June 26, 2009

**Department of Applied Medicine and Rehabilitation  
College of Nursing, Health, and Human Services  
Indiana State University  
Terre Haute, Indiana**

**APPROVAL OF RESEARCH PROJECT DEFENSE**

Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_  
          Last           First           Middle

Title of Research Project: \_\_\_\_\_  
\_\_\_\_\_

Date of Defense: \_\_\_\_\_

Approved by:

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Committee Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Academic Dean: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Submit this form and a copy of the Research Project Proposal to the Research Project, Committee Chair, Program Director, Department Chair, and the Dean of the College of Nursing, Health and Human Services  
Distribution: Student, Committee Chairperson, Department Chairperson, Dean of the College of Nursing, Health and Human Services

Revised 10/2011



## ATTR 699/698 Agreement Contract (Syllabus)

### Chair Checklist

1. Review [College of Graduate and Professional Studies](#) Documents
  - a. [Thesis and Dissertation Handbook](#)
  - b. [Responsibilities of Students, Chairs and Committees](#)
  - c. [Critical Dates](#)
2. Complete CITI Training and register for IRBNet
3. Create Committee
  - a. Complete [Approval of Thesis Committee Form](#)
    - i. Requires signatures from Chair, Committee, Department Chair, Deans of CNHHS & CGPS
  - b. Complete Research Project Committee Form
    - i. Requires signature from Chair, Committee (total of 2 members minimum)
4. Committee Brainstorming Meeting
  - a. Recommended when students are enrolled in ATTR 691/PASS 655 (prior to Chapter 3 outline draft deadline – 1<sup>st</sup> week in November)
5. Guide Development of Chapters 1 – 3
  - a. Coordinate meetings and communication of drafts with committee members
  - b. See [Thesis & Project Guidelines](#) for information on formatting/content
6. Complete [Authorship Form](#) for any potential manuscripts that may result from thesis/project
7. Seek grant funding for theses/projects (Membership may be required - Examples below)
  - a. [Student Research Fund](#)
  - b. [Gatorade Sport Science Institute](#) Research Grants
  - c. [National Athletic Trainers' Association Research and Education Foundation](#)
  - d. [Great Lakes Athletic Trainers' Association Research and Education Foundation](#)
  - e. [American College of Sports Medicine](#) Research Grants
  - f. [National Strength and Conditioning Association Foundation](#)
  - g. [American Physical Therapy Association](#) Grants
  - h. [American Academy of Physician Assistants and Physician Assistant Education Association Research Institute](#) Research Grants Program
  - i. [Physician Assistant Education Association Research Institute](#) Research Grants Program
  - j. [Allied Health Research Institute](#) Grants and Fellowships
8. Complete and coordinate [Semester Contract](#) each semester a student is enrolled in ATTR 699/698, PASS 655, PHTH 891.
  - a. Use [Suggestions for Developing Research Contract and Evaluative Criteria](#) to complete.
9. Schedule Pre-Proposal Committee Meeting (recommended prior to proposal)
  - a. Complete [Approval of Thesis Proposal Form](#) (Form required for ONLY thesis; draft of Chapters 1-3 must be attached)
10. Schedule and coordinate Thesis/Research Project Proposal Presentation
  - a. Public Announcement Required
11. Draft and submit [IRB Application](#) to Department IRB and Grant Review Committee
  - a. IRB Forms are located on [IRBNet](#)
  - b. Anticipate 1 week per internal review
  - c. Upon Department Committee and Chair approval, submit application via [IRBNet](#)
12. Oversee data collection
13. Schedule and coordinate Thesis/Research Project Defense Presentation
  - a. Complete [Approval of Thesis Defense Form](#) (Final draft must be attached)
14. Submission of [electronic thesis/dissertation](#)

### EXAMPLE Research Project/Thesis Semester Contract

Student:

Chair:

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Version: ☐ Beginning of Semester    ☐ Within-Semester Update

**Minimum Requirements / Due Dates for Research Project/Thesis Materials** (all are final versions unless indicated as drafts)

<input type="checkbox"/> Fall (1 <sup>st</sup> -year)	<input type="checkbox"/> Spring (1 <sup>st</sup> -year)	<input type="checkbox"/> Fall (2 <sup>nd</sup> -year)	<input type="checkbox"/> Spring (2 <sup>nd</sup> -year)
Enrollment in ATTR 691/PASS 635 (Research Methods) will result in successful completion of the following:  1. Committee Form 2. Authorship Form 3. Chapters 1-3 (draft)		Data Collection 10-1	ISU Research Showcase Submission
	Chair Mid-Term Evaluation 2-15	Research Project Chair Mid-Term Evaluation	Results and Discussion Sections 2-1
		Statistical Analysis Complete (Summary of Results)	Chair Mid-Term Evaluation 3-1
	Chapters 1-3 3-15	GLATA/NATA, etc., Abstract 11-1	
	Proposal Proposal Acceptance Form Submitted IRB (If applicable) 5-1		Final Defense 3-15
			Final Research Project (Complete Packet)
	Chair Semester Evaluation 5-1	Chair Semester Evaluation 12-1	Chair Semester Evaluation 5-1

## Suggestions for Developing Research Contract and Evaluative Criteria

Each student in the Post-Professional Athletic Training Education Program must complete a Research Project/Thesis. Projects typically progress over a 4-semester period. In the first semester, students enroll in the Research Methods class (ATTR 691/PASS 635). In each subsequent semester, students enroll in research classes (ATTR 698/699, PASS 655, PHTH 891). The coursework addresses the conception, methods and procedures necessary to design, conduct, deliver and publish research in athletic training. An Athletic Training faculty member will serve as a Chair and must mentor each student through the research process each semester. The purpose of the Research Project/Thesis Semester Contract is for the Student and Chair agree upon and clearly define 1) the steps needed to complete the project and 2) the criteria by which the student will be held accountable. Each Chair Evaluation should reflect the Accountability Criteria described in the Semester Contract.

The Semester Contract is a binding agreement between the Student and their Chair that clearly defines the expectations of both participants. Each Semester Contract should provide a detailed description of the steps required to complete the individual research project and a clear timeline. The more detailed and structured the goals, expectations and timeline, the better. Research projects/theses often require individual timelines. Each Semester Contract should reflect the individual research project. For grading purposes and clarity, each semester contract should address the **Minimum Requirements / Due Dates for Research Project Materials** for the corresponding semester. In the event that these materials are not planned for in their standard semester, please describe the circumstances necessitating the altered timeline on the contract.

Each Semester Contract should include detailed descriptions for expectations regarding:

1. **Goals and Timelines** (as described in the Table on Page 1 of this contract)
2. **Review Process** (Time needed by Chair to review [5-7 days])
3. **Accountability Criteria**
  - Describe specific objective standards of performance and the time of evaluation  
Examples
    - Monthly / Weekly / Bi-weekly meetings with Research Project Chair to present materials
    - Chair Semester / Mid-Term Evaluation to review progress for specific objectives and criteria
  - **Consequences** - specify positive and negative consequences, what does and will happen as a result of the evaluation. **Include Grading Criteria.**

Students are expected to give the committee chair and members a minimum of 2 weeks to read their scholarly work prior to the proposal and defense.

## EXAMPLE of CRITERIA for EVALUATION

### Accountability Criteria

I intend to meet with \_\_\_\_\_ on a \_\_\_\_\_ basis, \_\_\_\_\_ at \_\_\_\_\_. I intend to review with her, my progress on those tasks / materials described on my Semester Contract. I intend to have \_\_\_\_\_ complete my Treatise Chair Semester and Mid-Term Evaluations based on successful completion of my **Goals and Timelines**.

**My goals are ‘successfully completed’ if they:**

1. are submitted within the timeline indicated and,
2. address each suggestion made on previous reviews effectively

**Consequences** – I earn 100% of the points indicated for each goal successfully completed. I earn 0% of the points indicated for each goal not successfully completed.

### Expectations of my Chair

I expect my *Chair* to be available to meet with me \_\_\_\_\_, \_\_\_\_\_ at \_\_\_\_\_ to answer questions and help guide me through the research process, review my material, review, share/help locate literature, assist in data collection, reduction and analysis. I expect my *Chair* to evaluate me based on the agreed upon criteria.

### Expectations of my Committee Members

I expect my *Committee Members* to be available to meet with me twice a semester as needed and attend my Research Project/Thesis. I expect my *Committee Members* to answer questions and help guide me through the research process, review my material, *review, share/help locate literature, assist in data collection, reduction and analysis*. I expect my *Committee Members* to evaluate my material honestly and fairly.

Material / Document	Due-Date
• 2-Page Review of Literature (referenced)	Due to me 9/19 Return 9/23
• Outline Review of Literature	Due to me 9/28
• Review of Literature (1 <sup>st</sup> Draft)	Due to me 10/18
• Review of Literature (2 <sup>nd</sup> Draft)	Due to me 11/7 Return 11/11

<ul style="list-style-type: none"> <li>• <b>Review of Literature (Final)</b></li> </ul>	Due to me 11/26 Return 12/1
---	-----------------------------------

### **Research Project Completion Contract**

Students must discuss authorship with the chair or advisor prior to beginning the culminating research project/thesis, CAT paper, and Case Study. Students are expected to submit for publication for each of these research endeavors. Students have (minimum allowed: six months) after the completion of these research requirements to submit for publication. After six months, the research becomes property of the university and the advising faculty member has the option of publishing the document with rights as first author should they wish to invoke those rights.

---

**Student Signature**

---

**Date**

---

**Advisor Signature**

---

**Date**

DATE:

“Authorship credit should be based only on 1) substantial contribution to conception and design, or acquisition of data, or analysis and interpretation of data; 2) drafting the article or revising it critically for important intellectual content; and 3) final approval of the version to be published. Conditions 1, 2, and 3 must all be met. Acquisition of funding, the collection of data, or general supervision of the research group, by themselves, do not justify authorship.”

Authorship contributions for the manuscript entitled, \_\_\_\_\_ are as follows:

Insert the names of those individuals that contributed to the following aspects of this project.

Conception and design:

Acquisition of the data:

Analysis and interpretation of the data:

Drafting of the article:

Critical revision of the article for important intellectual content:

Final approval of the article:

Provision of study materials or patients:

Statistical expertise:

Obtaining of funding:

Administrative, technical, or logistic support:

Collection and assembly of data:

Therefore, the order of authorship is:

1. [First Author]
2. [Second Author]
3. [Third Author]
4. [Fourth Author]
5. [Fifth Author]

**Appendix G**  
**Assessment Examples**

- Evidence Based Medicine
  - Research Project Abstract (ATTR 661)
  - Article Presentation (ATTR 662)
- Athletic Training Education
  - Teaching Memoir (ATTR 625)
  - Exam Items (ATTR 625)
- Leadership
  - Journal Club Discussion Reflection (ATTR 655/656)
  - Environmental Illness Policy Statement (ATTR 660)

### **Research Project Abstract (ATTR 661)**

#### **Effect of Gluteus Medius Muscle Thickness during a Single Leg Squat on Varying Bases of Support.**

Callahan, M. Finn, ME. Lattimer, L

**Context:** Weak gluteal muscles have been attributed to influencing joint loading, which may predispose an individual to sustaining a lower extremity injury. A common position seen within athletics involves a squat on one leg (SLSq). **Objective:** To examine Gluteus Medius muscle thickness during a SLSq on varying bases of support. **Design:** Randomized Crossover design. **Setting:** Applied Medicine Research Center. **Participants:** Six healthy (4 F, 2 M, 26±4yo, 171±6cm, 76±16Kg, Leg Dominance 2L, 4R) individuals were recruited from a second year graduate athletic training class. **Intervention:** The independent variable was base of support, with three levels [Standing (CON), Floor (FL), and Airex (AX)]. Investigators provided verbal description and visual demonstration of the SLS during familiarization. Participants instructed to perform the SLS with the non-dominate leg flexed in front, lowering their center of mass as far as possible while maintaining stability. Stability was defined as once an individual was able to hold a particular position for at least five-seconds without excessive linear movement at the knee or trunk. The order of conditions was counter-balanced. **Main Outcome Measures:** Gluteus Medius muscle thickness was measured via 3-D ultrasound (company info) and normalized by body weight. Independent samples t-tests was used to measure differences between bases of support. **Results:** There was no significant difference indicated across all variables. **Conclusions:** Although there was no significance identified, a trend of increasing Gluteus Medius muscle thickness was observed as BOS became less stable.

**Word Count: 235**



## Article Presentation (ATTR 662)

Kayla Stankowski

ATTR 692

1-25-11

### **“Prospective Evaluation of Syndesmotic Ankle Sprains Without Diastasis”**

**Eric D. Nussbaum, Timothy M. Hosea, Shawn D. Sieler, Brian R. Incremona, and Donald E. Kessler**

**Rutgers University & Robert Wood Johnson Medical School**

#### **Important Findings**

##### ***Purpose/Clinical Rationale***

- A description of a management protocol for syndesmosis ankle sprains without diastasis is lacking in the literature, so this study sought to develop a standardized procedure for evaluation, treatment, and rehabilitation of this particular injury.
  - From these the goal was to quantify the severity of injury more accurately and to improve recognition while minimizing problems associated with misdiagnosis.

##### ***Methods***

- A 3 year long prospective study of NCAA Division I-A athletes with a syndesmotic ankle sprain.
- Length of tenderness, squeeze test, and external rotation stress test were used for recognition on all athletes within 24 hours of injury.
- A standardized protocol was used for treatment, rehabilitation, and return to activity.
- Stress radiographs were only used on the first 17 patients. Standard radiographs were completed for all subjects.
- Follow-up with athletes occurred at least 6 months after the initial injury.

##### ***Results***

- Time lost from competition showed a significant correlation to the length of tenderness.
- Positive results of the squeeze test were negatively related to time lost.
- 35/60 (58%) athletes rated outcome as excellent, 18/60 (30%) as good.
- Time lost from competition nor length of tenderness was related to the sport, gender, or mechanism of injury.

##### ***Discussion/Support of Findings***

- Syndesmotic ankle sprains without fracture or diastasis may be often missed.

- Stress radiographs may not be the most useful or efficient tool to recognize syndesmotric ankle sprains.
- Heterotrophic ossification was shown in only 1 of 60 subjects, and could possibly be due to prompt recognition and treatment of the injury.
- The “conservative/aggressive” management approach used seemed to decrease the time lost from competition.

### ***Clinical Applicability***

- Early recognition and treatment is essential to a quick recovery and a good long-term outcome from syndesmotric ankle sprains without diastasis.
- Length of tenderness can be used as a good predictor to the severity of the injury, and the time that will be lost to competition.
- Squeeze test is not a key predictor of a syndesmotric injury, whereas pain along the syndesmosis, positive dorsiflexion external rotation, and functional inability to perform a single-legged hop are.

### **Discussion Questions**

1. Have you ever heard of using the length of tenderness before?
  - a. If so, have you used it and had good results?
  - b. If not, do you think you will use it in the future? Why or why not?
2. A positive squeeze test was negatively related to time lost. Does this change your thoughts on the use of this diagnostic test?
3. How is the protocol in Table 1 different or the same from how you currently treat syndesmotric ankle sprains?
4. Are there any other tests than the ones mentioned in the article that you like to use for identifying syndesmotric ankle sprains?
5. What did you think about them discontinuing the use of the stress radiographs after the first 17 subjects?

### **Teaching Memoir (ATTR 625)**

#### **I’ve Been In Your Shoes – Student Name**

It was about the fourth week into the semester and the third week of being an ACI when I was having a conversation with my student during practice one fall afternoon about her semester/rotation goals. She had set objective, measurable, and achievable goals for the eight weeks that she was going to spend at my site.

Throughout our conversation, she had stated numerous times, “I just want to know everything so I am not so nervous doing things all of the time.” I told her, “Give it time, there’s no need to rush. If you knew everything now, within the first semester, it would simply mean you were just memorizing the material instead of being able to comprehend it and critically use it later in your career.” The student stated, “I understand, but I just don’t want to be nervous all of the time. I feel that I do not know enough

to even help the athletes and that my lack of knowledge and nervousness shows.” I followed up, “I know what you are going through. I felt the exact same way as a student a very short time ago. I was nervous all the time, just like you. But, I found that in order to achieve any goals that you set for yourself in life, you have to be confident in what you know, right here, right now. Let learning take its time. There’s no need to rush it. Trust me, you would be extremely overwhelmed and mind-boggled if you were required to learn everything in the first semester and put out on your own.” I also told this particular student, “Apprehension, nervousness, cautiousness, and lack of self-confidence, what almost every student at your level experiences, will ease with time. Look at me, if I still experienced those characteristics all the time, like when I was a student at your level, I would not be where I am at today.” The student agreed with me. I also mentioned, “You will never know everything and will make mistakes from time to time. I still do to this day and will continue to make mistakes. That is the only way that one learns. So, don’t worry about knowing everything right now. Knowledge will come and so will your confidence.”

After this conversation with my student, I saw a drastic change in her mentality and her confidence. Her interactions improved with athletes, other students, and me. A completely different person arrived and engaged each day. The athletes enjoyed her presence and came to her for advice once she had refocused. A few weeks later she came to me and told me that she has much more self-confidence in her abilities, greatly enjoys working with the athletes, and feels that she can come to me with all types of questions.

This moment made me realize that I made a big difference in how she looks at herself. I find it to be extremely valuable to be able to relate to my students and the experiences they are having. The best advice comes from those who have been through the exact same situation. I had an extremely valuable and phenomenal role model and mentor throughout my undergraduate athletic training experience. This individual shaped me into who I am today. My main goal is to positively impact all of my students and hope to change the life of at least one more student just like the way my role model changed my life.

### **Exam Items (ATTR 625)**

What are the 7 standards for the selection, training, and evaluation of ACIs? The research articulates an order of important. Compare and contrast the order of importance from the literature to your own philosophy on their importance.

1. Legal and Ethical Behavior
2. Effective Communication Skills
3. Appropriate and professional interpersonal relationships
4. Effective instructional skills
5. Effective supervisory and administrative skills
6. Evaluation of student performance
7. Clinical skills and knowledge

I view the order of importance of these standards slightly differently than literature states. In my

opinion effective communication is the most important skill as an ACI because everything stems from my ability to communicate effectively. For example, I will most likely not have good interpersonal relationships or effective instructional skills if I am not able to communicate what is in my head. Communication is a skill that as an athletic trainer I must employ constantly from discussing injuries with a coach, educating an athlete on their injury, relying information to EMS or communicating with a supervisor what is occurring. My opinion differs from the research because although I view legal and ethical behavior as extremely important, to me it is cut and dry either I am practicing in this way or I am not. Therefore, although I think it is important I do not think it is the most important standard.

The second important skill in my mind is clinical skills and knowledge. I rank this skill above instructional skills and supervisory skills because if I can effectively communicate information in order to help my student learn it does me no good if I do not have the clinical skills or knowledge. If I am in the learning position I want to know that my instructor, supervisor or in this case ACI has the knowledge to back up what they are telling me. This is followed closely by effective instructional skills because the knowledge doesn't do me any good if I cannot effectively relay the information to my student.

I agree with the rest of the order of importance as stated in the literature with the addition of inserting "legal and ethical behavior" as fourth importance. Appropriate and professional interpersonal relationships, effective supervisory and administrative skills and evaluating the students performance are all important standards. It is my opinion that they should be included in the evaluation of ACI's but I do not believe they should be more important than the previously discussed standards.

What is Bloom's taxonomy? Describe the characteristics of the taxonomy and how the learning theories may play a role in the implementation of each level/tier in the pyramid.

From top to bottom:

1. Creating
2. Evaluating
3. Analyzing
4. Applying
5. Understanding
6. Remembering or Knowledge

Cognitive learning theory is best represented by the base of the triangle: remembering or knowledge. The cognitive learning theory is typically characterized by lecture based teaching and is the most efficient way of distributing basic knowledge. As I look up the triangle understanding can also be included in the cognitive theory. When teaching purely lecture based information there is a component of understanding that should occur and as I teach the information using evaluations such as quizzes, tests, or games can ensure that they are starting to take the information and process it rather than memorizing facts.

As I continue to move up the triangle I come to the steps of "applying" and "analyzing". The behavioral learning theory addresses a single skill and seeks to either teach it or improve the ability of the student. While this is still not the big picture of experiential learning the student

should be required to start applying what they have learned to real life situations and analyzing what can be done better.

The top two levels of the taxonomy are best implemented through the experiential learning theory. Experiential learning theory looks at the big picture from start to finish. It requires not only knowledge and skill but it also requires the integration of these with practical application. That is why "creating" and "evaluating" are best taught through experiential learning.

The final learning theory, social learning, can be used for any of the above levels. As a teacher I can encourage my students to interact and look to each other for anything from studying for a test to performing an evaluation and coming to a conclusion with a treatment plan.

You are working with a senior student. He is having trouble understanding timelines from diagnosis to return to activity, particularly with short term rehabilitation plans. How do you approach this situation? Which learning theories might you use to teach this student?

In this situation I might begin by having him choose a specific injury and give him the responsibility of going home and reading a little about it so that we can discuss it the next day. This would incorporate the cognitive learning theory. I would then emphasize the importance of looking at each individual as unique because each athlete will heal at a different rate. It is important to be flexible rather than try to fit each injury into a protocol. The next step I would take would be to ask him what short term rehabilitation he would have the athlete perform and what would be his criteria for progression. As he begins to analyze and incorporate different approaches I would be using the experiential learning theory to help him see the big picture. Using the social learning theory can also be helpful in order to get other people's ideas and have them share their philosophies on timelines in regard to return to activity. Another aspect that I would make sure to address is that in more long term injuries the doctor often gives a protocol to follow for return to play. Union hospital has detailed protocols to follow after most injuries that require the athlete to sit out for more than a day or two. These would be helpful to look at when trying to get an idea of how fast or slow an athlete should progress once they have been cleared to begin activity.

### **Journal Club Discussion Reflection (ATTR 655/656)**

#### **655/656: Sample Reflection**

Good discussion today. I was particularly interested in Mike's situation about the helmets and air bladders. My only worry is that the ATCs may be found negligent in the event that something catastrophic happens even if the coaches are in charge of equipment. I know it is more work for the staff but doing a quick double check the day before a game may be the best option. I really think that Mike can get the coaching staff to buy into putting some extra time in to take care of equipment if he pitches it right. (Wow this values thing never goes away).

In regard to Holly's situation. "You can't fix high school stupidity," the best she can hope for is that the girl has no issues and doesn't trip over her shoelaces. I was happy to hear that she was given academic assistance. Way to go Holly!

As far as Nicole's case, I plan on providing the athlete with what he needs until the doctor tells us why he is being managed differently. Maybe there is a reason, I don't know. What I do know is that the pt is

progressing without pain or other major issues. We are fixing form, and have discovered the etiology of his spondy, (silly hurdlers) and are working to correct his improper form with drills in the clinic.

## **Environmental Illness Policy Statement (ATTR 660)**

### **Environmental Policy for HACE**

#### **Definitions**

Acute mountain sickness (AMS)- AMS is defined as the presence of non-specific symptoms, such as headache, loss of appetite, nausea, vomiting, weakness, dizziness, and difficulty sleeping.<sup>1</sup>

High Altitude Cerebral Edema (HACE)- HACE is a clinical diagnosis, defined as the onset of ataxia, altered consciousness, or both in someone with AMS or HACE.<sup>2</sup>

High Altitude Pulmonary Edema (HAPE)- HAPE is a noncardiogenic pulmonary edema associated with pulmonary hypertension and elevated capillary pressure.<sup>2</sup>

#### **Prevention**

Risk factors that may predispose an employee to high-altitude illness include:

1. Rate of ascent
2. Sleeping altitude
3. Individual susceptibility
4. History of high-altitude illness
5. Exertion

Before ascent participants will be required to take a pre-participation physical examination conducted by a physician who is competent in high altitude illnesses to identify any risk factors associated with high altitude illness. Participants will also take a brief education seminar on recognizing signs and symptoms of high altitude illnesses.<sup>3</sup>

#### **Typical Process of Ascent to altitude:**

A typical process of ascent to altitude will be defined as flying directly to La Paz, Bolivia at an altitude of 3600m. Individuals who have not been marked as susceptible to high-altitude illness and have had no previous incidence of high altitude illness will follow these guidelines upon ascent to altitude.

1. Employees will take acetazolamide (250 mg twice daily) beginning 1 day before ascent and continuing for 2-4 days at high altitude.<sup>1-6</sup>
2. If acetazolamide can't be prescribed due to possible intolerance, allergy, or any other reasons dexamethasone will be prescribed as an alternative (8 mg daily).<sup>2-6</sup>
3. Employees will fly directly to La Paz and be given a 2 day grace period of no work to allow for acclimatization.<sup>1,5</sup>
4. If after the 2 day grace period an employee is not experiencing any complications or signs and symptoms of high altitude illness then they will be allowed to begin work.
5. Any employee experiencing signs or symptoms of AMS or is diagnosed with AMS will be required to descend to Cochabamba, Bolivia (2,574m) to prevent complications of HACE.<sup>2,6,7</sup>

### Atypical Process of Ascent to altitude:

An atypical process of ascent to altitude will be defined as any individual who has been marked as susceptible to high-altitude illness and/or has experienced a previous high-altitude illness incident. These high risk individuals will be required to follow this set of guidelines during their ascent to altitude.

1. Employees will take acetazolamide (250 mg twice daily) beginning 1 day before ascent and continuing for 2-4 days at high altitude.<sup>1,2,4-6</sup>
2. If acetazolamide can't be prescribed due to possible intolerance, allergy, or any other reasons dexamethasone will be prescribed as an alternative (8 mg daily).<sup>2,4-6</sup>
3. Day 1: Employees will fly into Cochabamba, Bolivia (2,574m)
4. Once above an altitude of 2500m, the altitude at which one sleeps will not be increased by more than 600m in 24 hours.<sup>2,3,8</sup>
5. Employees will wait 24 hours before leaving Cochabamba.
6. Day 2: After leaving Cochabamba employees will ascend to 3100m and stop, allowing another 24 hours for acclimatization.
7. Day 3: Employees will ascend the remaining distance to La Paz, Bolivia (3600m).
8. If at any time during the ascent process an individual experiences signs or symptoms of any high altitude illness they will be required to descend and wait for the symptoms to resolve before continuing any further ascent.<sup>3</sup>

### Populations restricted from ascent to high altitude include:

1. Employees diagnosed with stage 3 chronic obstructive pulmonary disease (COPD) defined as a forced expiratory volume in 1 second (FEV<sub>1</sub>) <35% predicted.<sup>5</sup>
2. Employees who demonstrate poorly controlled chronic heart failure or arrhythmias.<sup>5</sup>
3. Employees who have suffered a recent myocardial infarction.<sup>5</sup>
4. Employees with cerebrovascular structural abnormalities, such as arteriovenous malformation or aneurysm.<sup>5</sup>
5. Employees who suffer from sickle cell trait or disease.<sup>5</sup>
6. Employees with a current respiratory tract infection.<sup>5</sup>
7. Any employee who has been deemed unfit for ascent to altitude by a physician.

### Recognition

HACE is considered to be the end-stage of AMS<sup>7</sup>, and recognition of AMS is equally important to diagnosing HACE. Recognition, assessment, and diagnosis of HACE will be performed using the following:

Lake Louise Acute Mountain Sickness Scoring System: A diagnosis of AMS is based on a recent rise in altitude, the presence of a headache with the presence of at least 1 other symptoms, and a total score of at least 3 (Q1-Q5).<sup>9</sup>

HACE will be diagnosed if any 2 of the following occur and treatment will begin immediately

1. Acute Mountain Sickness (AMS)

2. Altered Mental Status
3. Ataxia (evaluated via the tandem gait test)<sup>7</sup>

## Treatment

1. Immediate descent or evacuation to Santa Cruz, Bolivia (416m) and supplemental oxygen will be administered to employees at the first sign of HACE.<sup>1-3,5-7</sup>
2. Supplemental oxygen will be administered at 2 to 4 L/min<sup>2,7</sup>
3. Administer dexamethason (8mg orally, intramuscularly, or intravenously initially, and then 4 mg every 6 hours)<sup>2,3,6,7</sup>
4. If descent to a lower altitude is not immediately available the use of a hyperbaric chamber will be implemented (the chamber should be used at a pressure of 2 psi, the equivalent altitude is roughly 2000m lower than the ambient altitude)<sup>2,3,6,7</sup>
5. If the use of hyperbaric therapy is implemented steps 2 and 3 in the treatment process should be used in combination with the hyperbaric therapy.
6. If an employee is diagnosed with a high altitude illness further ascent will be restricted until symptoms have resolved and medical clearance is obtained by a physician.

## Return to Work

Complications from HACE can last weeks, but full recovery is not unusual.<sup>7</sup> Upon full recovery from HACE an employee must complete the following before returning to altitude:

1. Pre-participation physical examination
2. Clearance from a physician competent in high altitude illnesses
3. Steps in the atypical process of ascent (flying directly to an altitude of >3000m will be prohibited)<sup>2,3</sup>

## Appendix A

*Presence/Severity of 5 symptoms:*

### Headache

- 0- None
- 1- Mild
- 2- Moderate
- 3- Severe/incapacitating

### Dizziness or Lightheadedness

- 0- None
- 1- Mild
- 2- Moderate
- 4- Severe/incapacitating

### GI Symptoms

- 0- None
- 1- Poor appetite or nausea
- 2- Moderate nausea or vomiting
- 3- Severe/incapacitating nausea and vomiting

### Difficulty Sleeping

- 0- Slept well as usual
- 1- Did not sleep as well as usual
- 2- Woke many times, poor night's sleep
- 4- Could not sleep at all

### Fatigue and/or Weakness

- 0- None
- 1- Mild
- 2- Moderate



### 3- Severe/incapacitation

#### Appendix B

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2. Hackett PH, Roach RC. High-altitude illness. *New England Journal of Medicine*. 2001;345(2):107-114.
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4. Dumont L, Mardirosoff C, Tramèr MR. Efficacy and harm of pharmacological prevention of acute mountain sickness: quantitative systematic review. *BMJ: British Medical Journal*. 2000;321(7256):267-272.
5. Rodway GW, Hoffman LA, Sanders MH. High-altitude-related disorders -- part II: prevention, special populations, and chronic medical conditions. *Heart & Lung*. 2004 Jan-Feb 2004;33(1):3-12.
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9. Roach R. C., Bärtsch P., Oelz O., Hackett P. H. (1993) The Lake Louise acute mountain sickness scoring system. *Hypoxia and Molecular Medicine*, eds Sutton J. R., Houston C. S., Coates G. (Queen City Press, Burlington, VT).

**Appendix H**

**Graduate Student Research Projects**

### Research Project Titles by Student Name and corresponding Athletic Training Domain

<b>Grad Student</b>	<b>Date of Completion</b>	<b>Research Project</b>	<b>AT Domain</b>
██████	5/1/2013	Analysis of Creatine Kinase and Myoglobin in Determining the Best Indicator of Muscle Damage	Injury/Illness Prevention and Wellness Protection, Clinical Evaluation and Diagnosis, Immediate and Emergency Care
██████	5/1/2013	Perceptions of Retention Indicators in Athletic Training	Organizational and Professional Health and Well-being
██████	5/1/2013	Faculty Characteristics as Predictors of Success on the Board of Certification Examination	Organizational and Professional Health and Well-being
██████	5/1/2013	Knowledge and Perceptions of Athletic Trainers about Kinesiotape	Injury/Illness Prevention and Wellness Protection, Treatment and Rehabilitation
██████	5/1/2013	Emotional Intelligence in Certified Athletic Trainers	Organizational and Professional Health and Well-being
██████	5/1/2013	Influence of the Graston Technique on Fascial Adhesion Dimensions and Passive Joint Range of Motion	Injury/Illness Prevention and Wellness Protection, Treatment and Rehabilitation
██████	5/1/2013	The Effects of Ankle Taping and Bracing on Athletic Performance	Injury/Illness Prevention and Wellness Protection
██████	5/1/2013	Program Characteristics as Predictors of Success on the Board of Certification Examination	Organizational and Professional Health and Well-being
██████	TBA	CDC's Evidence of Whirlpool Disinfectant Protocols in Identifying MRSA	Injury/Illness Prevention and Wellness Protection
██████	12/1/2012	Effects of High School Athletic Training Mentoring Programs on Perception of Program Difficulty of Undergraduate Athletic Training Student	Organizational and Professional Health and Well-being
██████	12/1/2012	Weight Loss Methods and Eating Disorder Risk Factors in Collegiate Wrestlers	Injury/Illness Prevention and Wellness Protection
██████	8/1/2012	Prevalence of Staphylococcus Aureus and MRSA in and around Therapeutic Whirlpools in a Division I Athletic Training Room	Injury/Illness Prevention and Wellness Protection

██████	8/1/2012	The Effects of Muscle Fatigue and Ankle Bracing on Landing Mechanics	Injury/Illness Prevention and Wellness Protection, Treatment and Rehabilitation
██████	8/1/2012	The Effects of Playing Surfaces on Landing Mechanics During a Jump Rebound-Landing Task	Injury/Illness Prevention and Wellness Protection, Treatment and Rehabilitation
██████	8/1/2012	The Effects of Gluteus Medius Training on Muscle Activation and Postural Control	Injury/Illness Prevention and Wellness Protection, Treatment and Rehabilitation
██████	5/1/2012	Effect of Urine Agitation on Measurements of Hydration Status	Injury/Illness Prevention and Wellness Protection, Clinical Evaluation and Diagnosis
██████	5/1/2012	The Effects of Kinesio Tape Associated with a Stretching Program on Shoulder Range of Motion	Injury/Illness Prevention and Wellness Protection, Treatment and Rehabilitation
██████	5/1/2012	The Effect of Instrument Type on the Measure of Hydration Status	Injury/Illness Prevention and Wellness Protection, Clinical Evaluation and Diagnosis
██████	5/1/2012	Kinesio tape and its effects on internal and external range of motion of the shoulder	Injury/Illness Prevention and Wellness Protection, Treatment and Rehabilitation
██████	5/1/2012	Self reported alcohol consumption and its effect on fatigue and hydration status	Injury/Illness Prevention and Wellness Protection
██████	5/1/2012	Student Athlete Perception of Satisfaction and Comfore with Athletic Training Students	Organizational and Professional Health and Well-being
██████	8/1/2011	Muscle Activation during the Active Straight Leg Raise and Double Straight Leg Lowering Tests	Injury/Illness Prevention and Wellness Protection, Treatment and Rehabilitation
██████	8/1/2011	Assessment of Muscle Activation Between Genders During a Drop Jump Task with an External Motivator	Injury/Illness Prevention and Wellness Protection, Treatment and Rehabilitation
██████	8/1/2011	Effects of fluid administration on ad libitum fluid consumption and hydration status	Injury/Illness Prevention and Wellness Protection
██████	8/1/2011	Effects of body somatotype and fat composition on cooling rates	Clinical Evaluation and Diagnosis, Immediate and Emergency Care
██████	5/1/2011	Physiological and Perceived Effects of Head Cooling during Simulated Firefighting Activity	Clinical Evaluation and Diagnosis, Immediate and Emergency Care

██████	8/1/2010	Predicting collegiate athletic injuries using functional movement screen.	Injury/Illness Prevention and Wellness Protection, Clinical Evaluation and Diagnosis, Treatment and Rehabilitation
██████████	8/1/2010	Predicting collegiate athletic injuries using functional movement screen.	Injury/Illness Prevention and Wellness Protection, Clinical Evaluation and Diagnosis, Treatment and Rehabilitation
███	8/1/2010	Senior Athletic Training Student's Perceptions and Self-Reported Behaviors of Evidence-Based	Organizational and Professional Health and Well-being
██████████	8/1/2010	The Frequency of Strategic Questioning by Clinical Instructors	Organizational and Professional Health and Well-being
██████████	8/1/2010	Effect of Core Strength on the Transfer of Forces to the Extremities	Injury/Illness Prevention and Wellness Protection, Treatment and Rehabilitation
██████	8/1/2010	The Frequency of Strategic Questioning by Clinical Instructors	Organizational and Professional Health and Well-being
███	12/1/2009	Cold Water Ingestion at Different Times and its Effect on Telemetric Temperature Validity in Active Individuals	Injury/Illness Prevention and Wellness Protection, Clinical Evaluation and Diagnosis
██████████	12/1/2009	Cold Water Ingestion at Different Times and its Effect on Telemetric Temperature Validity in Passive Individuals	Injury/Illness Prevention and Wellness Protection, Clinical Evaluation and Diagnosis
██████████	12/1/2009	The effect of a Mylar barrier on MHP heating efficiency at different starting temperatures.	Treatment and Rehabilitation
██████████	12/1/2009	The effect of a Mylar barrier on MHP heating efficiency at different starting temperatures.	Treatment and Rehabilitation
███	8/1/2009	Factors that Affect the Reporting of Concussion Symptoms in adolescent High School Athletes	Injury/Illness Prevention and Wellness Protection, Treatment and Rehabilitation

## Graduate Student's Faculty Research Committees

Grad Student	Date of Completion	Research Committee
██████████	5/1/2013	Committee Chair: Leamor Kahanov / Committee Members: Lindsey Eberman
██████████	5/1/2013	Committee Chair: Leamor Kahanov / Committee Members: Lindsey Eberman, William Pitney
██████████	5/1/2013	Committee Chair: Leamor Kahanov / Committee Members: Lindsey Eberman, Cat Paterson
██████████	5/1/2013	Committee Chair: Lindsey Eberman / Committee Member: Leamor Kahanov
██████████	5/1/2013	Committee Chair: Lindsey Eberman / Committee Members: Mark Cole, Leamor Kahanov
██████████	5/1/2013	Committee Chair: Timothy Demchak / Committee Members: Matt Gage, Adam Yoder
██████████	5/1/2013	Committee Chair: Timothy Demchak / Committee Members: Dave McMannusThomas Nesser, Mitch Wasik
██████████	5/1/2013	Committee Chair: Lindsey Eberman / Committee Members: Leamor Kahanov, Cat Peterson
██████████	TBA	Committee Chair: Leamor Kahanov / Committee Members: Lindsey Eberman, Susan Yeargin
██████████	12/1/2012	Committee Chair: Leamor Kahanov / Committee Member: Lindsey Eberman
██████████	12/1/2012	Committee Chair: Leamor Kahanov / Committee Members: Lindsey Eberman, Cat Paterson
██████████	8/1/2012	Committee Chair: Leamor Kahanov / Committee Members: Kathleen Dannelly, Lindsey Eberman
██████████	8/1/2012	Committee Chair: David Dominguese / Committee Members: Matt Gage, Shaun Grammer
██████████	8/1/2012	Committee Chair: David Dominguese / Committee Members: Timothy Demchak, Matt Gage, Adam Yoder
██████████	8/1/2012	Committee Chair: Matt Gage / Committee Members: David Dominguese, Derek Kingsley, Adam Yoder
██████████	5/1/2012	Committee Chair: Susan Yeargin / Committee Members: Lindsey Eberman, Heather Mata
██████████	5/1/2012	Committee Chair: Leamor Kahanov / Committee Members: Lindsey Eberman, Matt Gage
██████████	5/1/2012	Committee Chair: Dr. Susan Yeargin / Committee Members: Lindsey Eberman, Heather Mata
██████████	5/1/2012	Committee Chair: Leamor Kahanov / Committee Members: Timothy Demchak, Lindsey Eberman
██████████	5/1/2012	Committee Chair: Lindsey Eberman / Committee Members: Leamor Kahanov, Heather Mata
██████████	5/1/2012	Committee Chairs: Lindsey Eberman, Leamor Kahanov / Committee Member: Timothy Demchak
██████████	8/1/2011	Committee Chair: Matt Gage / Committee Members: Thomas Nesser, Shiaw-Fen Ferng-Kuo
██████████	8/1/2011	Committee Chair: Matt Gage / Committee Members: Timothy Demchak, David Dominguese
██████████	8/1/2011	Committee Chair: Susan Yeargin / Committee Members: Matt Gage, Lindsey Eberman
██████████	8/1/2011	Committee Chair: Lindsey Eberman / Committee Members: Derek Kingsley, Susan Yergin
██████████	5/1/2011	Committee Chair: Susan Yeargin / Committee Members: Lindsey Eberman, J. Derek Kingsley
██████████	8/1/2010	Committee Chair: Tim / Committee Members: Tom Nesser, Sheri Walters

██████████	8/1/2010	Committee Chair: Tim/Committee Members: Tom Nesser, Sheri Walters
██████████	8/1/2010	Committee Chair: Cat Stemmans / Committee Member: Lindsey Eberman, Nancy Brattain-Rogers
██████████	8/1/2010	Committee Chair: Cat Stemmans / Committee Member: Leamor Kahanov
██████████	8/1/2010	Committee Chair: Thomas Nesser / Committee Membrs: Timothy Demchak, David McMannus
██████████	8/1/2010	Committee Chair: Cat Stemmans / Committee Member: Leamor Kahanov
██████████	12/1/2009	Committee Chair: Susan Yeargin / Committee Members: Douglas Casa, Lindsey Eberman
██████████	12/1/2009	Committee Chair: Susan Yeargin / Committee Members: Douglas Casa, Lindsey Eberman
██████████	12/1/2009	Committee Chair: Tim Demchak/Committee Member: Jeff Edwards
██████████	12/1/2009	Committee Chair: Tim Demchak/Committee Member: Jeff Edwards
██████████	8/1/2009	Committee Members: Cat L Stemmans, Kimberly Bodey

**Appendix I**  
**Research Guidelines**



**Applied Medicine and Rehabilitation Department  
Indiana State University  
Empirical Experiment Guidelines**

List of the Front Matter: Follow CGPS Handbook and ETD Template Guidelines for formatting

- a. Title page
- b. Approval Sheet
- c. Abstract (*300 words, formatted according to CGPS*)
- d. Acknowledgements
- e. Table of Contents
- f. List of Tables
- g. List of Figures

Manuscript (*stand alone page, prior to the start of this section*)

*This section should include the headings provided by the intended journal author guidelines.*

*This is just an example*

- a. Abstract (*formatted according to intended journal guidelines*)
- b. Introduction
- c. Methods
  - i. Design statement
  - ii. Participants
  - iii. Procedures
  - iv. Data Analysis
- d. Results
- e. Discussion
- f. References- *manuscript only* (EndNote Required)
- g. Tables (*each on own page*)
- h. Figures (*each on own page*)

Proposal (*stand alone page, prior to the start of this section*)

Chapter I:

Development of Problem/Development of Project/Introduction (*Appropriate title deemed by chair*)

- b. Introduction
- c. Development of Problem/Research question
- d. Hypotheses (*optional depending on type of study*)
- e. Operational definitions/Legend of Abbreviations
- f. Assumptions
- g. Delimitations
- h. Limitations
- i. Conclusions

## Chapter II. Review of Literature

- a. Introduction paragraph
- b. Search strategy
- c. Subsequent review topics (include any review tables): comprehensive review of the literature pertaining to topics surrounding the project
- d. Conclusions

## Chapter III. Methods

- a. Design statement
- b. Participants
- c. Measurements and Instruments
  - i. Reliability and Validity
- d. Procedures/Protocol
- e. Analyses (*dependent upon type of study conducted*)
- f. Conclusions

Comprehensive References- if different than manuscript references (Endnote Required)

## Appendix A: Project Development (*if relevant*)

- a. Methods (*if different than Ch III*)
- b. Data by subject
- c. Results

## Appendix B: Relevant Study Forms (*if relevant*)

- a. Data collection forms
- b. Treatment selections/Orders
- c. Specific testing procedures
- d. All relevant IRB Forms

## Appendix C: Raw Data (*if relevant*)

- a. Subject Demographics
- b. Excel spreadsheets
- c. Any transformed data table(s) and subsequent tables of original data

## Appendix D: Analyses (*if relevant*)

- a. All statistical output tables that augment information in the Results section of the manuscript (i.e. correlation matrixes, ANOVA tables, etc.)
- b. SPSS output, tables, figures, and results
- c. Data Table Coding

## Appendix F: Recommendations

- a. Improvements for methodology
- b. Progression in the research field

## Appendix G: Authors Guidelines (directly taken from intended journal)

**Department of Applied Medicine and Rehabilitation  
Indiana State University  
Meta-Analysis & Systematic Guidelines**

List of the Front Matter: Follow CGPS Handbook and ETD Template Guidelines for formatting

- h. Title page
- i. Approval Sheet
- j. Abstract (*300 words, formatted according to CGPS*)
- k. Acknowledgements
- l. Table of Contents
- m. List of Tables
- n. List of Figures

Manuscript (*stand alone page, prior to the start of this section*)

*This section should include the headings provided by the intended journal author guidelines.*

*This is just an example*

- i. Title (*identify the report as a systematic review, meta-analysis, or both*)
- j. Abstract (*structures summary, formatted according to intended journal guidelines*)
- k. Introduction
- l. Methods
- m. Results
- n. Discussion
- o. Funding (*describe source of funding for the review and other support if applicable*)
- p. References- *manuscript only* (EndNote Required)
- q. Tables (*each on own page*)
- r. Figures (*each on own page*)

Proposal (*stand alone page, prior to the start of this section*)

Chapter I: Introduction

Development of Problem/Development of Project/Introduction (*Appropriate title deemed by chair*)

- j. Rationale: Describe the rationale for the review in the context of what is already known.
- k. Objectives: Provide an explicit statement of questions being addressed with reference to participants, interventions, comparisons, outcomes, and study design (PICOS).

Chapter II: Method

- a. Protocol & registration: Indicate if a review protocol exists, if and where it can be accessed (e.g., Web address), and, if available, provide registration information including registration number.
- b. Eligibility criteria: Specify study characteristics (e.g., PICOS, length of follow-up) and report characteristics (e.g., years considered, language, publication status) used as criteria for eligibility, giving rationale.

- c. Information sources: Describe all information sources (e.g., databases with dates of coverage, contact with study authors to identify additional studies) in the search and date last searched.
- d. Search: Present full electronic search strategy for at least one database, including any limits used, such that it could be repeated.
- e. Study selection: State the process for selecting studies (i.e., screening, eligibility, included in systematic review, and, if applicable, included in the meta-analysis).
- f. Data collection process: Describe method of data extraction from reports (e.g., piloted forms, independently, in duplicate) and any processes for obtaining and confirming data from investigators.
- g. Data items: List and define all variables for which data were sought (e.g., PICOS, funding sources) and any assumptions and simplifications made.
- h. Risk of bias in individual studies: Describe methods used for assessing risk of bias of individual studies (including specification of whether this was done at the study or outcome level), and how this information is to be used in any data synthesis.
- i. Summary measures: State the principal summary measures (e.g., risk ratio, difference in means).
- j. Synthesis of results: Describe the methods of handling data and combining results of studies, if done, including measures of consistency (e.g.,  $I^2$ ) for each meta-analysis.
- k. Risk of bias across studies: Specify any assessment of risk of bias that may affect the cumulative evidence (e.g., publication bias, selective reporting within studies).
- l. Additional analysis: Describe methods of additional analyses (e.g., sensitivity or subgroup analyses, meta-regression), if done, indicating which were pre-specified.

### Chapter III: Results

- a. Study selection: Give numbers of studies screened, assessed for eligibility, and included in the review, with reasons for exclusions at each stage, ideally with a flow diagram.
- b. Study characteristics: For each study, present characteristics for which data were extracted (e.g., study size, PICOS, follow-up period) and provide the citations.
- c. Risk of bias within studies: Present data on risk of bias of each study and, if available, any outcome level assessment (see item 12).
- d. Results of individual studies: For all outcomes considered (benefits or harms), present, for each study: (a) simple summary data for each intervention group (b) effect estimates and confidence intervals, ideally with a forest plot.
- e. Synthesis of results: *Present the main results of the review. If meta-analyses are done, include for each, confidence intervals and measures of consistency" in accordance with the text in the Explanation and Elaboration document.*
- f. *Risk of bias across studies:* Present results of any assessment of risk of bias across studies (see Item 15)
- g. *Additional Analysis:* Give results of additional analyses, if done (e.g., sensitivity or subgroup analyses, meta-regression [see Item 16]).

## Chapter IV: Discussion

- a. Summary of evidence: Summarize the main findings including the strength of evidence for each main outcome; consider their relevance to key groups (e.g., healthcare providers, users, and policy makers).
- b. Limitations: Discuss limitations at study and outcome level (e.g., risk of bias), and at review-level (e.g., incomplete retrieval of identified research, reporting bias).
- c. Conclusions: Provide a general interpretation of the results in the context of other evidence, and implications for future research.

Comprehensive References- if different than manuscript references (Endnote Required)

Guidelines set by Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA, 2009)

<http://www.prisma-statement.org/statement.htm>

**Department of Applied Medicine and Rehabilitation  
Indiana State University  
Critically Appraised Topic Guidelines**

List of the Front Matter (*each section begins on a new page, 2" from top of page, equal to 2 black double spaced lines*)

- a. Title page (*not numbered, centered vertically*)
- b. Approval Sheet (*not numbered*)
- c. Abstract (*numbered as "iii", formatted according to Authorship guidelines*)
- d. Acknowledgements (*numbered*)
- e. Table of Contents (*numbered, not listed in TOC*)
- f. List of Tables (*numbered*)
- g. List of Figures (*numbered*)

**Manuscript**

*This section should be formatted according to Authorship submission guidelines*

- a. Abstract (*formatted according to intended journal guidelines – typical headings are listed below*)
  - i. Clinical Scenario
  - ii. Focused Clinical Question
  - iii. Summary of Key Findings
  - iv. Clinical Bottom Line
  - v. Strength of Recommendation
- b. Search Characteristics
  - i. Search Strategy
  - ii. Inclusion and Exclusion Criteria
  - iii. Results of Search
- c. Best Evidence (usually 3-5 of the related articles)
  - i. Summary of Best Evidence (See below for Evidence Evaluation Scales)
  - ii. Table 1 – Summary of Study Designs of Articles Retrieved (referenced within text, but placed at the conclusion of the manuscript; place on own page)
  - iii. Table 2 – Characteristics of Included Studies (referenced within text, but placed at the conclusion of the manuscript; place on own page). Each of the studies chosen for inclusion in the CAT should be critically appraised in a comparative table. The table might include the following headings:
    - Study Design
    - Participants
    - Intervention Investigated
    - Control Group Characteristics
    - Experimental Group Characteristics
    - Outcome Measures (Primary and Secondary)
    - Main Findings
    - Level of Evidence
    - Conclusion

- d. Implications for Practice, Education, and Future Research
- e. References (manuscript only)

#### Chapter II: Review of Literature

- e. Introductory statement
- f. Search strategy
- g. Review of relevant literature
- h. Conclusion

Comprehensive Bibliography- if different than manuscript references (Endnote Required)

#### Appendix A: Expanded Tables

- a. Summary of Study Designs for all Articles Retrieved (including those excluded)
- b. Characteristics of Studies

#### Appendix B: Recommendations

- a. Implications for Practice, Education, and Future Research (expanded)

#### Style Requirements

- a. Margins: (inch)
  - i. Right = 1.0
  - ii. Left = 1.5
  - iii. Top = 1.4
  - iv. Bottom = 1.0
  - v. Header = 1.0
  - vi. Footer = 0.5
- b. Page numbering: Include as indicated below. The Front Matter uses lowercase Roman numerals, while the rest of the document uses Arabic numerals). Placement should be in the upper right corner of the page.
- c. Font Style & Size: Times New Roman, size 12 font
- d. Default Style: Author's Guide for publishing outlet

#### Evidence Evaluation Scales

Several evidence evaluation scales are available in the literature. The following are suggested; however, the scale should be appropriate to the clinical question, possible publication outlet and should be finalized by the chair.

1. [Oxford Centre for Evidence-Based Medicine 2011 Levels of Evidence](#)
2. [SORT: Strength-of-Evidence Taxonomy](#)
3. [Grading of Recommendations Assessment, Development and Evaluation \(GRADE\)](#)
4. [American Family Physician Levels of Evidence](#)

Example of published CAT report: [Valovich McLeod, TC. The effectiveness of balance training programs on reducing the incidence of ankle sprains in adolescent athletes. \*J Sport Rehabil.\* 2008;17:316-323.](#)

**Department of Applied Medicine and Rehabilitation**  
**Indiana State University**  
**Case Report/Case Series Guidelines**

List of the Front Matter: Follow CGPS Handbook and ETD Template Guidelines for formatting

- a. Title page
- b. Approval Sheet
- c. Abstract (*300 words, formatted according to CGPS*)
- d. Acknowledgements
- e. Table of Contents
- f. List of Tables
- g. List of Figures

Manuscript

*This section should include the headings provided by the intended journal author guidelines.*

*This is just an example*

- a. Abstract (*formatted according to intended journal guidelines – typical headings are listed below*)
  - i. *Objective*
  - ii. *Background*
  - iii. *Differential Diagnosis*
  - iv. *Treatment*
  - v. *Uniqueness*
  - vi. *Conclusion*
- b. Introduction - Brief (1-2 paragraphs)
- c. Case Report/Case Series
  - i. In the case series, each patient's denouement should be described separately.
- d. Discussion
  - i. *Uniqueness (should be applied to both case report/case series)*
    - 1. In the case series, a compare and contrast of cases should be provided.
- e. Conclusions
- f. References- *manuscript only* (EndNote Required)
- g. Tables (*each on own page*)
- h. Figures (*each on own page*)

Chapter I: Case Development (*Case Development is repeated for each case in a case series.*)

- a. Introduction
- b. Patient information
- c. Case history
- d. Clinical Evaluation
- e. Referral (if appropriate)
- f. Pertinent laboratory/diagnostic tests
- g. Differential Diagnosis
- h. Course of Treatment/Rehabilitation



- i. Result of treatment/Rehabilitation and return to activity
- j. Conclusion

## Chapter II: Review of Literature

- i. Introductory statement
- j. Search strategy
- k. Review of relevant literature
- l. Conclusion

Comprehensive Bibliography- if different than manuscript references (Endnote Required)

Appendix A: Medical Information (*In the case series, each patient's medical information should be included in separate appendices [A1, A2, A3, etc.]*).

- d. Patient Records (Eliminate all identifying information)
- e. Physician/Provider Notes
- f. Laboratory/Imaging Reports
- g. Additional Special tests (if applicable)
- h. Treatment/Rehabilitation notes (if applicable)
- i. Discharge Information (if applicable)

## Appendix B: Relevant Study Forms

- e. Signed and scanned Copy of Consent
- f. Signed and scanned Request for Medical Documentation forms
- g. Treatment selections/Orders
- h. Specific testing procedures
- i. Copy of IRB Memo indicating approval for Case Reports

Style Requirements: Please follow the CGPS Handbook and ETD Template Guidelines for formatting

## AMR IRB/Grant Review Committee

### **Review Procedures**

#### ***Grant Review\****

If a grant requires approval by the Office of Sponsored Programs, **please** adhere to the following timeline:

1. 3 weeks prior to grant due date, submit the listed items electronically to AMR/IRB Grant Review Committee
  - a. Grant requirements and/or Request For Proposals (RFP).
  - b. Grant
2. 2 committee members and the committee Chair will review and return within 3-5 days
  - a. Committee electronic reviews will be disseminated through the Chair and will be distributed to the Department Chair
3. 2 weeks prior to grant due date, submit the grant and RFP to AMR Department Chair
4. Upon approval (1 week prior to due date is best), submit completed grant documents to Office of Sponsored Programs

If a grant is internal or does NOT require approval from the Office of Sponsored Programs, **please** adhere to the following timeline:

1. 2 weeks prior to grant due date, submit to AMR/IRB Grant Review Committee
  - a. Grant requirements and/or Request For Proposals (RFP).
  - b. Grant
2. 2 committee members and the committee Chair will review and return within 3-5 days
  - a. Committee reviews will be disseminated through the Chair and will be distributed to the Department Chair
3. 1 weeks prior to grant due date, submit to AMR Department Chair

\*Graduate students **must** complete Grant Writing Workshop prior to submission of Grants.

In special circumstances, **please** advise the Department Chair and Committee Chair of the abbreviated timeline and intended application requirements.

#### ***IRB Review\*\****

- IRB Reviews may require several drafts and revisions prior to making a recommendation to the Department Chair.
- **Please** submit your IRB application (including A1, A2, Informed Consent, and all appendices) with sufficient time (2-3 weeks) before you intend to submit to the ISU IRB.
- All members will review each draft and will require 1 week to review.

- The Chair will disseminate the recommendations of the committee to the researchers and the Department Chair upon each review/revision.

\*\*Graduate students **must** complete IRB Writing Workshop prior to submission of applications. IRB Applications should be reviewed and approved by the Research/Thesis Committee prior to submission. Instead of a full AMR Committee review, two committee members, not on the student's Research/Thesis Committee, will complete the review.

**Appendix J**  
**Evaluation Forms**

## Graduate Assistant Clinical Site Performance Evaluation

Graduate Assistants will be evaluated by their Supervisor at least once during each semester. The purpose of the evaluation is to highlight accomplishments, suggest areas for improvement, and recommend whether the Graduate Assistant should be retained at their clinical site or not.

**Graduate Assistant**

**Reviewed:**

**Supervisor:**

**Date:**

**Clinical Site:**

**Semester:**

Complete this peer review, using the following scale:

*NA = Not Applicable/Observed*

*1 = Unsatisfactory: Is significantly below the standard*

*2 = Marginal: Is just below meeting the standard*

*3 = Meets Requirements: Easily meets standards*

*4 = Exceeds Requirements: A positive recommendation without reservation*

*5 = Exceptional: The best GA you have every known*

**Be sure to clearly explain suggestions for improvement for deficiencies leading to evaluations less than 4.**

(5) =  
Exceptional

(4) =  
Exceeds  
Requirement

(3) = Meets  
Requirements

(2) =  
Marginal

(1) =  
Unsatisfactory

N/A

**Demonstrates Motivation and  
Enthusiasm for the Unique  
Work Setting**

☐
☐
☐
☐
☐
☐

**Suggestions for Improvement:**

**Demonstrates Effective  
Interpersonal  
Communication Skills with  
Supervisor(s)**

☐
☐
☐
☐
☐
☐

**Suggestions for Improvement:**

**Demonstrates Effective  
Interpersonal  
Communication Skills with  
Patients**

☐
☐
☐
☐
☐
☐

**Suggestions for Improvement:**

**Demonstrates Effective  
Interpersonal**

☐
☐
☐
☐
☐
☐

**Communication Skills with  
Administrators and Coaches**

**Suggestions for Improvement:**

**Demonstrates Effective  
Interpersonal Communication  
Skills with Parents**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Demonstrates Emotional  
Stability and Maturity during  
Assistantship Hours**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Consistently is Punctual and  
Dependable**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Demonstrates Leadership and  
Problem Solving Skills in  
Relation to Assistantship  
Duties**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Takes Personal Responsibility  
for Delegated Duties**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Effectively Accepts Constructive  
Criticism and Takes Action**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Conducts Themselves in a Professional and Ethical Manner**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Demonstrates Competent and Advanced Skills Related to Injury/Illness Prevention**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Demonstrates Competent and Advanced Skills Related to Injury/Illness Evaluation**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Demonstrates Competent and Advanced Skills Related to Diagnosis of Injury/Illness**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Demonstrates Competent and Advanced Skills Related to Emergency Care**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Demonstrates Competent and Advanced Skills Related to Modalities**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Demonstrates Advanced**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Knowledge of Modality Theory**

**Suggestions for Improvement:**

**Demonstrates Competent and  
Advanced Skills Related to  
Rehabilitation**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Demonstrates Advanced  
Knowledge of Rehabilitation  
Theory**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Competently Completes  
Administrative Duties**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Effectively Takes Advantage of  
Teaching Opportunities with  
Undergraduate Students**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Effectively Takes Advantage of  
Teaching Opportunities with  
Peer Athletic Trainers**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Effectively Takes Advantage of  
Teaching Opportunities with  
Patients**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------



**Suggestions for Improvement:**

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**Demonstrates Competent and  
Advanced Clinical Skills Overall**

☐☐☐☐☐☐

**Suggestions for Improvement:**

**Demonstrates Advanced Clinical  
Knowledge/Intelligence Overall**

☐☐☐☐☐☐

**Suggestions for Improvement:**

**Briefly describe and strengths or weakness not already covered in the evaluation.**

**Additional Comments**

This information has been reviewed with me and my questions have been answered to my satisfaction.

---

**Graduate Assistant Signature**

---

**Date**

---

**Supervisor Signature**

---

**Date**

---

**Program Director Signature**

---

**Date**

## Teaching Assistant Performance Evaluation

Graduate Teaching Assistants will be evaluated by their Faculty Supervisor and/or Laboratory Instructor Coordinator at the conclusion of each semester. The purpose of the evaluation is to highlight accomplishments and suggest areas for improvement.

<b>Teaching Assistant:</b>	<b>Supervising Faculty:</b>	
<b>Date:</b>	<b>Course Evaluated:</b>	<b>Semester:</b>

Complete this peer review, using the following scale:      *NA = Not Applicable/Observed*

- 1 = Unsatisfactory: Is significantly below the standard*  
*2 = Marginal: Is just below meeting the standard*  
*3 = Meets Requirements: Easily meets standards*  
*4 = Exceeds Requirements: A positive recommendation without reservation*  
*5 = Exceptional: The best GA you have every known*

	(5) = Exception al	(4) = Exceeds Requirement s	(3) = Meets Requireme nts	(2) = Marginal	(1) = Unsatisfac tory	NA – Not Applicable / Observed
<b>Demonstrates Required Teaching Skills And Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>(Refer to Evaluation Report: Classroom Instruction)</b>						
<b>Suggestions for Improvement:</b>						
<b>Interpersonal Communication with Students</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Suggestions for Improvement:</b>						
<b>Demonstrates Enthusiasm for Course Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Suggestions for Improvement:</b>						

**Engages Students Effectively  
during Class Time**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Demonstrates Competence in  
Content Knowledge**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Responds Effectively To  
Assigned Responsibilities**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Meets Attendance  
Requirements**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Follows Instructions From  
Faculty Supervisor/Lab  
Instructor Coordinator**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Helps Maintain Classroom  
Cleanliness/Organization**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Recognizes Challenges or  
Limitations**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

**Overall Professionalism**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Suggestions for Improvement:**

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**Additional Comments.**

This information has been reviewed with me and my questions have been answered to my satisfaction.

_____	_____
<b>Teaching Assistant Signature</b>	<b>Date</b>

_____	_____
<b>Supervising Faculty Signature</b>	<b>Date</b>

_____	_____
<b>Program Director Signature</b>	<b>Date</b>



## Post-Professional Athletic Training Education Program

### SITE VISIT EVALUATION FORM

Graduate Student: \_\_\_\_\_

Site Visitor: \_\_\_\_\_

Clinical Site: \_\_\_\_\_

Date: \_\_\_\_\_

*Please complete a separate form for each graduate student at the clinical site observed. This form is to be completed by ISU Faculty and returned to the Program Director electronically or in hard copy. Forms will be placed in each student's e-file for documentation. Site visits should occur at least once a semester.*

*Below are a series of questions/items that are meant only to be a guide to the site visitor. The site visitor is encouraged to use these topic areas of importance during their conversation with the student and supervisor. In the comments section, please relay the information gathered at the site..*

Discussion Items with Supervisor			Comments
Student is communicating with the supervisor sufficiently on items such as classroom learning, scheduled hours, schedule conflicts, questions, and experiences	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
The Graduate student is communicating with the supervisor sufficiently about experiences that occur while independently working	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
The Graduate student is communicating well with coaches, athletes, parents (if applicable), and athletic training students	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
The Graduate student is demonstrating athletic training skills at an advanced graduate level	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
Student is recognizing the unique elements of the clinical site and are	<input type="checkbox"/> YES	<input type="checkbox"/> NO	

learning important elements to apply to their own clinical decisions			
Student is taking initiative, shows enthusiasm, and takes ownership of their behaviors	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
Student is acting in professional manner through dress code and behavior	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
The Graduate Student is using new experiences and course work to implement it into their own clinical decisions	<input type="checkbox"/> YES	<input type="checkbox"/> NO	

Discussion Items with Student			Comments
Learning opportunities are provided when possible in the ATR and on the field	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
Opportunities to ask questions are made available	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
Expectations are clearly articulated about scheduling and involvement			
A positive professional relationship and environment is being promoted			

**Additional Comments:**

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**Does the Program Director need to be notified of potential conflict or disciplinary concerns?**

☐ YES ☐ NO

If so, please explain:

**Appendix K**  
**Annual Supervisor Meeting**

Graduate Assistant Supervisor Meeting  
January 7<sup>th</sup>, 2011  
9:30am  
Landsbaum Center

- I. Announcements:
  - a. P&P Manual: making changes to update it. Will send an electronic copy soon. Let me know if you want a hard copy
  - b. New Applicants: we have about 20 applications for 6 positions. We will be sending out applicant's materials in a zip file this evening along with a ranking sheet. We will need them back the 13<sup>th</sup> - we'd greatly appreciate your quick turn around since schools have already made offers.
- II. New Evaluation Forms
  - a. I still need signed ones from:
  - b. Purpose: to evaluate the 3 PoDs and make sure we are communicating well with you
  - c. What did you think? Any changes for next semester?
- III. Site Visits
  - a. Once again, another way to encourage communication with supervisors on progress as well as fit of the grad student at the site
  - b. Meant to be a casual conversation
- IV. Class Conflicts
  - a. Here are the grad's class schedules. They should be communicating (or already have) with you about them
  - b. Please do your best to work with them to make this happen
  - c. If they weren't students, we wouldn't have money to give them tuition waivers and stipends
- V. Graduate Assistant Supervision vs Undergraduate Supervision: Open Discussion
  - a. What is different between undergrad and grad?
  - b. How do we give autonomy and growth while still providing guidance?
  - c. Have you ever given too little or too much supervision to a graduate student?
  - d. What is "advanced" skills?



Graduate Assistant Supervisor Meeting  
January 6<sup>th</sup>, 2012, 9:30am  
Sycamore Center for Wellness and Applied Medicine

I. Announcements:

- a. New Applicants: we have about 31 applications for 8-10 positions. We will be sending out applicant's materials in a zip file this evening along with a ranking sheet. We will need them back the 16<sup>th</sup> - we'd greatly appreciate your quick turn around since schools have already made offers.
  - i. Is a ranking sheet what you want in order to provide input on the applicants? Would a top ten be better? Would a simply comment sheet be better? What do you want?
- b. Here are the grad's class schedules. They should be communicating (or already have) with you about them
- c. End of the academic term is May 4<sup>th</sup>. "One-time payment" is up to the grad themselves. It provides payment for services from May 5<sup>th</sup>- 31<sup>st</sup>.

II. Clinical Evaluation Forms

- a. Purpose: to evaluate the 3 Points of Distinction
  - i. Handout showing each evaluation question and which PoD it meets
- b. Discussion of how to provide feedback in order to encourage progression
  - i. What comments have you used to provide positive (praise) feedback?
  - ii. What comments have you used to provide constructive feedback?
- c. Would prefer the evaluation be reviewed in person. Constructive feedback isn't an easy part of being a health care professional. However, this is a good time to expose them and get them used to receiving it in person.

III. Class Involvement

- a. Email invitations in the past to join classroom time. What info can be provided to encourage you to attend/participate?
- b. Would you be willing to lecture on a specific topic?
- c. Hard copy invitation for Clinical Class, EB Rehab, and Manual Therapy topic schedules



Graduate Assistant Supervisor Meeting  
January 7<sup>th</sup>, 2011

9:30am

Sycamore Center for Wellness and Applied Medicine

*Attendance Verification*

Graduate Supervisor Name (Printed)	Signature
1. Candy Anderson	<i>Candy Anderson</i>
2. JOSH TRUE	<i>Josh True</i>
3. Jed Arseneau	<i>Jed Arseneau</i>
4. Greg MacDonald	<i>Greg MacDonald</i>
5. Mitch Jasik	<i>Mitch Jasik</i>
6. Michelle Landis	<i>Michelle Landis</i>
7. Shecanna Seeley	<i>Shecanna Seeley</i>
8. Scott Kidder	<i>Scott Kidder</i>
9. Yvette Cress	<i>Yvette Cress</i>

**Appendix L**  
**Meeting Agendas and Minutes**

## **ISU Graduate Assistant (GA) Orientation Schedule 2012**

### **Friday, July 27<sup>th</sup>**

AM – Off campus GAs, orientation at various off campus sites

2PM – Program Orientation (ALL FIRST YEAR GAs) – Employment Paperwork, Fears and Anxieties, ISU Dos and Donts

4PM – Clinic Use and Referrals (ALL GAs)

415PM – Program Updates (ALL GAs) – Policies and Procedures, Payment Schedule, T-shirts, Travel Authorizations

5PM – Cocktail Hour (7<sup>th</sup> and Elm)

### **Saturday, July 28<sup>th</sup>**

3PM – Amazing Race

5PM – Welcome BBQ

### **Sunday, July 29<sup>th</sup>**

PM – Coaches' Meetings (Off campus GAs)

### **Monday, July 30<sup>th</sup>**

1<sup>st</sup> day of work – Off campus GAs

9AM – Functional Movement Screen (ALL ON-CAMPUS GAs)

12PM – Lunch provided

130 – 5pm ISU AT Services Orientation (ALL FIRST YEAR, on-campus GAs)

### **Tuesday, July 31<sup>st</sup>**

8AM-12PM – Defensive Driving

12-1PM – Lunch provided

1PM – 5pm ISU AT Services Orientation (ALL On-campus GAs)

### **On-Campus Physical Dates/Times**

(For freshmen and new incoming athletes)

The times listed are the physical start times, your report time will be at least one hour earlier unless you have made arrangements for returner physicals beforehand.

**Monday July 9<sup>th</sup>** WVB 5:00pm

**Thursday August 2<sup>nd</sup>** FB & Cheer 5:00pm

**Friday August 17<sup>th</sup>** M&W XC 5:00pm

**Thursday August 23<sup>rd</sup>** T&F, Golf, BSB, SB 5:00pm

(Please speak with your supervising athletic trainer for advice on scheduling the returner physicals)



**Indiana State University  
Graduate Student Orientation  
July 29<sup>th</sup>, 2010 8:00am-11:00am  
Arena Building, Rm C-95**

**Prep:**

- Breakfast
- Computer: Orientation PPT, Professionalism PPT, Refresher PPT, AT Website, Grad Website, Licensure Website
- **Introduction (only new grads)**
  - Name, undergrad, hometown, current assistantship
  - Superhero and name history
  - Two Truths and a Lie
- **Academics**
  - Expectations of them
  - Points of Distinction
    - Questions: What do they mean to you? What do you want to get out of the program? Expectation of ISU AT Program?
    - What they want: New Experiences, Life long learning, Research oriented, Breadth & depth
  - Classes
    - Review course plan and explanation of classes
    - Scheduling: follow sequence, me if need help
    - Fill out plan of study for files
  - Advisors/Chairs
    - Responsibilities/Expectations: paperwork to change
    - Relationship
  - Research
    - Thesis vs Project
    - Basic Topic Areas of faculty
    - Contracts
    - The rest in RM class
- Requirements
  - 3.0 GPA each semester
  - C or better, NOT a C-
  - Check off paperwork

**Break: Campus Map (closed roads, parking)**

- **Introduction** (All grads included)
  - Name, undergrad, hometown, assistantship
  - 1 Fear, 1 Strength/Hope/Looking Forward to
- **Assistantships**
  - Requirements
    - Professional Behavior (Shelli)
    - Certification by January
    - Licensure started by September
    - Liability insurance for the month of August
    - Fees, waivers (in state and out of state), reimbursement, and pay
    - Check off paperwork, sign, turn in (copies will be given to them later)
- Responsibilities
  - Clinical Site
  - Teaching in classes
  - Open Labs
  - CI/ACI
  - Advisor requests
  - Program Meetings
- Clinical Site
  - Work with AD/Head AT and Supervisor
    - Have your own mini orientation
  - Work with 2<sup>nd</sup> year grad students at site
  - Site visits by faculty members
  - Hours Sheets: end of every month, online PDF?
  - Evaluations: Supervisor, Student
  - Contact me whenever needed, don't wait
- **Other**
  - Gather CPR, BOC, Licensure, Liability, and NATA membership cards to copy for those who have them
  - Fundraising
  - Directions to my house for the BBQ

### **Important Dates**

#### ISU Collegiate Sport GAs

July 29 <sup>th</sup>	8:00-12:30	ISU Grad Defensive Driving	TBA	Mandatory
July 29 <sup>th</sup>	1:30-6:00	Canoe Trip**	Turkey Run	Strongly Encouraged (pretty much Mandatory)
July 30 <sup>th</sup>	8:00-11:00	Program Orientation (see attached itinerary)	C-90	Mandatory
July 30 <sup>th</sup>	11:00-1:00	Lunch and Dept Heat Illness Refresher	C-90	Mandatory

July 30 <sup>th</sup>	1:00-5:00	ISU Clinical Services Orientation	C-90	Mandatory
July 30 <sup>th</sup>	6:00-8:00	Program BBQ	Dr. Yeargin's House	Strongly Encouraged (pretty much Mandatory)
August 1 <sup>st</sup>	NA	Assistantships Officially Begin	Assigned Site	
August 2 <sup>nd</sup>	TBA	EMS/AT Training	ISU ATR	Mandatory
August 3 <sup>rd</sup>	2:00-8:00	ISU PPEs	Arena Building	Mandatory
August 5 <sup>th</sup>	2:00-8:00	ISU PPEs	Arena Building	Mandatory

\*\* We will all caravan there together in cars. If you can drive, let Shelli know.

#### High School Team Sport GAs

July 27 <sup>th</sup>	3:00-4:00	Orientation with Supervisor and AD	West	Mandatory
July 27 <sup>th</sup>	4:00-5:00	Coaches Meeting	West	Strongly Encouraged
July 27 <sup>th</sup>	6:00-8:00	PPEs	West	Encouraged
July 29 <sup>th</sup>	1:300-6:00	Canoe Trip**	Turkey Run	Strongly Encouraged (pretty much Mandatory)
July 30 <sup>th</sup>	8:00-11:00	Program Orientation (see attached itinerary)	C-90	Mandatory
July 30 <sup>th</sup>	11:00-1:00	Lunch and Dept Heat Illness Refresher	C-90	Mandatory
July 30 <sup>th</sup>	1:00ish	North: Orientation with Supervisor and AD		Mandatory
July 30 <sup>th</sup>	6:00-8:00	Program BBQ	Dr. Yeargin's House	Strongly Encouraged (pretty much Mandatory)
July 30 <sup>th</sup>	12:00-2:00	Lunch and Dept Heat Illness Refresher	C-90	Mandatory
August 1 <sup>st</sup>	NA	Assistantships Officially Begin	Assigned Site	
August 1 <sup>st</sup>	TBA	North: Coaches Meeting		Encouraged
August 2 <sup>nd</sup>		All High School Fall Sports Begin Practices		
August 2 <sup>nd</sup>	9:00ish	South: Orientation with Scott and AD		Mandatory
August 2 <sup>nd</sup>	TBA	EMS/AT Training	ISU ATR	Strongly Encouraged





**Indiana State University  
Graduate Student Orientation  
July 29<sup>th</sup>, 2011 8:00am-11:30am  
Student Services Building Rm 335**

**Prep:**

- Breakfast
- Computer: Orientation PPT
- Sign Attendance Sheet
  
- **Introductions (15 min)**
  - Name, undergrad, hometown, current assistantship
  - 1 fear/phobia and 1 strength
  - Faculty and Staff Introductions
  
- **Policies and Procedures Manual (PPT Highlights) (45 min)**
  - History
  - Facilities
    - Keys- sign-up
  
- **Academics**
  - Points of Distinction and Objectives (Handout)
  - Curriculum Sequence
  - Plans of Study
  - Academic Requirements
  - Advisors
  - Research Requirements

**Break:** Bathroom, Stretch, “Speed Dating” (20-30min)

- **Assistantships (45 min)**
  - Positions
  - Responsibilities
  - Dress Code
  - Paperwork
  - Retention Requirements
  - Licensure and Liability (Leamor)
  - Stipends, Tuition Waiver, and Fees
  - Vacation and Sick Leave
  - Driving Policy and Appointment Conflicts
  - Team Physicians

- Confidentiality
- **Other** (30 min)
  - Handbook Agreement Form (paperwork)
  - Payroll Deposit (Handout)
  - I-Secure
  - Grad School Website
  - PPATEP website
  - Sign tuition and stipend paperwork

**Snack Lunch** (30 min)

### **Important Dates**

ISU Collegiate Sport GAs

July 28 <sup>th</sup>	8:00-12:00	ISU Clinical Services Orientation	New ATR	Mandatory
July 28 <sup>th</sup>	12:00-5:00	Canoe Trip**	Turkey Run	Strongly Encouraged
July 29 <sup>th</sup>	8:00-11:00	Program Orientation (see attached itinerary)	SS 214	Mandatory
July 30 <sup>th</sup>	6:00-8:00	Program Lieu	Dr. Yeargin's House	Strongly Encouraged
August 1 <sup>st</sup>	NA	Assistantships Officially Begin	Assigned Site	
TBA	2:00-8:00	ISU PPEs	SS Building	Mandatory

\*\* We will all caravan there together in cars. If you can drive, let Shelli know.

High School Team Sport GAs

July 26 <sup>th</sup> or 28 <sup>th</sup>	Depending	Orientation with Supervisor and AD	TH North and West (South and Marshall are Returners)	Mandatory
TBA	6:00-8:00	PPEs	TH North, South, West, and Marshall	Encouraged
July 28 <sup>th</sup>	12:00-5:00	Canoe Trip**	Turkey Run	Strongly Encouraged
July 29 <sup>th</sup>	8:00-11:00	Program Orientation (see attached itinerary)	SS 214	Mandatory
July 30 <sup>th</sup>	6:00-8:00	Program Lieu	Dr. Yeargin's House	Strongly Encouraged
August 1 <sup>st</sup>	NA	Assistantships Officially Begin	Assigned Site	

Indiana State University  
Applied Medicine and Rehabilitation Department  
Post Professional Athletic Training Education Program  
Policies and Procedures Agreement 2011

The Policies and Procedures document has been prepared for the purpose of defining, instituting, and establishing an effective Post Professional ATEP at ISU. The purpose of this handbook is to inform the Graduate Students within the program, Supervisors, and the Department of Applied Medicine and Rehabilitation Academic and Clinical Faculty of the policies and procedures governing the Post Professional ATEP Program. This document will give direction to the Graduate Student and the Professional Staff when carrying out the normal daily activities of the program, along with making decisions. The materials are fashioned to maintain safe, careful, objective standards for the Graduate Students within the program, Indiana State University athletes and affiliated site athletes; also, to dispense quality instruction in the Post Professional Athletic Training Education Program.

I, \_\_\_\_\_(print), have read and understand the Post Professional ATEP Policies and Procedures Handbook. I have been shown where to access an electronic copy at all times. I agree to abide by all policies found therein during my tenure in the Post Professional ATEP. If I fail to uphold this agreement, I am aware that I may be disciplined in accordance with program policy.

\_\_\_\_\_  
Student's Signature Date

Please return to the Program Director of the Post Professional ATEP each year/semester (depending on updates).

\*\*Students whom do not submit form to the Program Director of the Post Professional ATEP will be removed from all clinical assistantship responsibilities until the signed document is returned.

**PPATEP Program Meeting  
Indiana State University  
January 2010**

- Assistantships
  - o \$ breakdown: current and new people
    - \$7200 each for academic year, \$500 May and \$500 for August
    - Total \$8200
    - Tuition waiver the same
    - 2<sup>nd</sup> years, ends at graduation though
  - o Take a 0 credit class, no cost this summer (whole summer)
  - o Applicants(10)
- E-files
  - o Missing info
  - o 2<sup>nd</sup> years: committee approval, proposal, defense
- Gatherings
  - o Feb dinner
  - o March event
  - o April dinner
  - o May- end of the year picnic
- NATA memberships- all straight?
- Clinical site visits
  - o Different faculty
  - o Questions?
- Research
  - o Expectations: attend proposals and defenses, help each other data collect
  - o Lab changes
- Open Lab
  - o Everybody sign up for 1-2 slot
  - o Will email instructions
  - o P/u and drop off keys with Julie each time (basket next to large printer)

\*\*\* Program Meeting Minutes for the remaining of 2010 were lost. They were saved to Outlook which automatically deleted events after 6 months.

**Indiana State University  
Applied Medicine and Rehabilitation  
PPATEP Program Meeting  
March 17<sup>th</sup>, 2011**

- New Password Protected Site
- Paperwork: chairs and advisors
- Handbooks progress update
- Thanks you- recruitment of new class
- New grant and IRB review procedures
- Dress Code: no jeans
- AMRC Handbook Update

**Indiana State University  
Applied Medicine and Rehabilitation  
PPATEP Program Meeting  
October 6<sup>th</sup>, 2011**

- Don't forget to turn in you hours
- Program Pictures
- October: Pumpkin Carving contest, Yeargin House
  - o Rules to come soon!
  - o PA Students
- November Dinner: Thanksgiving Dinner, Yeargin House
- XC NCAA: coverage, team work, contact Heather
- Other tournaments??

**Indiana State University  
Applied Medicine and Rehabilitation  
PPATEP Program Meeting  
November 10<sup>th</sup>, 2011**

- November Dinner: 7:00pm , Thanksgiving Dinner, Yeargin House
- December: Holiday Party??
- First Years Spring Class Schedule: course codes, days/times
- Second Years Spring Class Schedule: course codes, days/times
- Summer I and II Scheduling: ATTR 655 and 656

**Indiana State University  
Applied Medicine and Rehabilitation  
PPATEP Program Meeting  
January 23<sup>rd</sup>, 2012**

- Graduation Application
  - Application Process- location, deadlines
  - Contracts of Study
  - Signatures
  - Critical Dates
- Career Placements
  - Resume versus CV
  - Items of Focus
  - No's-No's



**Indiana State University  
Applied Medicine and Rehabilitation  
PPATEP Program Meeting  
January 23<sup>rd</sup>, 2012**

- January Hours Reminder
- February Dinner: 18<sup>th</sup>, Beef O'Brady's, 6:00pm
- March: Mystery Event, Deming Park, 19<sup>th</sup> 6:00pm
- April: Dept Picnic, 22<sup>nd</sup>, time TBA, location TBA
- April: Psychopathic workshop with PA students and Federal Prison Psychology Interns, date TBA
- NFL Combine Sign-ups: seniority, first come, first serve
- Current GA offers for the 2012 incoming cohort: several accepted, candidates may visit campus

**Indiana State University  
Applied Medicine and Rehabilitation  
PPATEP Program Meeting  
March 17<sup>th</sup>, 2012**

- February Hours Reminder
- March Gathering (last one): Mystery Event, Deming Park (shine), Yeargin House (rain) 19<sup>th</sup> 6:00pm
  - o Look for Preliminary Rules to be emailed out Wednesday
- March 28<sup>th</sup> 12:00-1:30pm: Speaker Series, Lindsey (Rhabdo) and Susan (facts and fictions- evidence)
- April 22nd: Dept Picnic, time TBA, location TBA
- April 18th: Psychopathic workshop with PA students and Federal Prison Psychology Interns, 3:00pm-5:00pm, email RSVP
- Second years: backyard cookout at my house may 4<sup>th</sup> or may 5<sup>th</sup>? Time? Desire for one?
  - o Talk after class, someone let me know?
- Current GA offers for the 2012 incoming cohort: all but 1 are accepted. Will send out cohort email list soon! “Welcome to ISU”, “Congrats”
- Recommendations: 3-5, let them know ahead of time, don’t burn bridges
- Proposals and Defenses: please support if possible
- Other announcements?

**Indiana State University State University**  
**Applied Medicine and Rehabilitation**  
**Athletic Training Programs Meeting AGENDA**  
**April 9, 2012**  
**12:00-13:30**

**Present: Demchak (Chair), Gage, Eberman, Kahanov (recorder), Northam, Paterson, Yeargin**

1. Agenda: Adopted
2. Approve Minutes: Will be voted by email.
3. Reports
  - a. Entry Level ATEP:
    - i. Eberman completed the 120 required audit form the college/university. One form was on current program and one was on the proposed program that is currently at the Faculty Senate level.
    - ii. Discussion on transition of students to 120 credit requirement.
    - iii. Entry Level Masters going over to graduate council review.
  - b. Grad ATEP:
    - i. Filled all the graduate assistantship slots for the 2014 cohort
      1. Has emailed information to the students regarding transitions of the program director
    - ii. Self-Study: “chipping” away. The document is coming together. Due to Biff May 1<sup>st</sup>.
      1. Discussion on how to review. Yeargin will send out what currently have and will continue to work on sections that are not completed. Send back after review to Yeargin. Yeargin and Eberman will discuss how to rectify transition in the document.
      2. Eberman request that individuals look at the assessment matrix and their course to ensure the assignments meet the outcomes outlines for the self-study document.
        - a. Please provide sample assignments for outcome assessments if you (faculty) teach a graduate course.
        - b. Please check to see if the assignments in you classes meet the POD and forward changes to Eberman
4. Student/Advisee Happenings : Discussion
  - a. Variability in double secret probation students. Most faculty indicate this category of student has disappeared. Discussion continue to document and send to Judy to compile and send to Winkle.
  - b. Discussion on specific students to create student success.

- c. Discussion on 698-699 for the 691 faculty member to make sure that students understand the research contracts are required and that students MUST understand they create their grade criteria with the chair.
- 5. DAT-Proposal: Matt will submit this afternoon to submit.
- 6. Assignment for this academic year (end year party etc.)
  - i. Alumni Party – Tim Demchak and Lindsey Eberman - information to come
  - ii. Awards – Amber Northam
    - 1. Graduate Research: Megan Finn
    - 2. Outstanding Graduate: Andrew Neiman
    - 3. Mell Blinkenstaff: Cassidy Davidson
    - 4. Humphrey: Carol Mass
    - 5. Outstanding Undergrad: Jessica Kirby
    - 6. Outstanding Senior: Jeff Pierce
    - 7. Outstanding Junior: Vanessa Ramirez
    - 8. Outstanding Sophomore: John Jacob “Jake” Evanich
  - iii. AT Month – Cat Patterson – Well done Cat
  - iv. End of the year party – Matt Gage: April 22<sup>nd</sup> 4-6 Wolfe Field
  - v. AT Olympics – Susan Yeargin –
- 7. End of the year reminders
  - a. Graduation check out
  - b. Advising

**Indiana State University State University**  
**Applied Medicine and Rehabilitation**  
**Athletic Training Programs Meeting AGENDA**  
**April 9, 2012**  
**12:00-13:30**

**Present:**

Adopt Agenda: Adopted

- Approve Minutes
- Reports
  - a. Entry Level ATEP
  - b. Grad ATEP
- Student/Advisee Happenings
- Old Business
  - a. DAT-Proposal
  - b. Assignment for this academic year (end year party etc.)
    - i. Alumni Party – Tim Demchak and Lindsey Eberman
    - ii. Awards – Amber Northam
    - iii. AT Month – Cat Patterson
    - iv. End of the year party – Matt Gage
    - v. AT Olympics – Susan Yeargin –
  - c. 120 Credit hours for Undergraduate Degree
- End of the year reminders
  - a. Graduation check out
  - b. Advising

**Indiana State University State University**  
**Applied Medicine and Rehabilitation**  
**Athletic Training Programs Meeting MINUTES**  
**March 19, 2012**  
**12:00-13:30**

**Present: Demchak (Chair), Eberman, Kahanov (Scribe), Northam, Paterson, Wasik, Yeargin (some people were late but I won't say who)**

Adopt Agenda: Adopted

- Minutes Approved unanimously (7-0-0)
- College Executive Information:
  - a. Faculty forum: 10 minutes information for faculty on how going to fill the role. Will meet with Susan Powers, Leadership Team and University CAAC and Chair of Grad Council.
  - b. Each committee was then discussed
- Reports
  - a. Entry Level ATEP
    - i. Biff approved tables for the annual report so they simply need to be submitted.
    - ii. AT major with AMR and AT concentrations approved at CAAC. Advising class of 2013 on 120 credits – Eberman had discussion with Susan Powers. Students will complete what they have left after 120 credits to complete the curriculum. They will exceed 120 credits.
    - iii. Discussion to necessity now to move to Entry-level master
    - iv. Health care reform Wed night
    - v. Team Building activities discussed (Amazing race and puzzles)
  - b. Grad ATEP
    - i. Assistantships slots 9/11 are filled. Currently have a plan for the last 2.
    - ii. 11/7 cohort situation
    - iii. Katie put agreement letters together and once all slots are filled agreement letters will be mailed. These letters have not changed.
    - iv. Orientation dates currently under consideration with ATR. Graduation orientation dates may be moved earlier in summer (July 31<sup>st</sup> is one possible date). ATR needs a whole day. Will meet with Landis to piece it together.
      - 1. Commentary: Susan says this is so we can “hit the ground running.” I won't be there if running is involved – just say'n

2. Activity not canoeing. Ropes course?
  - v. Discussions on EMS and perhaps having situations where ATS not leading small groups.
  - vi. Discussion on Shirts: Program should purchase for program. The ATR will purchase for the grads assigned to that area. Please have all information on what to purchase to Julie so that appropriate bids can occur.
    1. Delimited to 3 C's (Cracks, crevices, cleavage)
    2. Also Delimited to boob's belly Butt-crack (3 B's)
  - vii. Self Study:
    1. Self-Study due to Dean's office May 1<sup>st</sup>. Kahanov asked for extension June 1<sup>st</sup> - no information yet
    2. April 1<sup>st</sup> – Everyone's draft sections due. I would have made this flash, but I couldn't figure out how. See list at end of Minutes.
- Student/Advisee Happenings
    - i. Proposals and defenses “are going terrific”
      1. Most graduates will defend by May and therefore graduate this year (August).
      2. Craig and Jess are lagging a bit.
    - ii. Discussion on culture here that it is o.k. to give students a “C” in 699/698 when students don't complete their contracts. Everyone was nodding silently in agreement.
    - iii. UG – signing up for classes the beginning of April. Gage and Northam advising through 110 and 212. Sophomores and Juniors group advising through Eberman and Demchak (both in and out of classes)
  - Program Directors
    - a. Current plan: Eberman will move to Grad ATEP through transition to DAT. Eberman will take interim position for UGATEP for now. The hope is that we can find an emergency hire for the entry-level ATEP director. If we are unable to find an emergency hire, Lindsey will participate as the entry-level PD next academic year who will then transition to entry-level master ATEP.
  - Old Business
    - a. DAT-Proposal: Currently at College CAAC. Votes next meeting anticipated.
    - b. Assignment for this academic year (end year party etc..)
      - i. Alumni Party – Tim Demchak and Lindsey Eberman
        1. Still investigating places for the Alumni Gathering
      - ii. Awards – Amber Northam
        1. Eligible candidates currently assembled.
        2. Vote needed for plaques, Northam will email available parties for e-mail vote.

iii. AT Month – Cat Patterson

## 1. HAPPY ATHLETIC TRAINING MONTH!!!

iv. End of the year party – Matt Gage

1. Date Sunday, April 22<sup>nd</sup> Afternoon. 4-6pm. Deming Park or Wolf Field. Will work with Julie – the Department will purchase main course and plates etc...

v. AT Olympics – Susan Yeargin: She is on it!

c. 120 Credit hours for Undergraduate Degree – Already submitted to Susan Powers will next go through faculty senate.

- **New business**

1. ATEP Class size for: Fall: ATTR 210 & 210L; ATTR 225; ATTR 110 & Spring course with large numbers that do not have labs associated with courses: ATTR 472 & ATTR 280:

a. Discussion on scheduling and optimal options for students.

2. Graston Technique policy of who can use it?

a. Discussion:

i. Teaching the seniors and will get certificate after they pass certification examination

ii. ATR O.K. with policy that must have certification to practice. Discussion that this policy should go into Grad, UG and ATR policy and procedure manuals.

3. Reminder for Site visits turn in to both Grad and Undergrad.

4. Cat running for (not from) faculty senate. If you feel so inclined, please help her by signing the nomination form.



## ISU PPATEP Self Study Plan

February 20<sup>th</sup>, 2012

### *Self-study Plan of Action*

1. Convene a committee of individuals whose primary focus is to conduct the self-study and develop the self-study report: **AT Program Committee**
2. Organize the committee early enough to allow ample time to conduct an in-depth, probing self-study: **February 2012**
3. The committee should be a manageable size (4-8 members), chaired by the program director and may include administrators, faculty (athletic training and other), clinicians, students, and alumni: **7 members (Yeargin, Kahanov, Northam, Demchak, Eberman, Gage, Paterson)**
4. Additional people may serve on subcommittees: clinical supervisors
5. Assign each committee member to read the *Standards and Guidelines document* so the committee can become thoroughly familiar with the task at hand. Review both documents during the first meeting: **send through email this week, assignments determine today (or next meeting due to low numbers today)**

### *Sections of the Report*

1. Cover sheet (Form 1): **Yeargin**
2. Request review and evaluation - written request from the Chief Academic Officer (**Dr. Maynard**) of the institution for the review and evaluation of the graduate athletic training program: **Kahanov (?)**
3. Table of contents: **Yeargin**
4. Introduction with signature page: **Yeargin**
5. Institutional data form (Form 2): **Yeargin**
  6. Executive summary Summarize the major strengths of the program, emphasizing the points of distinctiveness. Also identify major challenges and any changes resulting from the self-study process. Be brief; 2 pages maximum.
7. Mission Statement: **Paterson**

In narrative form, address all the standards and guidelines set forth in Section IV. B of the *Standards and Guidelines document*. Also include your program, department, college, and university mission statement.
8. Goals and Objectives: **Eberman ???**

In narrative form, address all the standards and guidelines set forth in Section IV. C of the *Standards and Guidelines document*.
9. Degree Designation: **Demchak**

In narrative form, address the guideline set forth in Section IV. D of the *Standards and Guidelines document*.
10. Transcript Recognition: **Demchak**

In narrative form, address the guideline set forth in Section IV. E of the *Standards and Guidelines document*.
11. Personnel: **Northam**

In narrative form, address the standards and guidelines set forth in Section IV. F. of the *Standards and Guidelines document*. Provide curriculum vitae for the program director and all program faculty. List the tenure status and rank of all full-time athletic training program faculty. Include a description of the cooperation between the administrative structure (dean and/or department chair) and the

program director. It is helpful to cite examples of cooperative efforts. Provide the distribution of effort for research, teaching, service, and administrative responsibilities of the program director and full-time program faculty.

12. Curriculum: **Yeargin**

In narrative form, address all the standards and guidelines set forth in Section IV. G of the *Standards and Guidelines document*. In addition, include a copy of the curriculum and syllabi for all the courses in the program. Additional materials, e.g., institutional bulletin and catalogue or Web page materials, should be provided in Section 19, Supporting Materials.

13. Clinical Experience (if applicable): **Yeargin**

If clinical experiences are part of your program, address in narrative form all the standards and guidelines set forth in Section IV. H of the *Standards and Guidelines document*. Also, list and provide curriculum vitae for all clinical supervisors.

14. Affiliated Settings: **Yeargin/Julie**

In narrative form, address the standards set forth in Section IV. I of the *Standards and Guidelines document*. Provide a list of affiliates, supervisors, and contacts for each site. Provide a copy of contracts with affiliated sites. For identical contracts, include one full agreement and signature pages for the rest.

15. Student Recruitment & Selection: **Yeargin**

In narrative form, address the standards set forth in Section IV. J of the *Standards and Guidelines document*.

16. Facilities/Resources: **Gage ???**

In narrative form, address the standards set forth in Section IV. K of the *Standards and Guidelines document*.

17. Equal Opportunity: **Kahanov???**

In narrative form, address the standards set forth in Section IV. L of the *Standards and Guidelines document*.

18. Program Evaluation: **Yeargin**

In narrative form, address the standards set forth in Section IV. M of the *Standards and Guidelines document*.

19. Supporting Materials: **Yeargin**

Include other supporting materials deemed to be helpful in demonstrating compliance with the standards and guidelines set forth in Section IV of the *Standards and Guidelines document*.

#### Submission Details:

- Timeline:
  - o March: Check in on Progress
  - o April: Drafts and Revisions
  - o May 1<sup>st</sup> to Provost
  - o September 1<sup>st</sup> to PPERC
- Site Visit Request: September 1<sup>st</sup>
- Site Visit: Spring of 2013
- Four bound copies of SS and Catalog (September 1<sup>st</sup>)
- Submission fee and monies for site visitor travel

**Indiana State University State University**  
**Applied Medicine and Rehabilitation**  
**Athletic Training Programs Meeting Minutes**  
**Wednesday 11/14/11**  
**12:00-13:30**  
**Location AMR Conference Room**

**Called to Order: 12:05PM**

**Attendees:** L. Eberman, M. Gage, L. Kahanov, A. Northam, C. Paterson, M. Wasik (arrived at 12:20PM), S. Yeargin

- Adopt Agenda (C. Paterson/Northam)
- Reports
  - a. Department/Committee Chair Report (L. Kahanov)
    - i. Lengthy discussion about Entry-Level MS and DAT
      - 1. Motion to move forward with this initiative (C. Paterson/Eberman)
        - a. Vote: 5-0-1
      - 2. Revision of course assignments and F4 forms will be emailed to faculty. Please respond with forms to L. Kahanov on 11/28/2011.
    - ii. Ramifications for DPT not receiving candidacy
      - 1. Faculty resource issue. Hope to be resolved with faculty hires.
      - 2. Report will not be made until after letter is received.
  - b. Entry Level ATEP
    - i. Report for CAATE
      - 1. Response Report Due Dec 1
  - c. Grad ATEP
    - i. Report for PP-EC
      - 1. Annual Report Due Nov 30th
  - d. Student/Advisee Happenings
    - i. C. Paterson shared an experience with a disgruntled student regarding PE 201 and PE 380 substituting for ATTR 110 and ATTR 280, respectively.
    - ii. S. Yeargin shared experience with confused students about being “in” the AT program.
      - 1. Modify Interested and Accepted Student Letters
        - a. “Welcome to AMR and the pre-professional component”
    - iii. Advising
      - 1. ATTR 110 preparation successful
      - 2. Group Advising helpful

3. Implementing AT Themed Housing Programs for students not enrolled in ATTR 110
- iv. PE 220
  1. Freshman should not be advised into PE 220 in the first year (refer to previous minutes for action plan)
  2. Sophomores failing a concern
    - a. Plan of action: academic probation, year of remediation
- v. GAs
  1. Teaching Assistant being misused (>10 hours, grading sections not assigned, teaching lectures without preparation, etc.)
    - a. L. Kahanov will speak with S. Yeargin about specific issue. Expectations have been provided, but clarifications necessary. L. Eberman worked with students to create guidelines and will provide those to S. Yeargin later today.
- e. Alumni gathering update
  - i. T. Demchak and L. Eberman will provide some options in early January
- **Old Business**
  - a. CNHHS joint degree : Update
    - i. AMR Concentration – agreement with KRS on substitutions (ATTR 280/PE 380)
- **New business**
  - a. Abroad
    - i. M. Gage presented on the need for flexibility with Study Abroad. If Honors or Presidential Scholars, this could be paid for. All faculty should encourage students to engage in these programs in the summer, with foundational studies courses.

#### Tabled Topics

- a. Sports Medicine - Landsbaum
- b. AT Scholarships (dates?)
- c. Continuing Education Courses from DAT

**Adjournment:** (Northam/Stemmans) 1:33PM

**Indiana State University State University**

**Applied Medicine and Rehabilitation  
Athletic Training Programs Meeting**

**Wednesday 11/14/11**

**12:00-13:30**

**Location AMR Conference Room**

**Agenda**

- Adopt Agenda
- Reports
  - a. Committee Chair
  - b. Department Chair
  - c. Entry Level ATEP
    - i. Report from CAATE
  - d. Grad ATEP
    - i. Re-accreditation/self-study Fall 2012
  - e. Student/Advisee Happenings
  - f. Alumni gathering update
- **Old Business**
  - a. CNHHS joint degree : Update
  - b. AT Scholarships (dates?)
  - c. Continuing Education Courses from DAT
- **New business**
  - DAT/Entry Level AT
    - Help with F forms to move forward with proposal
  - Abroad
  - Sports Medicine - Landsbaum

**Indiana State University State University  
Applied Medicine and Rehabilitation  
Athletic Training Programs Meeting  
Wednesday 10/17/11  
12:00-13:30  
Location AMR Conference Room**

**Agenda**

- Adopt Agenda
- Approve Minutes Emergency Meeting
- Reports
  - a. Committee Chair
  - b. Department Chair
  - c. Entry Level ATEP
    - i. Report from CAATE
  - d. Grad ATEP
    - i. Re-accreditation/self-study Fall 2012
  - e. Student/Advisee Happenings
- Old Business
  - a. DAT/Entry Level AT
  - b. CNHHS joint degree – Discussion need. See attached.
    - i. GPA to get into PT, PA and OT
    - ii. See curriculum.
  - c. Assignment for this academic year (end year party etc..)
  - d. Sports Medicine - Landsbaum
  - e. AT Scholarships (dates?)
  - f. Continuing Education Courses from DAT
- **New business**
  - Open Lab Times and GA responsibilities
- OTHER

**Indiana State University**  
**Department of Applied Medicine and Rehabilitation**  
**Athletic Training – Sub-Committee**

Friday, September 9, 2011

Unapproved Minutes

Attendees: L. Eberman, M. Landis, A. Northam, C. Paterson (Skype), S. Yeargin

Meeting called to order at 12:07PM

1. Primary purpose of meeting, to review the behavior of Alicia Fritschi (A. Fritschi) and determine if she is in violation of the AT Retention Policy. L. Eberman has provided emails from the student, the clinical supervisor, and the faculty involved. A copy of the AT Retention Policy, NATA Code of Ethics, and the ISU Student Code of Conduct were provided.
2. A. Fritschi was invited into the Conference Room at 12:15PM. L. Eberman restated the purpose of the meeting to the student and indicated the letter of complaint was provided to the committee by L. Eberman, Rex Call (Clinical Instructor), and A. Northam (the targets of the email string). L. Eberman indicated the procedures for the meeting: to allow faculty to ask the student questions, for the student to make a statement on her behalf, and then the student will be excused for faculty discussion and a final decision.
  - a. A. Northam begins questioning about discrepancies in emails between student-faculty and student-clinical instructor. The student indicated in her emails to the clinical instructor that she was taking courses in Bloomington but then indicated to the faculty that she chose to go home to grieve with her family. A. Northam requested clarification about what these classes are for and how they are associated to the program.
    - i. A. Fritschi indicated that these courses were at Ivy Tech and part of her Paramedic Program. She indicated that she would be taking classes on Monday and Wednesday evenings and would not be attending Clinical on those days. L. Eberman indicated that this may prohibit her from acquiring the necessary hours for ATT 455. A. Northam followed up with questions about A. Fritschi's additional jobs and how this also may affect her ability to acquire hours.
  - b. M. Landis quoted the email "I am sorry to be a part of the athletic training world in which people have no families, no husbands, and no days off." M. Landis asked if this was directed at anyone in particular.
    - i. A. Fritschi indicated that this was her perception of athletic training, but then said she wasn't talking about you (directed at A. Northam). L. Eberman followed up by asking what was the purpose of making the

statement. A. Fritschi indicated that she wrote it because she was upset. L. Eberman indicated that we acknowledged that she must have been upset in the subsequent email which indicated that we were compassionate about her loss and asked for a face-to-face meeting when A. Fritschi was in a better state of mind. L. Eberman continued to pursue the questioning about the direction of A. Fritschi's anger by quoting her response "I am in a reasonable state of mind, I'm just done being nice and done pretending to like everyone." L. Eberman inquired if the statement was directed at her. A. Fritschi was non-responsive. L. Eberman stated that "liking one another was of no consequence, but that a good working relationship was necessary. At present, we have a dysfunctional working relationship, as indicated by these emails, which bordered on abuse." A. Fritschi was again unresponsive.

- ii. A. Northam stated that she was more concerned that the email was communicated to Rex Call (Clinical Instructor), thus potentially jeopardizing that relationship. L. Eberman stated that this relationship in fact had been jeopardized and Rex had indicated that he no longer wanted A. Fritschi at DePauw University serving as an Athletic Training Student.
- c. C. Paterson asked A. Fritschi how she hoped to act as a professional in the future. A. Fritschi indicated that she would "show up when she is supposed to, call instead of email or text." L. Eberman and C. Paterson attempted to clarify the question, indicating that professional relationships are more than scheduling. A. Fritschi indicated she "just wanted to get her hours done."
- d. L. Eberman asked A. Fritschi if she wanted to say anything on her own behalf. A. Fritschi indicated that she did not have anything say.
- e. L. Eberman asked A. Fritschi what she thought was a reasonable consequence for this behavior.
  - i. A. Fritschi indicated that she thought she would sit out of clinical for another semester. L. Eberman indicated that was not necessarily the solution and asked A. Fritschi what she wanted, if she hoped to become an Athletic Trainer? A. Fritschi responded that yes, she wanted to acquire the degree.
  - f. L. Eberman requested any follow up questions from the committee or A. Fritschi. A. Northam stated that she hoped that A. Fritschi "would be more communicative in the future, that we were truly compassionate faculty and we hoped to help in any way we could, but that without being informed, we cannot be helpful." No additional comments or questions were provided.
3. L. Eberman indicated that A. Fritschi would have a decision within 24 hours and then A. Fritschi was excused from the meeting.
4. Faculty discussed the content of the meeting. Key themes included a lack of apology from the student, general apathy and poor body language. All faculty agreed that the student was in violation of the Retention Policy "Behaving in a manner deemed unprofessional or unacceptable by an ACI/CI" (p 14 of Policy and Procedure Handbook). Further discussion ensued about whether we considered the incident singular or plural. The committee agreed that the incident was all inclusive and to deem it a "First Offense" violation. Finally the committee discussed where the student should be



reassigned. A. Northam and L. Eberman indicated that Rose-Hulman, ISU, and now DePauw had all indicated that they were not willing to supervise the student. A. Northam would be in contact with TH North HS to determine if they had the space and were willing to supervise A. Fritschi. The following are consequences of the behavior:

- a. Written Reprimand (signed by the student and program administration).
  - b. One-week suspension (already served from the time of declaring the need for an committee meeting)
  - c. Written apologies to the clinical instructor and program administrations. Because it appeared the student was unable to select appropriate content for her previous written communications, the committee requests that the letter to the clinical instructor be reviewed prior to mailing. Within the letter, the committee requests that the student indicate what is appropriate email etiquette for future communications. These letters should be submitted within 1 week (Monday, September 19<sup>th</sup> 5PM).
5. L. Eberman indicated that she would contact the student with the decision, but that we may need to indicate the decision prior to determining a new clinical site.
  6. Meeting was concluded at 12:45PM.

## **ATEP Meeting Minutes**

**April 29<sup>th</sup>, 2011**

### **Entry Level ATEP**

- Motion: S. Yeargin moved to approve a name change of ATTR 202 to Acute Care of Medical Injuries. Motion was seconded by M. Gage. Vote: 7-0-0
  - Motion: L. Eberman moved to approve the revisions required by the 5<sup>th</sup> Edition of the Educational Competencies into the course matrix and to begin implementation of the revisions in AY 2011-2012. Motion was seconded by A. Northam. Vote: 5-0-0
  - Motion: S. Yeargin moved to approve the following changes to the Job Shadowing requirement within the pre-professional component of the UG ATEP:
    1. Remove from ATTR 110 and limit requirement to 5 hours in ATTR 212.
    2. Solicit mentors from the upperclassmen and inquire about conflicts of interest, travel, and potential restrictions or barriers from the pre-professional students at the beginning of the semester.
    3. Require that one reference for admission is provided by an upperclass mentor.
    4. Inform ACIs of the completion of BBP training and wound care related proficiencies and then include a wound care proficiency demonstration during the experience.
    5. Include a cell phone use policy during the experience.
- Motion was seconded by A. Northam. Vote: 7-0-0

### **ATEP Representatives on Department Committees 2011-2012**

<b>Committee</b>	<b>Entry Level Representative</b>	<b>Graduate Representative</b>
Clinical	Amber Northam	Susan Yeargin
Inter-professional	Amber Northam	Susan Yeargin (Grant writing skills)
IRB	Lindsey Eberman	Tim Demchak
Research Committee	Lindsey Eberman	Matt Gage
ATEP Committee Chair	Leamor Kahanov (Interim Fall 2011)	Tim Demchak (Spring 2012)

### **BOC Passing Rates**

- 2010-ISU 1<sup>st</sup> BOC passing rate 62.5% National Average- 61%
- 2011- ISU 100% (4 for 4 so far. Other 3 take exam in June)

### **Clinical Education**

- Spring Clinical Site Evaluations- missing Podiatry Clinic
- Clinical sites- Identified the following sites to expand clinical site array- Depauw University; St Mary of the Woods, Marshall High School; Advanced Physical Therapy – Industrial Athletic Training
- CAT Paper –Undergraduate research project completed
- Access to surgeries- Identified the need to make contacts in Terre Haute for students to watch surgeries
- Comprehensive summer clinical program- Graduate Assistantships approved for summer which will allow our student athletes complete clinical hours over the summer.
- Professional Employment- Career Center representative to meet with department to discuss needs.

#### **ATEP Activities for Academic year 2011-2012**

<b>Event</b>	<b>Person in charge</b>
AT- Olympics	Susan Yeargin
Awards	Amber Northam
Alumni Party- St. Louis	Lindsey Eberman & Tim Demchak
AT-Month	
End-of –year Party	

**Indiana State University State University  
Applied Medicine and Rehabilitation  
Athletic Training Programs Meeting  
Monday January 31, 2011  
12:00-13:30  
Location AMR Conference Room**

**Agenda**

- Adopt Agenda
- Approve Minutes
- Reports
  - a. Committee Chair
  - b. Department Chair
  - c. Entry Level ATEP
  - d. Grad ATEP
  - e. Teaching Pedagogy
  - f. Student/Advisee Happenings
- Old Business
  - a. DAT- updates sent to you 1-21-2011

**Indiana State University State University  
Applied Medicine and Rehabilitation  
Athletic Training Programs Meeting  
Monday Nov 15, 2010  
12:00-13:30  
Location AMR Conference Room**

**Present:** Tim Demchak, Amber Northam, Leamor Kahanov, Lindsey Eberman, Susan Yeargin, Matt Gage, David Dominguese

**Absent:** Cat Stemmans

**New Business:** Discuss DAT proposal

- The committee discussed the courses, course content, and credit hours
- Proposal will include
  - revising 4 existing courses (ATTR 661; ATTR 662; ATTR 660; ATTR 655)
  - 5 new classes:
    - ATTR Evidence Based Medicine
    - Outcome Research Applications
    - Translational and Action Research
    - Graston Technique 1 & 2
    - Accupressure
  - New courses will also be available as CEU courses through extended education.
- All the courses will be distance and distance/intensive campus so that we can attract individuals across the country who are currently working in the field.

**Indiana State University State University**  
**Applied Medicine and Rehabilitation**  
**Athletic Training Programs Meeting**  
**Monday Nov 15, 2010**  
**12:00-13:30**  
**Location AMR Conference Room**

**Present:** Tim Demchak, Amber Northam, Leamor Kahanov, Lindsey Eberman, Susan Yeargin, Matt Gage

**Absent:** Cat Stemmans

**Agenda**

- Adopt Agenda: Adopted (6-0-0)
- Approve Minutes: Tim will expand (accidently lost notes), will re-send out, and vote upon next meeting
- Reports
  - a. Committee Chair
    - i. Reminders-
      1. NCA on campus: currently, everything going well so far. Susan met with committee member about our department and universities' current advising practices
      2. Inter-professional Day Nov 19: please remind your students and provide opportunities for them to be there
      3. NCAA National Championships Nov. 22: If you can, please help. Josh will send out a follow up/assignment email soon.
      4. Cindy Trowbridge Nov 21 (NCAA Talk) & Nov 23 (Inter-disciplinary Talk). Faculty (or anyone) please join for meal and BB game after XC meet on Monday. Catherine Saunders will also be showing her around.
  - b. Department Chair: The Applied Med major is moving forward again. The major is currently in the Dean's office and will move towards the university CAAC soon after making credit hour changes. Working on good and great. Please get newsletter submissions in soon.
  - c. Entry Level ATEP: CAATE visit scheduling went relatively smoothly. CAATE visitors were able to visit all satellite clinical sites. Some concerns were addressed during the visit. There were only 6 citations, all of which can be addressed. Some small changes within the pre-professional component of the program will be made in order to better help the student understand the program, the profession, and transition as college students. Priority scheduling is currently happening. Please

follow up with students after group advising sessions. ATTR 280 was moved to 9:00am. Each advisor should contact student freshman and sophomores to make sure their schedules work. Discussion of needed summer classes was evaluated; desires/needs were given to the department chair. New study abroad opportunities are being presented to the students.

- d. Grad ATEP: Continuing recruitment of potential students. Applications are due Jan 1<sup>st</sup>. Currently 10 applications for the six positions. Will have another recruitment “push” at the beginning of December. Current students are moving along with research projects, both first and second years. Groups scheduling has occurred, needed research hours are being added through registrar. Second years will have a substitution- EBM Kinetic Chain Rehab instead of LE Eval. Program meeting for Nov went well. All are invited for the Holiday Yankee swap December dinner. Susan and Tim are working on the annual report this week. Will have a draft for Leamor and Biff to review prior to it being due.
  - e. Teaching Pedagogy: Blood borne pathogen training and location within the program was discussed.
  - f. Student/Advisee Happenings: Second year graduate students and their current progress within the curriculum and their research was discussed. A first year grad and current concerns were discussed with possible solutions. Undergraduate research for NATA conference submission was discussed. It was decided to consider following the peer-reviewed track and enter as undergrads.
- Old Business
    - a. Entry Level Master’s and Doctorate in AT or AT Fellowship program: The faculty will work together to help create a visualization of the transition years and basic curriculum needs of each program to help facilitate discussion and decisions.

#### **New business**

- AT Advising
  - a. Consider Professional/Pre-Professional Advising: An un-traditional advising strategy was discussed. An equal number dispersion of freshman with a combination of group and individual meeting advising will be tried. Professional students will be grouped by class and advised by one advisor in group and individual formats. When needed, students can still seek another advisor that they have a better relationship with after entering the professional component. Lindsey will create an excel sheet for the faculty to view and support.
- Post-site visit Summary/Rejoinder : see notes above under “undergraduate report”
- Discuss returning to program policy- specifically how long to courses count? What courses would the person retake?: Lindsey will follow up with CAATE about length of time gone, grades, and audit options to meet requirements.

Adjourned at 1:40pm (6-0-0)

- Cumulative pre/post exams through clinical education to stimulate self-directed remediation prior to starting a semester or year: Will be discussed next meeting.



**Indiana State University State University  
Applied Medicine and Rehabilitation  
Athletic Training Programs Meeting  
Monday Nov 15, 2010  
12:00-13:30  
Location AMR Conference Room**

**Agenda**

- Adopt Agenda
- Approve Minutes
- Reports
  - a. Committee Chair
    - i. Reminders- NCA on campus; Inter-professional Day Nov 19; NCAA National Championships Nov. 22; Cindy Trowbridge Nov 21 & Nov 23.
  - b. Department Chair
  - c. Entry Level ATEP
  - d. Grad ATEP
  - e. Teaching Pedagogy
  - f. Student/Advisee Happenings
- Old Business
  - a. Entry Level Master's and Doctorate in AT or AT Fellowship program

**New business**

- AT Advising
  - a. Consider Professional/Pre-Professional Advising
- Cumulative pre/post exams through clinical education to stimulate self-directed remediation prior to starting a semester or year
- Post-site visit Summary/Rejoinder

**Indiana State University State University  
Applied Medicine and Rehabilitation  
Athletic Training Programs Meeting  
October 18, 2010  
12:00-13:30  
Location AMR Conference Room**

**Agenda**

- Adopt Agenda
- Approve Minutes
- Reports
  - a. Department Chair-
  - b. Entry Level ATEP
    - i. Discussed A-1 Vita forms regarding consistency; ACI and graduate student load. Handed out A-1 Faculty forms to double check load numbers.
  - c. Grad ATEP
  - d. Teaching Pedagogy
  - e. Student/Advisee Happenings
- Old Business
  - a. Site Visit Schedule- Will be finalized soon and sent to everyone. Keeping in contact with the site visitors.
  - b. Entry Level Master's and Doctorate in AT or AT Fellowship program- tabled to be discussed at the next meeting
- New business
  - a. Applied Medicine Bachelors Degree Program
    - i. Withdrawn from CAC
    - ii. Discussed possibility for a non-clinical route and clinical route. Dr. Kahanov will put together a possible substitution list and distribute it for review.

**Indiana State University State University**

**Applied Medicine and Rehabilitation**

**Department Meeting Agenda**

**Sept 13, 2010**

**12:00-13:30**

**Location AMR Conference Room**

- I. Updates:
  - a. Speaker Series
  - b. Applied Medicine Program
- II. OT Discussion and Vote
- III. Presentation David Dominguese online testing options.
- IV. Recreation Therapy Discussion
- V. Staffing Plan – for Department AMR
- VI. Willd Body Program at ISU – Dominguese
- VII. Committee Reports
  - a. UG AT
  - b. Grad AT
  - c. PT
  - d. PA
  - e. Research Committee
  - f. Interdisciplinary
  - g. IRB
- VIII. Initiatives for 2010:
  - a. Building construction update
  - b. OT Proposal to ICHE
  - c. Searches

## **Athletic Training Committee**

**Meeting 1  
Sept 8-2010**

### **Indiana State University State University Applied Medicine and Rehabilitation Athletic Training Programs Meeting**

1. Charge: Assessment Plan in task stream
2. Accreditation(s)
  - Grad Program Annual Report- Due November 1. S. Yeargin will contact B. Van Lunen to get new form.
  - ATEP Site Visit - November 7-9
3. Graduate Program
  - Advertisement GA-
    - NATA advertisement Posting will be out by Sept 30<sup>th</sup>.
    - New flyer will be sent to all Entry Level AT program directors.
    - Possibly make video tour of new building once complete
  - Dates- Application deadline; Skype interviews; assessment; offers
    - Applications will be due Jan 1, 2011
    - Skype interviews completed in January 2011
    - GA offers made February 1, 2011
  - Assessment of changes; implementation per site visit
    - Review of assessments for all programs will take place in April 2011
  - Possible additional Clinical Sites-Grad assistantship sites
    - Sites include industrial (Sony and Bemus); Rose Hulman; and Depauw.
    - We will not receive additional tuition waiver dollars from Graduate College beyond current funding.
    - New sites will depend on contract amounts
4. Entry-Level ATEP
  - Site visit preparation November 7-9<sup>th</sup> ; Agenda for visit will be forthcoming.

- Implementation of program changes-3 new courses were added (ATTR 363 L; ATTR 365L; and ATTR 362).
  - Retention of AT majors
    - Possible methods to help retain students is to have an advisor Blackboard site and make contact with advisees weekly (ie C Stemmans currently has site).
  - ACI training January 2011- possible topic Evidence Based Practice and how to model for ATEP students.
5. Assignments for activities
- AT month – T. Demchak
  - Olympics – D. Henandez and S. Yeargin
  - Alumni gathering – C. Stemmans and L. Eberman
  - Awards- M. Gage and L. Eberman (Qualtrex)
  - End of the year party- M. Gage
  -
6. Assign clinical site visits to AT faculty for Fall and Spring
- L. Eberman and S. Yeargin will send out assignments early next week
  - Need to complete by Oct. 15, 2010.
  - Assess site as UG and Grad ATEP when appropriate.
7. Assignment for Sycamore Preview; POPS, etc  
Slots were filled
8. Discuss coverage of Walk-ins and Student-to-students appointments
- Rotating schedule was discussed
  - T. Demchak will send out calendar and will develop a calendar for Candy to use to determine who is available when.
  - K Patterson role in meeting with students was discussed especially during the summer.
9. Entry Level Master's and Doctorate in AT or AT Fellowship program
- Tabled for next meeting.

**Athletic Training Department  
Faculty Meeting  
March 29, 2010, 10:00 – 11:00**

Present:

- IX. Meeting Minutes Approval 2-22-10
- X. Updates:
  - a. Moving, ordering boxes, keys, phone etc...
  - b. Position Vacancies
  - c. End of the year Awards
  - d. Copier
- XI. Orientation Schedule for August (Grad and Undergraduate)
- XII. Athletic Training Scholarship (Give or build to endow)
- XIII. UG ATEP recruiting meetings with students: Dispersing the workload
- XIV. Philosophy of UG Clinical Courses and progression through program
- XV. Thesis/Project committee member's roles
- XVI. Fall 2010 Speaker Series – ADHD Panel ????
- XVII. Other

**Athletic Training Department  
Faculty Meeting  
Feb 22, 2010 10:00 – 11:00**

Present: Batista, Demchak, Gage, Kahanov (Chair, recorder), Stemmans, Whitson, Yeargin

- I. Meeting Minutes Approval January 25, 2010
- II. Updates:
  - a. Building SS 348: Discussion on use of bathrooms. Kahanov still attempting to connect with Ken Chew regarding issues in the building.
  - b. Curriculum changes: Kahanov meeting with College Executive committee today to vote on Pre-Applied Medicine and Department Name change.
  - c. Searches for Spring:
    - i. PA up for a vote February. Upon approval the searches for faculty will begin immediately.
    - ii. PT will be up for a vote by ICHE March, Searches will begin thereafter.
    - iii. Women's Soccer Position open mid-February. Faculty will have a one hour interview but will not be on the committee.
- III. End of the year Awards:
  - a. Landis has all the awards
  - b. Eberman will compile the awards for the UGATEP and forward to the faculty to discuss at the next meeting.
  - c. Yeargin will compile the awards for the GATEP and forward to the faculty to discuss at the next meeting.
  - d. Kahanov will put together a new award: AT Department Service Award and forward to the faculty to discuss at the next meeting.
  - e. Grad and UG awards need to be in the handbooks for accreditation reasons
- IV. Alumni Party: Discussion on place of party. The Field house was liked by the faculty. Eberman will continue to investigate pricing and inform the committee at the next meeting.
- V. Research Committee Action Item:
  - a. Faculty voted 5 -1-1 to accept a new name for the AT Research Laboratory that is more encompassing of the department with PA and PT: **Applied Medicine and Research Center**. We will wait for the renovations on the new building to request signage changes.
- VI. Research Committee: Gage requested that all faculty that use the lab conduct an inventory of their equipment and return to him by February 14, 2010. Eberman will e-mail out a standard evaluation tool to demark Excellent, Good etc...
- VII. Job Shadowing 110 or 212: Committee discussion. Faculty agreed that the number of job shadowing/community engagement hours in 110 and 212 shall remain at 25 hours each course.

- VIII. Graduate Project Guidelines, format, and providing an example: Yeargin will forward the project guidelines she has from several years ago prior to the next faculty meeting. Faculty will continue to use these guidelines for the remainder of the semester. The Faculty will review the current guidelines to make sure they meet current standards at the next meeting.
- IX. Programmatic regulations on grading : Some discussion - TABLED
- X. Philosophy of UG Clinical Courses and progression through program (Kahanov) - TABLED
- XI. Course Pre-requisites- TABLED
- XII. Department T & P- TABLED

Next Meeting February 22, 2010 10am



## Graduate Athletic Training Program Meeting

10-23-09

### Unapproved Minutes

#### 1. Old business

- a. Research classes- New sequencing, credit hour changes

**Motion:** The committee vote to accept the research committee recommendation for the sequence of research classes including changing the credit hours for 698 to 6 Cr, and dividing the research hours 2 Cr/semester Spring 1, Fall 2, and Spring 2. (L Kahanov; M. Gage 4-0-0)

- b. Clinical class (Meeting with Sharon Gick next week regarding multiple semester class)
- c. Application- Completed- one last review. It will be active next week. NATA Advertisement and a letter will be sent to all entry-level program directors.
- d. Policy and Procedure Manual- Continuing to update research section and finalizing GA responsibilities.

#### 2. New Business

- a. Incorporation of points of distinctiveness-
  - i. discussed how to incorporate – example included have students write a policy regarding head injuries as part of the Evidence Based Diagnosis and Injury class
- b. Sequencing
  - i. Course sequencing was discussed;
  - ii. Fall 1 all students will take ATTR 691 Research Methods, ATTR 655 Clinical, and ATTR 625 Education; ATTR 626 Administration and leadership and Elective class will alternate Falls
  - iii. See attached sequence for details
- c. Total number of credit hours
  - i. We discussed total credit hours and need to gather more information regarding tuition waiver dollars and multiple semester courses (clinical)
  - ii. Currently changes will equate to a 40 Cr masters degree (7 Cr clinical; 12 Cr Research; 18 Cr core courses and 3 Cr elective.
- d. Current class array
  - i. Current class array was discussed. It was agreed that many course will need name changes to reflect the Evidence Based Emphasis.
  - ii. ATTR 686 and 686 Lab was discussed. It was determined that the course should be banked. Reasons included: student come in with a background

in anatomy; could incorporate viewing of cadavers a part of another class so student can see it; group felt that students can gain more knowledge in a different class.

- iii. Environmental Conditions class was also discussed and determined that there is not enough overall content to include as a separate class. However, one of the topics for facilitation discussions for a clinical class will be heat illness and treatment, hydration, and measurement of core body temperature.

Motion: Accept the new curriculum structure with the banking of ATTR 686 and 686 L, new c course (ATTR 626), and all name and credit hour changes. (L Eberman; L. Kahanov: 4-0-0)

### 3. Plan

- a. Course reactivation and modification
  - i. ATTR 655 and 656-reactivation-possibly change to multiple semester course, repeat 3 time each for 3 Cr each; ATTR 655 extended class Summer 1- Fall 1
  - ii. ATTR 698- Change credit hours to 6, and repeat 3 time (2 Cr/time)
  - iii. ATTR 699- Change description to repeat 2 Cr for total of 6 cr
  - iv. ATTR 625- Name change
  - v. ATTR 626- Create Administration and Leadership Class (L. Kahanov)
  - vi. ATTR 661 and 662- name change and content change (L. Eberman Syllabus ATTR 661; M. Gage Syllabus ATTR 662)
  - vii. Banking of ATTR 686 and 686L
  - viii. Program Change- account for sequencing, name changes in courses, and alterations in total credit hours

Need to consult with Dean CGPS, Associate Dean- Academics (Oversees GA positions) and changes in program and courses

**Athletic Training Department  
Faculty Meeting Minutes  
September 21 13:00 – 14:00**

Present: Demchak, Eberman, Gage, Kahanov (Recorder), Stemmans, Whitson, Yeargin

- XIII. T & P document – vote needed
  - a. Discussion to include community engagement in the document.
  - b. Motion: To ratify the Tenure and Promotion document as amended to include community engagement.
  - c. Vote : 6-0-0 – passes unanimously
- XIV. Department Name Change –
  - a. After a healthy discussion the faculty voted to change the name to **Department of Applied Medicine and Rehabilitation**
  - b. Kahanov will investigate university process to make the change.

The rest of the Agenda was tabled: VB Candidate Interviewed by Faculty

- XV. Ray Baggett Scholarship
- XVI. Undergraduate Committee Information
  - a. Bylaws
  - b. Clinical education information
- XVII. Graduate Committee Information
  - a. Bylaws
- XVIII. Research committee Information
- XIX. Policy and Procedure Manual
  - a. Department Constitution
  - b. Policies
- XX. Website
  - i. Ideas
  - ii. Alumni page
  - iii. Calendar of events
- XXI. Updates
  - a. Uniforms students Grad and UG
  - b. Collaboration with Medical School and Residents
  - c. Medical Director
- XXII. Strategic Initiatives for Department
  - a. Revision Mission – October 2009
  - b. Strategic Plan (see attached) Slated October for College
- XXIII. Speaker Series – ideas please
  - a. Fall national speaker
  - b. Spring local speaker

- c. Engage community
  - i. CPR classes
  - ii. CEU courses (money maker)

**Appendix M**  
**Affiliated Site Contracts**

### Standard Contract Routing Form

In December, 2009, the Indiana State University Board of Trustees approved a revised Contract Approval, Signatory and Reporting Policy, located in Section 620 of the ISU Policy Website. As an ISU employee, you are responsible to comply with the Contract Policy, which includes a routing process. This routing form can be sent electronically to each of the required parties, along with an electronic copy of the agreement. All attachments must be included for your contract to be approved. Further information about the contract policy, important facts, or the routing of the contract for approval is available on the ISU Contracts page of the ISU General Counsel website.

Name of Contracting Party (other than ISU): Union Hospital Requesting ISU Department: Applied Medicine and Rehab  
 ISU Administrator of Contract: Dr. Susan Yeargin Date Routing Process Begun: 2/14/12  
 ISU Authorized Signatory Provost, Dr. Jack Maynard

Is this a standard agreement that has been reviewed and approved by the Office of the General Counsel? Yes ☐ No ☐  
 Please check the category of contract listed below (please check only one) and refer to the Contract Policy to determine appropriate final approval and signatory authority.

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Rehabilitation and Repair                      | <input type="checkbox"/> Insurance                            | <input type="checkbox"/> Athletic Agreement (see policy) |
| <input type="checkbox"/> New Construction                               | <input type="checkbox"/> Third Party Payment of Student Costs | <input type="checkbox"/> Lease of Space                  |
| <input type="checkbox"/> Employment                                     | <input checked="" type="checkbox"/> Affiliation Agreement     | <input type="checkbox"/> Purchase or Sale of Real Estate |
| <input type="checkbox"/> Contract for Performer, Speaker or Entertainer | <input type="checkbox"/> Internship                           | <input type="checkbox"/> Other                           |

Please Note: Contracts for the purchase of goods and services are handled through the ISU Purchasing Department. Sponsored Program agreements are handled through the Office of Sponsored Programs.

#### Summary of Nature and Purpose of Contract:

Note that this information may be used in agenda materials prepared for the Board of Trustees.

Contract for Athletic Training Services provided by ISU Graduate Students managed/administered by Union Hospital

Are all attachments included? ☒ Yes ☐ No

#### Informational Approvals:

The following individuals must sign the attached routing form indicating their approval of the *final* contract before the contract is signed.

Departmental Supervisor:

Name: [Signature] Title: Leamora Kahanov, Dept Chair Date: 2/14/12

Dean or Divisional Supervisor:

Name: [Signature] Title: Richard Williams, CoNHHS Dean Date: \_\_\_\_\_

Risk Management Office:

Name: [Signature] Title: Risk Manager Date: 2/20/12

Business Affairs:

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Office of the General Counsel:

Name: [Signature] Title: General Counsel Date: 2/21/2012

Vice President:

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

#### Final Approval:

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Please transmit this form to the individual with signatory authority. A final copy of the signed contract and this form should be sent via hardcopy to the Office of the General Counsel and Secretary of the University for inclusion as an information item to the Indiana State University Board of Trustees.

**ATHLETIC TRAINING CLINICAL AFFILIATION AGREEMENT**  
**Indiana State University and Union Hospital**

This agreement, entered this 7<sup>th</sup> day of February 2012, by and between Indiana State University, hereinafter ISU, and Union Hospital, hereinafter AGENCY, in consideration of the mutual agreements and covenants hereinafter set forth, witnesseth:

WHEREAS, the parties hereto desire to cooperate in establishing a continuing educational relationship to assist in the education of students by ISU whereby the Athletic Training Department of ISU may utilize the education experience offered by the clinical facilities of the AGENCY, which facilities the AGENCY shall make available to UNIVERSITY;

WHEREAS, Agency operates facilities with the capacity to provide a site for clinical teaching and practical education for students enrolled as graduate students in ISU's Athletic Training Department;

NOW, THEREFORE, the parties hereto in consideration of the promises and covenants between them hereinafter made and entered into, mutually agree, according to the following terms and conditions hereinafter set forth, as follows:

**1. Obligations of Agency.**

1.1 AGENCY shall provide a clinical education experience to students currently enrolled in the Master of Science in Athletic Training program at ISU ("STUDENTS") at one or more of AGENCY's facilities. Said clinical experience will be consistent with the ISU Athletic Training Educational Program (hereinafter "ATEP").

1.2 AGENCY shall comply with all policies and procedures of the Post Professional Graduate ATEP.

1.3 AGENCY agrees to designate a Clinical Site supervisor for each facility included in this agreement and further agrees that AGENCY will complete the attached SCHEDULE A each academic semester for each STUDENT. AGENCY agrees that the Clinical Site supervisor may or may not be credentialed as an Approved Clinical Instructor or Clinical Instructor.

1.4 AGENCY agrees to provide students with copies of all rules regulations, policies and procedures relevant to their responsibilities. This material shall include copies of all anti-discrimination and anti-harassment policies.

1.5 AGENCY agrees to provide an assessment of the STUDENT'S general performance

1.6 AGENCY agrees to provide regular communication with the graduate program director and clinical instructor educator.

**2. Obligations of ISU.**

2.1 ISU agrees to assign STUDENTS to the AGENCY for clinical experience and conduct a minimum of one on-site visit to the CLINICAL SITE in addition to conferences with the student.

2.2 ISU agrees to serve as a resource for the AGENCY and the student.

2.3 ISU agrees to evaluate the clinical experience of STUDENT in cooperation with AGENCY.

**3. Services Provided.**

- 3.1 The services to be rendered by STUDENTS hereunder are such services as delineated on Schedule A.
- 3.2 Services shall be provided during the periods set forth on Schedule A.
- 3.3 Services rendered by a STUDENT may not exceed an average of 20 hours per STUDENT per week.

**4. Selection and Assignment of Students.** ISU reserves the right to select for and assign STUDENTS to AGENCY based upon the needs of the AGENCY and the availability of STUDENTS at ISU. ISU agrees to consult with AGENCY about the STUDENTS working with CORPORATION and to make recommendations as necessary and appropriate regarding the performance of the STUDENTS, and AGENCY reserves the right to terminate its relationship with STUDENTS should they conduct themselves in a fashion that is not in accord with the standards of the profession.

**5. Consideration.** For the first year of services provided, AGENCY agrees to pay ISU the sum of ~~\$15,000~~ <sup>\$30,000</sup> for each of 2 STUDENTS to be assigned at AGENCY's Clinical Sites, for a total of ~~\$15,000~~ <sup>\$30,000</sup>. This amount shall increase annually by a percentage of ~~2%~~ <sup>2%</sup> after the Agency has been in the agreement for one year. Payment is due to ISU Applied Medicine and Rehabilitation Department.

**6. Term of Agreement.** This agreement commences on 8/1/2012 and continues for a period of ~~four (4)~~ <sup>two (2)</sup> years.

**7. Termination.**

7.1 Either party may terminate this agreement by giving notice to the other party fifteen days prior to the date of termination. If the agreement is terminated prior to its otherwise intended term, then ISU shall pro-rate the fee set forth in paragraph 5 above, charging AGENCY for such days services were actually rendered hereunder. If the AGENCY plans to terminate the agreement for an upcoming academic year, it must be done prior to February of that year.

7.2 In the event that STUDENTS are not acceptable to AGENCY as set forth in paragraph 4 above, ISU shall be provided fifteen days within which to locate another STUDENT acceptable to AGENCY without being required to pro-rate the fee payable by AGENCY. In the event ISU is unable to provide such a replacement STUDENT during the required fifteen days, then the services for that Clinical Site shall be deemed terminated without the giving of notice as would otherwise have been required under paragraph 7.1

**8. Indemnification.** To the extent allowed by Indiana law, AGENCY hereby indemnifies and holds ISU harmless for any and all causes of action which may arise between them or between them and third parties as a result of this agreement or any services provided hereunder, including but not limited to actions alleging negligence or intentional misconduct by the STUDENT himself or herself. Both parties acknowledge that they stand in the relationship of independent contractors, and neither considers itself an employee or supervisor of the other or of the athletic trainer contemplated herein. AGENCY further agrees to include ISU and the STUDENTS as additional insured under its general liability insurance policy and will provide evidence of same in an amount, on a form, and in fashion acceptable to ISU before any services are provided hereunder.

**9. Notice.**

In the event that notice is required of either party hereunder, it shall be provided through first class United States mail addressed to the following:

**FOR ISU:** Dr. Jack C. Maynard, Provost and Vice President for Academic Affairs



Parsons Hall 208  
Indiana State University  
Terre Haute, Indiana 47809

With a copy to:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

FOR AGENCY: Rhonda Smith, RN, MSN, NE-BC  
Chief Nurse and VP Patient Care Services  
1606 N. 7<sup>th</sup> Street  
Terre Haute, IN 47804

This Agreement is dated this 7<sup>th</sup> day of February, 2012.

AGENCY:

Rhonda Smith

(Signature)

Chief NP Pt. Care Services

(Title)

ISU:

[Signature]

(Signature)

Dean, UHHS

(Title)

Schedule A  
Attachment to Agreement between Indiana State University and Union Hospital

Academic Years: 2012/2013 + 2013/2014

Date: 2/7/12

Student Name: \_\_\_\_\_

Clinical Site: Marshall High School / Union Hospital Sports Medicine

Clinical Site Supervisor: Yvette Cress

Name  
Coordinator, Union Sports medicine

Title  
812-535-3838

Telephone:

ACI ☒ CI \_\_\_\_\_ Neither \_\_\_\_\_

Description of duties of student:

Please see standards set forth within the PPATEP Student Policy and Procedures Manual

Limitations on work periods of student:  
20 hours per week

The parties agree to be bound by the terms of the Clinical Affiliation Agreement between ISU and Union Hospital (Agency) entered into on 2/7/12 (date).

ISU:

Name

Dean, NHHS

Title

Agency:

Name

CNO / VP P-Case

Title

### Standard Contract Routing Form

In December, 2009, the Indiana State University Board of Trustees approved a revised Contract Approval, Signatory and Reporting Policy, located in Section 620 of the [ISU Policy Website](#). As an ISU employee, you are responsible to comply with the Contract Policy, which includes a routing process. This routing form can be sent electronically to each of the required parties, along with an electronic copy of the agreement. All attachments must be included for your contract to be approved. Further information about the contract policy, important facts, or the routing of the contract for approval is available on the [ISU Contracts](#) page of the ISU General Counsel website.

Name of Contracting Party (other than ISU): Union Hospital Requesting ISU Department: AMR  
ISU Administrator of Contract: Lindsey Eberman Date Routing Process Begun: 8/1/2012  
ISU Authorized Signatory Dean Richard Williams

Is this a standard agreement that has been reviewed and approved by the Office of the General Counsel? Yes ☐ No ☒

Please check the category of contract listed below (please check only one) and refer to the Contract Policy to determine appropriate final approval and signatory authority.

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Rehabilitation and Repair                      | <input type="checkbox"/> Insurance                            | <input type="checkbox"/> Athletic Agreement (see policy) |
| <input type="checkbox"/> New Construction                               | <input type="checkbox"/> Third Party Payment of Student Costs | <input type="checkbox"/> Lease of Space                  |
| <input type="checkbox"/> Employment                                     | <input checked="" type="checkbox"/> Affiliation Agreement     | <input type="checkbox"/> Purchase or Sale of Real Estate |
| <input type="checkbox"/> Contract for Performer, Speaker or Entertainer | <input type="checkbox"/> Internship                           | <input type="checkbox"/> Other                           |

Please Note: Contracts for the purchase of goods and services are handled through the ISU Purchasing Department. Sponsored Program agreements are handled through the Office of Sponsored Programs.

#### Summary of Nature and Purpose of Contract:

Note that this information may be used in agenda materials prepared for the Board of Trustees.

Are all attachments included? ☒ Yes ☐ No

#### Informational Approvals:

The following individuals must sign the attached routing form indicating their approval of the *final* contract before the contract is signed.

Departmental Supervisor:

Name: [Signature] Title: Chair AMR Date: 8/1/2012

Dean or Divisional Supervisor:

Name: [Signature] Title: Dean, NHHS Date: 8/6/12

Risk Management Office:

Name: [Signature] Title: Risk Manager Date: 8/13/12

Business Affairs:

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Office of the General Counsel:

Name: [Signature] Title: General Counsel Date: 8/14/12

Vice President:

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

#### Final Approval:

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Please transmit this form to the individual with signatory authority. A final copy of the signed contract and this form should be sent via hardcopy to the Office of the General Counsel and Secretary of the University for inclusion as an information item to the Indiana State University Board of Trustees.

**ATHLETIC TRAINING CLINICAL AFFILIATION AGREEMENT**  
**Indiana State University and Union Hospital**

This agreement, entered this 2<sup>nd</sup> day of July 2012, by and between Indiana State University, hereinafter ISU, and Union Hospital, hereinafter AGENCY, in consideration of the mutual agreements and covenants hereinafter set forth, witnesseth:

WHEREAS, the parties hereto desire to cooperate in establishing a continuing educational relationship to assist in the education of students by ISU whereby the Athletic Training Department of ISU may utilize the education experience offered by the clinical facilities of the AGENCY, which facilities the AGENCY shall make available to UNIVERSITY;

WHEREAS, Agency operates facilities with the capacity to provide a site for clinical teaching and practical education for students enrolled as graduate students in ISU's Athletic Training Department;

NOW, THEREFORE, the parties hereto in consideration of the promises and covenants between them hereinafter made and entered into, mutually agree, according to the following terms and conditions hereinafter set forth, as follows:

**1. Obligations of Agency.**

1.1 AGENCY shall provide a clinical education experience to students currently enrolled in the Master of Science in Athletic Training program at ISU ("STUDENTS") at one or more of AGENCY's facilities. Said clinical experience will be consistent with the ISU Athletic Training Educational Program (hereinafter "ATEP").

1.2 AGENCY shall comply with all policies and procedures of the Post Professional Graduate ATEP.

1.3 AGENCY agrees to designate a Clinical Site supervisor for each facility included in this agreement and further agrees that AGENCY will complete the attached SCHEDULE A each academic semester for each STUDENT. AGENCY agrees that the Clinical Site supervisor may or may not be credentialed as an Approved Clinical Instructor or Clinical Instructor.

1.4 AGENCY agrees to provide students with copies of all rules regulations, policies and procedures relevant to their responsibilities. This material shall include copies of all ant-discrimination and anti-harassment policies.

1.5 AGENCY agrees to provide an assessment of the STUDENT'S general performance

1.6 AGENCY agrees to provide regular communication with the graduate program director and clinical instructor educator.

**2. Obligations of ISU.**

2.1 ISU agrees to assign STUDENTS to the AGENCY for clinical experience and conduct a minimum of one on-site visit to the CLINICAL SITE in addition to conferences with the student.

2.2 ISU agrees to serve as a resource for the AGENCY and the student.

2.3 ISU agrees to evaluate the clinical experience of STUDENT in cooperation with AGENCY.

**3. Services Provided.**

- 3.1 The services to be rendered by STUDENTS hereunder are such services as delineated on Schedule A.
- 3.2 Services shall be provided during the periods set forth on Schedule A.
- 3.3 Services rendered by a STUDENT may not exceed an average of 20 hours per STUDENT per week.

**4. Selection and Assignment of Students.** ISU reserves the right to select for and assign STUDENTS to AGENCY based upon the needs of the AGENCY and the availability of STUDENTS at ISU. ISU agrees to consult with AGENCY about the STUDENTS working with CORPORATION and to make recommendations as necessary and appropriate regarding the performance of the STUDENTS, and AGENCY reserves the right to terminate its relationship with STUDENTS should they conduct themselves in a fashion that is not in accord with the standards of the profession.

**5. Consideration.** For the initial two years of services provided, AGENCY agrees to pay ISU the sum of \$12,000 for each of 6 STUDENTS (with a 2% inflation increase every 2 years) to be assigned at AGENCY's Vigo County School Corporation Clinical Sites, for a total of \$290,880. This amount shall increase by a percentage of 2% at the start of the third contract year (September 2014). Payment is due to ISU Applied Medicine and Rehabilitation Department upon receipt of an annual invoice in September. Payment schedule is as follows: September 2012 (\$72,000), September 2013 (\$72,000), September 2014 (\$73,440), September 2015 (\$73,440).

**6. Term of Agreement.** This agreement commences on July 2, 2012 and continues for a period of four (4) years.

**7. Termination.**

7.1 Either party may terminate this agreement by giving notice to the other party fifteen days prior to the date of termination. If the agreement is terminated prior to its otherwise intended term, then ISU shall pro-rate the fee set forth in paragraph 5 above, charging AGENCY for such days services were actually rendered hereunder. If the AGENCY plans to terminate the agreement for an upcoming academic year, it must be done prior to February of that year.

7.2 In the event that STUDENTS are not acceptable to AGENCY as set forth in paragraph 4 above, ISU shall be provided fifteen days within which to locate another STUDENT acceptable to AGENCY without being required to pro-rate the fee payable by AGENCY. In the event ISU is unable to provide such a replacement STUDENT during the required fifteen days, then the services for that Clinical Site shall be deemed terminated without the giving of notice as would otherwise have been required under paragraph 7.1

**8. Indemnification.** To the extent allowed by Indiana law, AGENCY hereby indemnifies and holds ISU harmless for any and all causes of action which may arise between them or between them and third parties as a result of this agreement or any services provided hereunder, including but not limited to actions alleging negligence or intentional misconduct by the STUDENT himself or herself. Both parties acknowledge that they stand in the relationship of independent contractors, and neither considers itself an employee or supervisor of the other or of the athletic trainer contemplated herein. AGENCY further agrees to include ISU and the STUDENTS as additional insured under its general liability insurance policy and will provide evidence of same in an amount, on a form, and in fashion acceptable to ISU before any services are provided hereunder.

**9. Notice.**

In the event that notice is required of either party hereunder, it shall be provided through first class United States mail addressed to the following:

**FOR ISU:** Dr. Jack C. Maynard, Provost and Vice President for Academic Affairs  
Parsons Hall 208  
Indiana State University  
Terre Haute, Indiana 47809

With a copy to:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**FOR AGENCY:** Rhonda Smith, Chief Nurse and VP Patient Care Services  
1606 N. 7<sup>th</sup> Street  
Terre Haute, IN 47804  
\_\_\_\_\_

This Agreement is dated this 2<sup>nd</sup> day of July, 2012.

**AGENCY:**

Rhonda Smith  
(Signature)

CNO/VP  
(Title)

**ISU:**

JCM  
(Signature)

Dean  
(Title)

Schedule A  
Attachment to Agreement between Indiana State University and Union Hospital

Academic Years: 2012-2013

Date: 7/2/12

Student Name: Elizabeth Houser

Clinical Site: Terre Haute North Vigo High School

Clinical Site Supervisor: Jed Arseneau

Name

Athletic Trainer

Title

812-462-4312

Telephone

ACI X

CI \_\_\_\_\_

Neither \_\_\_\_\_

Description of duties of student:

Please see standards set forth within the PPATEP Student Policy and Procedures Manual

Limitations on work periods of student:  
20 hours per week

The parties agree to be bound by the terms of the Clinical Affiliation Agreement between ISU and Union Hospital  
(Agency) entered into on July 2, 2012 (date).

ISU:

Name

DEAN, NHHHS

Title

Agency:

Name

Rhonda Smith  
Chief Nurse and VP  
Title Patient Care Services

Schedule A  
Attachment to Agreement between Indiana State University and Union Hospital

Academic Years: 2012-2013, 2013-2014

Date: 7/2/12

Student Name: Connor Barnes

Clinical Site: Terre Haute North Vigo High School

Clinical Site Supervisor: Jed Arseneau

Name

Athletic Trainer

Title

812-462-4312

Telephone

ACI X

CI \_\_\_\_\_

Neither \_\_\_\_\_

Description of duties of student:

Please see standards set forth within the PPATEP Student Policy and Procedures Manual

Limitations on work periods of student:  
20 hours per week

The parties agree to be bound by the terms of the Clinical Affiliation Agreement between ISU and Union Hospital  
(Agency) entered into on July 2, 2012 (date).

ISU:

Name

DEAN, NHHS  
Title

Agency:

Name

Rhonda Smith  
Title Chief Nurse and VP Patient Care Services



Schedule A  
Attachment to Agreement between Indiana State University and Union Hospital

Academic Years: 2012-2013, 2013-2014

Date: 7/2/12

Student Name: Jessica Edler

Clinical Site: Terre Haute South Vigo High School

Clinical Site Supervisor: Scott Kidder

Name

Athletic Trainer

Title

603-477-6012

Telephone

ACI X

CI \_\_\_\_\_

Neither \_\_\_\_\_

Description of duties of student:

Please see standards set forth within the PPATEP Student Policy and Procedures Manual

Limitations on work periods of student:

20 hours per week

The parties agree to be bound by the terms of the Clinical Affiliation Agreement between ISU and Union Hospital  
(Agency) entered into on July 2, 2012 (date).

ISU:

Name

DEAN, NHHHS

Title

Agency:

Name

Rhonda Smith

Title

Chief Nurse and VP

Patient Care Services

Schedule A  
Attachment to Agreement between Indiana State University and Union Hospital

Academic Years: 2012-2013, 2013-2014

Date: 7/2/12

Student Name: Nick Holtgrieve

Clinical Site: Terre Haute South Vigo High School

Clinical Site Supervisor: Scott Kidder

Name

Athletic Trainer

Title

603-477-6012

Telephone

ACI X

CI \_\_\_\_\_

Neither \_\_\_\_\_

Description of duties of student:

Please see standards set forth within the PPATEP Student Policy and Procedures Manual

Limitations on work periods of student:

20 hours per week

The parties agree to be bound by the terms of the Clinical Affiliation Agreement between ISU and Union Hospital (Agency) entered into on July 2, 2012 (date).

ISU:

[Signature]  
Name

DEAN, WHHS  
Title

Agency:

Rhonda Smith  
Name

Chief Nurse and VP  
Title Patient Care Services

Schedule A  
Attachment to Agreement between Indiana State University and Union Hospital

Academic Years: 2012-2013, 2013-2014

Date: 7/2/12

Student Name: Melissa Wassink

Clinical Site: West Vigo High School

Clinical Site Supervisor: Gregory MacDonald

Name

Athletic Trainer

Title

812-462-4282

Telephone

ACI X

CI \_\_\_\_\_

Neither \_\_\_\_\_

Description of duties of student:

Please see standards set forth within the PPATEP Student Policy and Procedures Manual

Limitations on work periods of student:

20 hours per week

The parties agree to be bound by the terms of the Clinical Affiliation Agreement between ISU and Union Hospital (Agency) entered into on July 2, 2012 (date).

ISU: [Signature]  
Name  
Dean, UNHS  
Title

Agency: Rhonda Smith  
Name  
Chief Nurse and VP  
Title Patient Care Services

Schedule A  
Attachment to Agreement between Indiana State University and Union Hospital

Academic Years: 2012-2013

Date: 7/2/12

Student Name: Cory Michael Townsend

Clinical Site: West Vigo High School

Clinical Site Supervisor: Gregory MacDonald

Name

Athletic Trainer

Title

812-462-4282

Telephone

ACI X

CI \_\_\_\_\_

Neither \_\_\_\_\_

Description of duties of student:

Please see standards set forth within the PPATEP Student Policy and Procedures Manual

Limitations on work periods of student:  
20 hours per week

The parties agree to be bound by the terms of the Clinical Affiliation Agreement between ISU and Union Hospital (Agency) entered into on July 2, 2012 (date).

ISU:

Name

[Signature]

DEAN, N.H.H.S.

Title

Agency:

Name

Rhonda Smith

Title

Chief Nurse and VP  
Patient Care Services

**Appendix N**  
**Recruitment Materials**

Dear Program Director and Prospective Student,

Indiana State University's Graduate Athletic Training Education Program was founded in 1972 and is one of the oldest athletic training programs in the United States of America. The program is internationally recognized for excellent research and alumni who are active in the athletic training profession. We have an extensive alumni network due to the long tradition of athletic training at ISU. They provide a valuable network for our current students.

Our program is accredited by the NATA-Graduate Review Committee (GRC) as a post-professional athletic training education program. It is a two year program that guides the student through academically challenging course work and the research process. It is supported by six experienced and enthusiastic faculty members that are diverse in their backgrounds and research experiences. Our program focuses upon three points of distinction in which to develop the students that graduate from the program. These points of distinction are: Leadership and Administration, Evidence Based Practice, and Athletic Training Educator.

Prospective students, I am delighted in your interest in our post professional graduate athletic training program and look forward to reviewing your application materials. In the meantime, you will find links to our on-line application, the Indiana State University School of Graduate Studies application, and other important information on our website and informational brochure. If you have any questions or want to discuss our program, please contact me at [susan.yeargin@indstate.edu](mailto:susan.yeargin@indstate.edu), 812-237-8232 or our admission coordinator Katie Yoder at [Katharine.Yoder@indstate.edu](mailto:Katharine.Yoder@indstate.edu), 812-237-3632.

Sincerely,

Susan Walker Yeargin, PhD, ATC

Graduate Program Director, Athletic Training

Indiana State University

567 N. 5th St

Sycamore Center for Wellness and Applied Medicine Building, Room 246

Terre Haute, IN 47809

## **NATA Posting Example**

### **Graduate Assistant Athletic Trainer**

**SALARY:** Tuition and stipend packages range from \$13,500 to \$18,900 for 10 months

**EMPLOYER:** Indiana State University

**LOCATION:** Terre Haute, Indiana

**EDUCATION:** Graduate from a CAATE accredited Entry Level Athletic Training Education Program or eligible to take the BOC exam.

**TYPE:** Part Time- Entry Level

**DISCIPLINE:** Allied Health

**JOB DESCRIPTION:** Ten month (August 1- May 31) graduate assistant appointment. Clinical assistantship placement is for the entire two years while you are enrolled in the program. You must be eligible for Indiana Athletic Training Licensure. We offer placements with NCAA Division I athletic and high school settings. You will be responsible for health care coverage at your appointed setting, helping with the accredited undergraduate program through clinical supervision, and classroom education.

*\*NOTE:* Currently **SIX** openings. International Candidates will be considered.

Additional Salary Information: Tuition waiver plus stipend ranges from \$13,500 to \$18,900 package. Summer stipend is available for select individuals.

**THE UNIVERSITY:** Founded in 1865, Indiana State University is comprised of the Colleges of Arts & Science, Business, Education, Nursing, Health and Human Services, Technology and Graduate and Professional Studies. Indiana State University is a comprehensive, research-intensive institution with degree programs ranging from Associate to Doctoral levels.

**LOCATION:** Terre Haute, a metropolitan community of approximately 60,000 people serving as a major retailing area for west central Indiana and east central Illinois, Terre Haute is home to five other colleges in addition to the University, and it is 70 miles from Indianapolis and 180 miles from Chicago, Cincinnati, Louisville and St. Louis.

**APPLICATION INFORMATION:** Please visit

<http://www.indstate.edu/athtrn/graduate/graduate-program-admission.htm> for more information and application details.

# INDIANA STATE UNIVERSITY

## ■ Graduate Athletic Training Program

### Program Overview .

Indiana State University's Graduate Athletic Training Program is internationally recognized and nationally accredited by the National Athletic Trainers' Association (NATA-PPERC). Graduates of the two-year program receive a Master of Science degree in Athletic Training. We have 100% placement of our graduates and have alumni in every athletic training setting including professional, college/university, clinical and industrial.

### Program Mission .

The mission of our post-professional Masters Athletic Training Education Program is to provide excellence in advanced professional preparation research, and community engagement. The Department supports student growth and the development of productive practitioners through Leadership, Evidence Based Practice & their role as educators.

Indiana State's long tradition of excellence in athletic training drew me to the University. Research is the foundation of graduate athletic training education. The faculty at Indiana State are excellent instructors in the classroom and the Research Laboratory.

— Jeff Otte, Alumni, Assistant Athletic Trainer, Minnesota Vikings

### Points of Distinction .

1. **Evidence Based Medicine:** Graduate students will become a competent evidence based medicine health care professionals. The student will demonstrate the ability to find, interpret and apply literature to treatments and diagnosis.
2. **Athletic Training Education:** Graduate students will become a competent educator of patients, students, administrators and other health care professionals.
3. **Leadership:** Graduate students will become a competent leader of clinical practice, education, administration and research.

### Research .

The purpose of the research experience is to increase the depth of knowledge in a specific area of athletic training. Students will work with one of the Graduate Program's seven (7) Doctoral trained faculty members. Diverse research is conducted by faculty and students in many areas of athletic training.

Graduate research is essential for growth of the student and the profession of athletic training. Students are encouraged to submit research for publication in recognized journals and may be presented at the National Athletic Trainers' Association's (NATA) yearly conference.

Working on my thesis has opened my eyes to the vast body of knowledge obtained through research and has provided me with the opportunity to learn about the process while making my own contribution to the literature.

— Amy McKenzie, ISU, Graduate Athletic Training Student



### Experience .

Professional experience is an integral part of the athletic training educational program at Indiana State University. The objective of this professional experience is to enhance a student's efficacy through experiences that allow student's to take responsibility for a team or teams, while still receiving some supervision from professional athletic trainers.

With this in mind, each student accepted into the Post-Professional Athletic Training Program is assigned to one of the following settings: NCAA Division I athletic team, high school athletics or teaching/rehabilitation assistantships. Assignments are based on past experiences, career goals and Department needs.

Graduate Athletic Training students are eligible for full or partial tuition waivers and stipends through graduate assistantships.

Graduate students will also gain experience supporting the CAATE accredited undergraduate program. Graduate students will act as C/A/Cs at their clinical sites and in the classroom. Graduate students assist with undergraduate coursework and create an environment that encourages stimulation and real scenario learning for students.



For more information, please visit:  
[www.indstate.edu/athtrn/graduate/graduate-education.htm](http://www.indstate.edu/athtrn/graduate/graduate-education.htm)

Or contact:  
Dr. Susan Yeurgin, Program Director  
(P) 812-237-5362  
(E) [Susan.Yeurgin@indstate.edu](mailto:Susan.Yeurgin@indstate.edu)



## Curriculum - Points of Distinction

	<i>Leadership</i>	<i>Athletic Training Education</i>	<i>Evidence Based Medicine</i>
ATTR 655 Graduate Clinical	■	■	■
ATTR 691 Research Methods		■	■
ATTR 625 Athletic Trainer Educator	■	■	
ATTR 660 Environmental Illnesses	■	■	■
ATTR 661 Evidence Based Rehabilitation of Kinetic Chain		■	■
ATTR 675 Therapeutic Modalities	■	■	■
ATTR 656 Graduate Clinical II	■	■	■
ATTR 626 Administration and Leadership	■	■	
Statistics			■
ATTR 699 Thesis or ATTR 698 Research Hours	■	■	■
ATTR 662 Evidence Based Diagnosis of Injuries		■	■
ATTR 676 Manual Therapy		■	■

## Post-Professional Athletic Training Education Program

### Program Overview

Indiana State University's Graduate Athletic Training Program is internationally recognized and nationally accredited by the National Athletic Trainers' Association (NATAPPERC). Graduates of the two-year program receive a Master of Science degree in Athletic Training. We have 100 percent placement of our graduates and have alumni in every athletic training setting including professional, college/university, clinical, physician extender and industrial. Students have the opportunity to learn in an inter-professional environment with medical students, physician assistant students and physical therapy students.

### Program Mission

The mission of our post-professional Masters Athletic Training Education Program is to provide excellence in advanced professional preparation research and community engagement. The department supports student growth and the development of productive practitioners through leadership, evidence based practice and their role as educators.



### Points of Distinction

- **Evidence Based Medicine:** Graduate students become competent as evidence based medicine health care professionals. Students demonstrate ability to find, interpret and apply literature to treatments and diagnosis.
- **Athletic Training Education:** Graduate students become competent as educators of patients, students, administrators and other health care professionals.
- **Leadership:** Graduate students become competent as leaders of clinical practice, education, administration and research.

### Experience

Professional experience is an integral part of the athletic training educational program at Indiana State University. The objective of this professional experience is to enhance a student's efficacy. Students are responsible for a team or teams, while receiving guidance from seasoned athletic trainers.

Students accepted into the Post-Professional Athletic Training Program are assigned to one of the following settings: NCAA Division I athletic team, high school athletics or teaching/rehabilitation assistantships. Assignments are based on past experiences, career goals and Department needs.

Graduate students gain experience supporting the CAATE accredited undergraduate program. Graduate students will act as CIs/ACIs at their clinical sites and in the classroom. Graduate students assist with undergraduate coursework and create an environment that encourages stimulation and real scenario learning for students.



### Research

The purpose of the research experience is to increase the depth of knowledge in a specific area of athletic training. Students will work with one of the Graduate Program's seven (7) Doctorally-trained faculty members. Diverse research is conducted by faculty and students in many areas of athletic training.

Graduate research is essential for growth of the student and the profession of athletic training. Students are encouraged to submit research for publication in recognized journals and may be presented at the National Athletic Trainers' Association's (NATA) yearly conference.

### Financial Resources

Graduate Athletic Training students are eligible for full or partial tuition waivers and stipends through graduate assistantships.

### Contact Information

Susan Yeargin PhD, ATC  
Program Director, Athletic Training  
Assistant Professor  
Department of Applied Medicine and Rehabilitation  
Indiana State University  
812-237-3962  
susan.yeargin@indstate.edu



# Graduate Athletic Training Program

## Curriculum—Points of Distinction

	Leadership	Athletic Training Education	Evidence Based Medicine
ATTR 625 Athletic Trainer Educator (3 credits)	■	■	
ATTR 626 Leadership and Administration in Athletic Training (3 credits)	■	■	
ATTR 655 Clinical Experience in Athletic Training I (2 credits)	■	■	■
ATTR 656 Clinical Experience in Athletic Training II (2 credits)	■	■	■
ATTR 660 Environmental Illnesses (3 credits)	■	■	■
ATTR 661 Evidence Based Rehabilitation of the Kinetic Chain (3 credits)		■	■
ATTR 662 Evidence Based Diagnosis of Othropic Injuries (3 credits)		■	■
ATTR 675 Therapeutic Modalities (3 credits)	■	■	■
ATTR 676 Manual Therapy (3 credits)		■	■
ATTR 691 Research Methods (3 credits)		■	■
ATTR 698 Research Project or ATTR 699 Master's Thesis (6 credits)	■	■	■
EPSY 612 Statistical Methods (3 credits)			■
<b>Total—37 credits</b>			

*"Working on my thesis has opened my eyes to the vast body of knowledge obtained through research and has provided me with the opportunity to learn about the process while making my own contribution to the literature."*

—Amy McKenzie, ISU Student, Graduate Athletic Training



**Appendix O**  
**Contract Agreement Letters**



March 21, 2012

Dear \_\_\_\_\_,

Congratulations! Pending your acceptance to the College of Graduate and Professional Studies, you have been accepted into the Post Professional Athletic Training Education Program at Indiana State University. In addition, you have been awarded a two-year assistantship at \_\_\_\_\_. You are awarded a stipend of \$8,150 for the academic year and a stipend of \$1,000 for August and May. Additionally, you are awarded a \_\_\_\_\_ credit tuition waiver in the fall and \_\_\_\_\_ tuition waiver in the spring with \_\_\_\_\_ residency status.

To finalize this appointment, you will need to complete the attached acceptance letter and return by April 16<sup>th</sup>. Please sign, scan and then e-mail the acceptance letter in return. Our Department will e-mail further information to you regarding orientation and registration at the end of April.

Again, congratulations and welcome to our program. We are excited to have you as part of the ISU tradition. If you have any questions, I can be reached by phone (812) 237-3962 or e-mail [susan.yeargin@indstate.edu](mailto:susan.yeargin@indstate.edu).

Sincerely,

Susan Walker Yeargin, PhD, ATC

Director, Graduate Athletic Training Program

Please check the boxes below to indicate your intention regarding the program and assistantship and return through email by April 16<sup>th</sup>, 2012.

- ☐ I will enroll in ISU's Graduate Athletic Training Program beginning Summer II, 2012.
  - ☐ I understand I must follow and enroll in the graduate athletic training program course requirements sequence each semester.
  - ☐ I understand that I am being provided stipend and tuition waiver as specified in the above letter. I understand these monies are dependent upon external contract and internal CGPS funding, that have the ability to change annually.
  - ☐ I understand that ISU tuition is not included in the GA stipend, and I need to pay any differences in tuition (if applicable) to the University depending on the tuition waiver provided in the agreement.
  - ☐ I understand that I am responsible, by University Policy, for the following student fees: approximately \$595 per semester (\$55/Cr building fee x9 Cr= \$495 and \$100 Recreation Center fee). This estimate is based on current fees and is subject to change prior to you attending Indiana State University.
- ☐ I accept the offer of a graduate assistantship at the above mentioned clinical site for two years (Fall 2012-Spring 2014)
  - ☐ I understand that I must pass the Board of Certification Exam by January of 2013 or will lose my tuition waiver and stipend agreement.
  - ☐ I understand that I must become licensed in the State of Indiana by September of 2012 or will risk losing my tuition waiver and stipend agreement.
  - ☐ I understand that to retain the assistantship and remain in the Graduate Program, I will be expected to remain enrolled (Fall 2012-Spring 2014) in good academic standing by maintaining a 3.0 GPA each semester throughout the Program and obtaining a C or better in each course within the curriculum. I understand if I do not meet the GPA or course grade criteria each semester, my tuition waiver and stipend agreement will be terminated.
  - ☐ I understand that to retain the assistantship, I must be enrolled in ATTR 655 (Summer 2012) and 656 (Summer 2013), a 0-credit unit course series, in order to receive a stipend in August (1<sup>st</sup> through 23<sup>rd</sup>) and May (5<sup>th</sup> through 30<sup>th</sup>).
  - ☐ I understand that part of my assistantship will include undergraduate course assistance in the classroom and/or for open laboratory practice.
  - ☐ I understand that to retain my assistantship, I must have satisfactory performance in my position and follow the NATA Code of Ethics. I understand unsatisfactory performance of the assigned duties of a graduate assistantship will be grounds for termination (tuition waiver and stipend) of the appointment at any time at the discretion of the Department.

- ☐ I understand that I must arrive for my assistantship orientation and pre-season involvement the last week of July. We will notify you of the specific dates with several months notice.

Printed Name \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_





April 6, 2012

Dear \_\_\_\_\_,

Welcome back to the Post Professional Athletic Training Education Program at Indiana State University. Our program has recently been supported with more funding. As a result, we can update your tuition and stipend for the 2012-2013 academic year. This is not effective till August 1<sup>st</sup> 2012. You are awarded a stipend of \$8,150 for the academic year and a stipend of \$1,000 for August and May. Additionally, you are awarded a \_\_\_\_\_ credit tuition waiver in the fall and \_\_\_\_\_ tuition waiver in the spring with \_\_\_\_\_ residency status.

To finalize this appointment, you will need to sign this letter in acknowledgement and acceptance of the above offer and return by April 30<sup>th</sup>. All statements regarding assistantship retention, academic standing, and enrollment from your original agreement letter still stands. If you would like a copy of this original letter please let our administrative assistants know.

We are excited to have you return as part of the ISU tradition. If you have any questions, I can be reached by phone (812) 237-3962 or e-mail [susan.yeargin@indstate.edu](mailto:susan.yeargin@indstate.edu).

Sincerely,

Susan Walker Yeargin, PhD, ATC

Director, Graduate Athletic Training Program

Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_



**Appendix P**  
**Interview Materials**

### ***ISU Post-Professional Graduate Athletic Training Education Program***

Thank you for taking the time to complete Indiana State University's Post-Professional Graduate Athletic Training Education Program application. We ask that you fill out this **application** and upon its completion, directly email the Word document to Katie Yoder at [Katharine.Yoder@indstate.edu](mailto:Katharine.Yoder@indstate.edu). Please save the completed document as: *LASTNAME\_PATEP.doc*.

---

#### **Personal Information**

First Name:

Last Name:

Permanent Address:

City:

State:

City:

Email Address:

Cell Phone Number:

#### **Educational Information**

University/College Currently Attending:

Major: ☐ Athletic Training ☐ Kinesiology OTHER:

Minor (if applicable):

GPA:

Graduation Date (may be expected):

*Additional*, University/College Attended:

Major: ☐ Athletic Training ☐ Kinesiology OTHER:

Minor (if applicable):

GPA:

#### **GRE**

Verbal:

Quantitative:

Written Analytical:

\*If GRE has not been taken, indicate date in which you plan to complete exam:

***NOTE: Both versions of the GRE are accepted ("old" and New 2011 Pattern). The GRE must be complete prior to January 1, 2012.***

## BOC Certification

☐ YES ☐ NO

Date of Certification:

\*If **NO**, expected completion date:

## Additional Certifications

**Name** of Certification:

**Date** of Certification:

**Name** of Certification:

**Date** of Certification:

**Name** of Certification:

**Date** of Certification:

## Personal Narratives

In the two spaces below, please consciously answer the questions which address both your previous experience and mentorship.

Please describe a specific example of an acute or chronic injury that you evaluated, diagnosed, and managed/treated. Then provide your strengths and weakness as a clinician while helping with this injury.

Please describe a specific mentor that has helped shape you as an athletic trainer. Give an example of how the mentor has helped you grow as an athletic trainer. Also provide what interpersonal skills you would bring to our program.

**INDIANA STATE UNIVERISTY  
POST PROFESSIONAL GRADUATE ATHLETIC TRAINIGN EDUCATION PROGRAM  
APPLICATION EVALUATION**

**Candidate Name** \_\_\_\_\_

**Date** \_\_\_\_\_

<b>Evaluation Item</b>	<b>Unacceptable</b>	<b>Average</b>	<b>Good</b>	<b>Strong</b>	<b>Excellent</b>	<b>Total</b>
GPA	Below 2.75 1 point	2.76-3.0 2 points	3.01-3.5 3 points	3.51-3.75 4 points	3.75 and above 5	
Recommendations	1	2	3	4	5	
Personal Narratives	1	2	3	4	5	
Resume- Educational Strengths	1	2	3	4	5	
Resume- Clinical Experience Strengths	1	2	3	4	5	
Resume- Other Experience Strengths	1	2	3	4	5	
Additional Certifications	NO	YES				
0	0	1				
CSCS	0	1				
EMTB	0	1				
CPR instructor	0	1				
BOC Certified	0	1				
Other						
GRE Scores	None Available 0	“Low Score” 2			“High Score” 5	
Overall Application Evaluation	1	2	3	4	5	
<b>TOTAL SCORE</b>						<b>/40</b>

**Comments:**

**Evaluator** \_\_\_\_\_

**Date Evaluated** \_\_\_\_\_



Dear ISU Post Professional Athletic Training Education Program Colleagues,

We have a great pool of applicants (45) for the Graduate class that will be starting in the Fall of 2012. We are excited to use your input on their application strengths and appreciate your willingness to help assess our candidates. Please evaluate the attached zip files and provide your top ten candidates along with any comments you wish to include on the following sheet. Some items which you may want to consider while reviewing the applications are:

- GPA
- Academic Background
- Resume Strength (Education, Clinical, and Other)
- Resume Variety
- Certifications
- Personal Narratives
- GRE Scores
- Future goals

Your opinion will help us determine interview decisions, program acceptance, assistantship offers and assistantship placement. Please scan and email your results to Susan Yeargin at [susan.yeargin@indstate.edu](mailto:susan.yeargin@indstate.edu) or send in the paper rank form no later than **January 16<sup>th</sup> at 10:00am**. Any questions please let me know.

Sincerely,

Susan Yeargin, PhD, ATC  
Graduate Program Director  
Indiana State University

*Graduate Admissions Committee*

Lindsey Eberman  
Matt Gage  
Mitch Wasik  
Brad Yeargin  
Susan Yeargin (Chair)



**POST PROFESSIONAL GRADUATE ATHLETIC TRAINING EDUCATION PROGRAM  
APPLICATION EVALUATION, 2012**

Evaluator Name \_\_\_\_\_

Institution \_\_\_\_\_

Date: \_\_\_\_\_

<b>Applicant Name</b>	<b>Comments</b>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

***ISU Post-Professional Graduate Athletic Training Program Applicant Evaluation***

Dear Reference,

Thank you for taking the time to evaluate an applicant to ISU's Post-Professional Graduate Athletic Training Program. We ask that you fill out the **evaluation form**, located on page two, honestly and upon its completion, directly email to Katie Yoder ([Katharine.Yoder@indstate.edu](mailto:Katharine.Yoder@indstate.edu)).

*The form will be kept confidential and will only be used to better evaluate our applicants during the admissions process.*

Thank you for helping us comprehensively evaluate our program's applicants. If you should have any questions or would like more information about our program, please don't hesitate to call (812-237-3632) or email ([Katharine.Yoder@indstate.edu](mailto:Katharine.Yoder@indstate.edu)) us at any time.

Best Regards,

**Katie Yoder**

*Student Services Coordinator, DPT, MS and BS-AT Programs*  
Department of Applied Medicine and Rehabilitation  
Indiana State University  
Terre Haute, IN 47809  
812-237-3632 P  
[katie.patterson@indstate.edu](mailto:katie.patterson@indstate.edu)

---

**DATE:**

**Evaluator's Name:**

Daytime Phone Number:

Email Address:

Position:

Institution:

**Applicant's Name:**

How long have you known the applicant?

In what capacity:

*In the space below, please concisely answer the questions which reference the applicant's abilities and personal skills.*

Describe the applicant's clinical and/or educational strengths and weaknesses.

Please provide any additional information regarding the applicant's interpersonal skills.

*\*Please continue to the following page.*



*In the grid provided below, please evaluate the applicant and his/her capabilities.*

	<b>Top 2%</b>	<b>Top 10%</b>	<b>Top 25%</b>	<b>Top 50%</b>	<b>N/A</b>
<i>Injury Evaluation</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Treatment Techniques</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Strength and Conditioning</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Rehabilitation</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Modality Use</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Record Keeping</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Athletic Training Administration</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Knowledge of Athletic Training/Sports Medicine</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>General Scholarly Ability</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Analytical Ability</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Written Communication Skills</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Clinical Competence</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Interpersonal Skills</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Potential as a Researcher</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Predicted Success in Athletic Training</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Predicted Success as a Clinical Instructor</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Please rate your recommendation of the applicant:*

- ☐ Recommend enthusiastically
- ☐ Recommend with confidence
- ☐ Recommend
- ☐ Recommend with reservation

**THANK YOU!**



### Applicant Skype Evaluation

Interviewee: \_\_\_\_\_ Interviewer: \_\_\_\_\_ Date \_\_\_\_\_

<b>Interview Question</b>	<b>Unacceptable</b>	<b>Average</b>	<b>Good</b>	<b>Strong</b>	<b>Excellent</b>	<b>Total</b>	<b>Comments</b>
<b>Why did you choose to apply to ISU?</b> <ul style="list-style-type: none"> <li>- Researched ISU</li> <li>- Articulates answer</li> <li>- Provides specific examples/reasons</li> </ul>	1	2	3	4	5		
<b>Where do you see yourself in this profession in the future and how do you intend to get there?</b> <ul style="list-style-type: none"> <li>- Articulates answer</li> <li>- Provides specific professional goals/settings</li> <li>- Provides a plan or timeline</li> </ul>	1	2	3	4	5		
<b>What are you seeking to obtain from the Post Professional Athletic Training Education Program?</b> <ul style="list-style-type: none"> <li>- Articulates answer</li> <li>- Provides specific reasons/examples</li> <li>- Researched ISU</li> </ul>	1	2	3	4	5		
<b>What will you bring to ISU's PPATEP?</b> <ul style="list-style-type: none"> <li>- Articulates Answer</li> <li>- Provides specific qualities, skills, or ideas</li> </ul>	1	2	3	4	5		
<b>What are your research ideas when you arrive at ISU and why are you interested in them?</b> <ul style="list-style-type: none"> <li>- Articulates Answer</li> <li>- Researched ISU</li> <li>- Provides general ideas/topics</li> <li>- Provides reasoning why</li> </ul>	1	2	3	4	5		
<b>Questions for us?</b> <ul style="list-style-type: none"> <li>- Articulates questions clearly</li> <li>- Questions were prepared</li> <li>- Questioned were purposeful</li> <li>- Researched the Program</li> </ul>	1	2	3	4	5		
	<b>Total</b>						

What are your hobbies or how do you relax? \_\_\_\_\_

What assistantship positions are you interested in? \_\_\_\_\_

## **Appendix Q**

### **College of Graduate and Professional Studies Capacity Report**

Graduate Program Capacity Survey - Fall 2011

College	CIP Desc	Deg	2011 Capacity	2005 Base Capacity	Fall 11	5-Year High	Remaining Raw Capacity [Cap-Fall 11]	Alternate Capacity Metric A (Cap-Syr)	Alternate Capacity Metric B [Cap-Instructional]	GA+ Notes From Colleges & Programs
BCOE	Curriculum and Instruction	Must	20	20	16	18	4	2	4	0
BCOE	Curriculum and Instruction	Doct	95	77	97	97	0	-2	-4	2
BCOE	Educational Ldrshp & Adm, Gen	Must	60	80	38	61	22	-1	22	0
BCOE	Educational Ldrshp & Adm, Gen	EdS	50	20	34	52	18	-2	16	0
BCOE	Educational Ldrshp & Adm, Gen	Doct	120	90	122	122	0	-2	-10	Higher ed needs GA positions for a NEW campus based internship 8 model-administrative GA positions
BCOE	School Media Services (Ed Tech)	Must	60	120	25	62	35	-2	35	0
BCOE	Special Education	Must	20	20	16	20	4	0	4	0
BCOE	Counseling and Guidance	Must	40	40	22	43	18	-3	18	0
BCOE	College Student Personnel Adm	Must	75	66	72	77	3	-2	3	0
BCOE	Elementary Education	Must	30	55	14	26	16	4	16	0
BCOE	Early Childhood Educ & Tch	Must	N/A	N/A	N/A	N/A	N/A	N/A	N/A	no longer valid
BCOE	Agency Counseling	Must	30	50	23	34	7	-4	6	1
BCOE	School Psychology	Must	15	42	5	9	10	6	6	4 Linked to EdS (30 combined)
BCOE	Educational Psychology	EdS	15	31	31	31	-16	-16	-16	0 Linked to Mast program (30 combined)
BCOE	Communication Disorders	Must	30	39	31	32	-1	-2	-2	1
BCOE	Counseling and Guidance	Doct	30	N/A	43	68	13	N/A	-13	Transition-Admissions halted in one sub-program Govts. Ed. Prior figures not applicable as phase out continues. Could go to 45 with 0 an additional faculty member.
CAS	Communications	Must	35	30	10	25	25	10	10	4
CAS	Computer Science	Must	50	N/A	39	43	11	7	7	4
CAS	Mathematics	Must	50	60	5	37	45	13	41	4
CAS	Science Education	Must	N/A	N/A	N/A	N/A	N/A	N/A	N/A	no longer valid
CAS	Languages/Literature/Linguist	Must	40	60	39	41	1	-1	1	0
CAS	Spanish	Must	N/A	N/A	N/A	N/A	N/A	N/A	N/A	no longer valid
CAS	English	Must	40	40	29	29	11	11	6	5 Tuition waiver for out of state needed
CAS	Interdisciplinary Studies	Must	N/A	N/A	N/A	N/A	N/A	N/A	N/A	no longer valid
CAS	Life Sciences	Must	see below	see below	16	27	see below	see below	see below	N/A
CAS	Life Sciences	Doct	see below	see below	23	25	see below	see below	see below	N/A
CAS	Life Sciences-Doct MS/PhD	Combined	63	82	39	52	24	11	14	10 required to reach capacity.
CAS	Geology/Earth Science, General	Must	see below	see below	9	12	see below	see below	see below	0
CAS	Geography	Must	see below	see below	4	17	see below	see below	see below	0
CAS	Geography	Doct	see below	see below	8	16	see below	see below	see below	0
CAS	Eds Dept: Genl/Genl M/PhD	Combined	35	60	21	45	14	-10	8	6 15 assistantships needed, 9 already funded by ISU
CAS	General Psychology	Must	10	7	10	13	0	-3	-2	2
CAS	Clinical Psychology	Doct	43	42	43	46	0	-3	-4	4 Additional clinical faculty position-Competitive GA stipends Additional faculty needed to expand and obtain N4SPAA
CAS	Public Administration	Must	55	49	48	57	7	-2	7	0 accreditation
CAS	Criminology	Must	115	130	115	147	0	-32	0	Focusing on quality and responding to signal demand
CAS	Political Science	Must	N/A	N/A	2	9	N/A	N/A	N/A	Transition-Phase Out
CAS	Art	Must	see below	see below	6	8	see below	see below	see below	0
CAS	Fine/Studio Arts, General	Must	see below	see below	31	31	see below	see below	see below	0
CAS	Art MA/MFA Combined	Must	40	43	37	39	3	1	-1	4
CAS	Music Performance, General	Must	30	40	18	21	12	9	8	4
CAS	History, General	Must	25	50	13	21	12	4	9	3 More tuition waiver for out of state students needed
CNHHS	MS in Recreation	Must	50	40	43	43	7	7	3	4
CNHHS	Physician Assistant	Must	30	N/A	29	0	1	30	1	0 New Program-30 per cohort (attition 1.2 annually)
CNHHS	Athletic Training/Trainer	Must	18	20	22	22	0	-4	-4	0 More competitive stipends needed, local market saturated
CNHHS	Nursing	Must	275	140	254	271	21	4	21	0 Based on 5-year high, Could expand 25 with 1 faculty position
CNHHS	Nursing	CLG	25	N/A	28	25	0	0	-3	0
CNHHS	Nursing, Other	Doct	20	N/A	15	0	5	20	5	0 New Program, Based on KCHE proposal projected FTEs
CNHHS	Physical Education	Must	35	70	30	34	5	1	5	0 No data provided- Based on 5 year high
CNHHS/COT	Health and Safety Education-CNHHS	Must	35	see below	see below	see below	see below	see below	see below	6 CNHHS Faculty needed-1 position
CNHHS/COT	Health and Safety Education-COT	Must	45	see below	see below	see below	see below	see below	see below	4 Based on discussion with Dean Sims 10/4/11
CNHHS/COT	Health & Safety-Combined	Must	70	25	61	61	9	9	-1	10 Transition Issue Co/CNHHS

**Appendix R**  
**Program and Student Files**





**Appendix S**

**Grauduation Placement Reports**





