

Final Proposal

YOUNGSTOWN STATE UNIVERSITY
BITONTE COLLEGE OF HEALTH AND HUMAN SERVICES

MASTER OF ATHLETIC TRAINING

Submitted for CCGS Approval: September 8, 2015

Prepared and Submitted By the Program Development Advisory Committee:

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TABLE OF CONTENTS

1. Designation and rationale of the new degree program	3
2. Description of the proposed curriculum	3
3. Administrative arrangements for the proposed program	5
4. Evidence of need for the new degree program	6
5. Prospective Enrollment	8
6. Special efforts to enroll and retain underrepresented groups in the proposed discipline	8
7. Availability and adequacy of the faculty and facilities	8
9. Projected Additional Costs and Proposed Budget	9
Appendices:	11
Appendix A: Curriculum Advising Sheet & Rotation Schedule	11
Appendix B: Curriculum Advising Sheet for the Proposed Post-baccalaureate MAT Degree	18
Appendix C: Proposed Graduate Prerequisites for the MAT Degree & Technical Standards	20
Appendix D: Clinical Observation Hours.....	28
Appendix E: Letters of Support for the Proposed MAT Degree	30
Appendix F: Proposed Number of Students at Clinical Sites	35
Appendix G: Course Descriptions.....	37
Appendix H: Needs Assessment Results.....	41
Appendix I: CCGS Comments to Initial Proposed MAT Degree.....	43
Appendix J: Curriculum Vitae for Program Development Advisory Committee	47

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

The Bitonte College of Health and Human Services proposes a new master's degree program in Athletic Training to begin Fall 2016, culminating in an entry-level Master of Athletic Training (MAT).

Athletic trainers are health care professionals who work with physicians to provide preventative and emergency care, clinical diagnoses, therapeutic interventions and rehabilitation programs for injuries and medical conditions. Athletic trainers work with various populations including but not limited to: college, professional, secondary school, youth athletes, dancers, musicians, and military personnel.

Athletic trainers improve patient functional and physical outcomes; specialize in patient education to prevent injury/re-injury thereby reducing rehabilitative and other health care costs; and are capable of working in different settings: schools, physician clinics, hospitals and manufacturing plants. Athletic training is a growing profession as more people become aware of the purpose an athletic trainer serves in the community.

YSU's Athletic Training Program will provide the educational tools so that graduates will be able to identify and diagnose athletic-related injuries and provide adequate, efficient and proper patient care with physician supervision. Having the ability to enroll AT students in the masters program with the multitude of other healthcare professionals in the Youngstown area will ensure an interprofessional education approach while in training and lead to sports medicine teams that are well blended and ready to practice together in all healthcare settings.

2. Description of the proposed curriculum.

YSU will structure its Athletic Training (AT) program with two options to accommodate students with and without a Bachelor's degree. The first option is a 4+1 program where students receive both a Bachelor of Science in Exercise Science degree and a MAT degree from Youngstown State University in five years. In this scenario, students will spend the first six semesters completing undergraduate credits (90 credits) and the final two semesters accumulating 30 credits in the AT curriculum. Courses taken during the final undergraduate year will be swing courses that will allow students in this curricular track to earn graduate level credits. After these four years, the student will have accumulated 120 credits and will graduate with a Bachelor of Science in Exercise Science. Students will then apply to the Graduate School at YSU for acceptance into the final year of the MAT program. During the last year, students will complete the remaining requirements that include 30 additional credit hours in order to be awarded the MAT degree. See Appendix A for the proposed curriculum that aligns with current standards upheld by the accrediting body of the Commission on Accreditation of Athletic Training Education (CAATE).

For the second option, students that already have their undergraduate degree will apply directly to the Graduate School at YSU for acceptance into the MAT program. The student will be required to then take the 60 credit hours required for the accredited program. See Appendix B for the proposed curriculum.

All MAT courses, as well as the curriculum, were first presented to the University Curriculum Committees for approval October 2014. The curriculum reflects the domains, proficiencies, and skills needed for the supervised practice of athletic training.

Students will be expected to move through the program in a cohort fashion after entering the program during the Fall semester. During the Fall semester of their first year, students will take three foundational courses: 1) basic athletic training lab – taping and wrapping skills (MAT 6900), 2) evaluation and management of the lower extremity (MAT 6915), 3) psychosocial aspects of athletic related injuries (MAT 6905), and 4) a body system gross anatomy (BIOL 58** + Lab). We are currently working with the Biology department to develop a gross anatomy course specific for athletic training students.

During the Spring semester of their first year, there will be three more foundational courses: 1) organization and administration of athletic training (MAT 6935), 2) evaluation and management of the upper extremity (MAT 6925), 3) therapeutic modalities (MAT 6920): the physical, physiological and therapeutic factors associated with therapeutic modalities.

During the second year of the program, other didactic courses include: a course of evidence-based practice/research (MAT 6950), two semesters of capstone projects (MAT 6985 & 6990) – original research working with an advisor, advanced seminar (MAT 6975) – preparation for certification exam, therapeutic exercise (MAT 6940) – learning rehabilitation protocols for athletic related injuries, general medical conditions (MAT 6945), pharmacology (MAT 6970), and advanced perspectives (MAT 6965) – exploring the identification and treatment of athletic injuries. CAATE standards to be completed throughout the program will be achieved in the listed coursework; and, in lieu of CAATE revising current standards, updated standards will be implemented as they become available.

During the clinical practicum portion of the curriculum, students will rotate through four required 15-week (~300 hours) experiences with the total clinical rotation accumulating to ~1,200 hours (MAT 6910, 6930, 6960, 6980).

Many clinical departments and subspecialties in the Youngstown, Ohio area, have indicated an interest in having students rotate in their programs.

The overarching program outcome goals are for students to:

1. Communicate in a clear and effective manner with people from various sociocultural backgrounds, both verbally and in writing;
2. Demonstrate critical thinking, professional decision making and/or psychomotor skills necessary for safer and competent practice;
3. Integrate evidence-based practice and scholarship in making and prioritizing professional decisions.

The curriculum is focused on achieving the following student learning goals:

1. Integrate foundational knowledge from anatomy and physiology to differentiate the treatment and prevention of injuries, and determine best route of care.

2. Determine, obtain, and interpret appropriate diagnostic tests and measures to make injury diagnoses;
3. Determine and implement appropriate patient management for injury and injury prevention across the age continuum in all clinical and athletic settings, using current scientific evidence and professional decision making;
4. Demonstrate effective skill in all written and verbal communications.

3. Administrative arrangements for the proposed program: department and school or college involved.

The proposed degree program will be housed within the Department of Human Performance and Exercise Science in the Bitonte College of Health and Human Services. The program will be administered through cooperative efforts of both the Department of Human Performance and Exercise Science and the School of Graduate Studies and Research at Youngstown State University. The Bitonte College of Health and Human Services oversees several graduate programs including Masters degrees in Public Health, Nursing, and Criminal Justice, as well as a Doctoral degree in Physical Therapy. Each program is responsible for oversight of curriculum development and monitoring. Each student is assigned a faculty advisor from the program to monitor progress and deal with program specific concerns. Having the MAT degree program housed in the Bitonte College of Health and Human Services with other health care professions will allow for interprofessional education. All students within health professions programs have similar science backgrounds, however, each profession has a unique subset of skills. These differences will allow students from each health profession to learn from one another and will cultivate collaborative practice to provide the best patient care.

Student applicants for the 4+1 entry-level Master program will be admitted through the undergraduate admission process and then undergo a departmental structured admissions process at year 3 to determine if they meet the prerequisites to begin the first year of AT courses. This acceptance at the undergraduate level to the upper division courses will in no means indicate guaranteed acceptance into the final year of AT courses. If at year 3 in the Exercise Science degree, a student applies for, but is not accepted to the upper division AT courses, they will need to take courses outside the AT courses in order to complete their undergraduate degree. The final year of AT courses will be determined by acceptance by the School of Graduate Studies and Research at YSU. If the student does not get accepted, they will graduate with the Bachelor's degree in Exercise Science and not the MAT.

Students who already have an undergraduate degree but want to apply to the 2 year MAT graduate program will be expected to meet the minimum admission criteria of the Graduate School and program specific requirements including certain prerequisites (Appendix C) with a minimum 3.0 GPA. We expect the program to be highly competitive with enrolled students exceeding all minimum requirements.

Regardless of how students enter the MAT program, all students will be required to accumulate 50 hours of direct AT observation under the supervision of a BOC certified AT (Appendix D) before acceptance into the program.

4. Evidence of need for the new degree program, including opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.

The Bureau of Labor Statistics (BLS) predicts that as people become more aware of sport-related injuries, the demand for athletic trainers will increase, most significantly in colleges, universities, and youth leagues. The need for this increase is apparent in the following statistics:

1. Employment of athletic trainers is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations.
 - a. The occupation has changed over the 2002-12 decade as athletic trainers have taken on more administrative responsibilities, have adapted to new technology, and worked with larger populations. The profession is expected to continue to change as more responsibilities are assigned to athletic trainers and athletic trainers project their future in health care.
2. Athletic trainers' increased licensure requirements and regulations have led to greater acceptance of their role as qualified healthcare providers.
3. In 2006, the National Electronic Injury Surveillance System (NEISS) reported over half a million injuries just for basketball. Another two million were associated with bicycling, football, and other sports. According to Ohio Athletic Trainers' Association, there is a shortage of therapy providers nationwide which results in longer wait times for access to care and more chronic illnesses/ailments as a result.
 - a. ATs provide a cost effective, viable solution to fill a shortage in our healthcare system.
 - b. ATs are a resource to provide consumers with the services they need to resume healthy, productive lives and reduce the risk of chronic injury and reoccurrence.
4. Demographic trends reflect that the population is living longer and remaining active in their later years:
 - a. Injuries related to athletic activities of middle-aged adults were the result of 488 million hours of restricted work in 2002. This is another example of the importance of AT's role in healthcare settings.

(https://www.oata.org/documents/resources/The_Role_of_the_Athletic_Trainer_A_A615E784DE7E1.pdf)

In order to work as an AT, students must graduate with a Bachelor or Master degree from an accredited athletic training education program. The accrediting body is the Commission on Accreditation of Athletic Training Education (CAATE). In addition, ATs must pass a comprehensive test administered by the Board of Certification (BOC). Ongoing continuing education is required to maintain this certification. Finally, ATs must register and obtain a license in the state of Ohio to work under the direction of a physician.

The CAATE has mandated that all current undergraduate athletic training education programs transition to a masters degree level. This decision was publicly announced in May 2015 and all current undergraduate athletic training programs will be required to be at the masters level by 2022 A masters degree program allows the learner to expand the depth and breadth of the applied, experiential, and propositional knowledge and skills of athletic trainers through didactic, clinical, and research experiences.

Both Professional and Post-Professional Programs exist at the Master degree level. **Professional Programs** (i.e., entry-level) lead to eligibility to sit for the Board of Certification (BOC) examination and to enter the profession of athletic training. This program is ideal for students who do not already have an undergraduate degree in AT or would prefer that their graduate degree be in something other than AT. **Post-Professional Degree Programs** lead to a post-baccalaureate degree for students that already have a Bachelor degree in Athletic Training and have passed the BOC exam. Currently, there are only three Master degree AT programs in Ohio that have received the Commission on Accreditation of Athletic Training (CAATE) accreditation: one Professional and two Post-Professional.

University of Findlay, Professional
University of Toledo, Post Professional
Ohio University, Post Professional

If approved, Youngstown State University will have the only accredited entry-level MAT program in Northeast Ohio/Eastern Ohio/Northwest Pennsylvania. The state of Ohio has 26 athletic training programs, however, an athletic training program at YSU would largely serve a regional need for the state of Ohio. Currently only one of the 26 athletic training programs offers a professional masters degree in athletic training. Moreover, of the 26 schools, there are no schools within the Northeast Ohio/Eastern Ohio region that offer an athletic training degree at the masters level. The remaining programs offer baccalaureate degree programs. All of these programs will no longer be able to enroll baccalaureate athletic training students after Fall 2022; YSU is at the forefront of the transition of all athletic training programs' shift to a masters degree level. This athletic training program directly serves a regional need and this program will meet needs of students in the region that are not met by other state institutions. There are no other state programs close enough to YSU that offer this athletic training program; therefore, not only does the MAT program at YSU meet a regional need, it also meets the needs of the state..

Nationally, there are over 30 schools that have an entry-level Master's program in AT. Of those 30, currently there is only 1 in Ohio. There are 16 post-professional programs nationally, and only 2 in Ohio. Youngstown State University would be one of the few schools in the nation with an entry-level Master degree **and** CAATE accreditation.

One concern that we have carefully examined is whether there are sufficient clinical sites to meet the clinical education component of the program. We have established strong support from Youngstown State University Athletics, Ohio Sports and Spine Institute, Drayer Physical Therapy Clinic in Boardman, Ohio, Action Physical Therapy in Hubbard, Ohio, University Orthopedics Associates, and multiple high schools in the area including Canfield local schools and Ursuline. Additionally, we have begun initiating conversations with the Midlothian Free Clinic, local urgent cares, and St. Elizabeth Health Center to set up affiliations for future clinical sites. All potential clinical sites that oversee athletic training students will have a licensed athletic trainer, or licensed health care practitioner. Moreover, students will be supervised and mentored according to CAATE standards at each clinical site. See Appendix E for letters of support. We expect that most rotations will take place in the sites that have indicated strong support. See Appendix F for potential number of students at each clinical site.

5. Prospective enrollment

Youngstown State University will enroll approximately 18 students in its first class and aim for up to 22 students in subsequent classes as the number of clinical sites and faculty increase. We anticipate that during year 1 and 2 the majority of students enrolled will already have their Bachelor's degree in Exercise Science completed in anticipation of this program. These students would be applying to the 2-year Graduate program. We would then project that the numbers will shift as more students enroll in the YSU Exercise Science program specifically for the 4+1 MAT program. Our student enrollment expectation is higher than published rates provided on the CAATE website. Currently, the state graduation average is 9.2 students per year over the past three years. Contrary to this data, our proposed enrollment is ambitious; however, due to the regional need and concentrated interest in athletic training, we are anticipating higher numbers. Moreover, these proposed enrollment figures are supported by university administration.

The approval to add a masters level athletic training program would meet the institutional need to increase the overall number of graduate student enrollment and potentially increase undergraduate student retention. This program would be an opportunity for growth and expansion at the university and within the Northeast Ohio community.

6. Special efforts to enroll and retain underrepresented groups in the given discipline

The AT program will help students from underrepresented groups become competitive applicants for AT programs and provide them with role models and mentors. The AT program will also provide resources for clinical educators to promote the AT profession. The faculty and students will work with programs such as SOAR, Crash Day, and Experience Y to recruit future students, including underrepresented populations.

7. Availability and adequacy of the faculty and facilities available for the new degree program

CAATE requires 2 FTEs minimum: Program Director and Clinical Education Coordinator. The hiring of a Program Director (PhD) took place during Spring 2015 academic year. The Program Director began working at YSU during the Fall 2015 term, teaching Exercise Science courses and assisting with the self-study plan for accreditation. The program director has submitted the initial application with the CAATE to begin the accreditation self-study for the new program at YSU. The announcement and hiring of a Clinical Education Coordinator will occur during the 2015-16 academic year with the position starting in Fall 2016 with the first incoming class. The Clinical Education Coordinator will be responsible for setting up, and maintaining all clinical site affiliation agreements, preceptor education and training, and will oversee clinical education experiences. Both the Program Director and Clinical Education Coordinator will be required to be certified through the Board of Certification and either have licensure in the state of Ohio, or be eligible for licensure in the state of Ohio. The CAATE also requires a Medical Director to oversee the athletic training program. The Medical Director will be a physician (M.D. or D.O.) from the Youngstown area. The CAATE only requires that this Medical Director be involved in the program through program oversight. The Medical Director will serve as an advisor to the athletic training program and will be influential in helping put together resources for the athletic training program, helping with the general medical component of athletic training and teaching students skills related to medicine. Additionally, YSU currently employs multiple athletic trainers interested in part-time teaching opportunities that could serve as additional instructors

for the program. We have also requested two graduate assistantships to help support the program in teaching, research, and clinical capacities.

Faculty offices will be located with the Exercise Science faculty in room 307 of Beeghly Center. Requests to take room 104, 106 and 107 in Beeghly Center offline will be made during the Fall 2015 semester in preparation to use that space as a classroom/laboratory dedicated to the AT program. It is critical that athletic training students have adequate space and resources to meet the needs of a health care profession program. Equipment and resources such as therapeutic modalities, expendable and non-expendable supplies will be purchased or rented for classroom lab space. Additionally, both Ron Strollo, Director of Athletics, and John Doneyko, Head Athletic Trainer, have agreed to collaborate and share as much athletic space and equipment as possible with the AT program. This collective effort between the MAT department and Athletics is key to the success of the program. This partnership drastically reduces the costs of the program and the need to purchase expensive equipment. Likewise, Athletics has expressed the mutual benefits they will gain from having the program housed in Beeghly Center close to the current Sports Medicine and athlete locker rooms. Their need for athletic training students increases every year. This mutually beneficial collaboration will help athletics and the increasing costs of providing each team with the desperately needed assistance via student assistance. Use of current Athletic facilities include, but are not limited to Stambaugh and the Beeghly Center Sports Medicine Rooms and Stambaugh weight room.

In addition to the collaboration between athletics and the athletic training program, the athletic training program is expecting to collaborate with other health care profession programs within the college. Nursing and physical therapy have both expressed interest in collaborating with athletic training. This collaboration will allow for much interprofessional education between the health care professions. The athletic training program plans to work with the Nursing department to use resources such as the Sim Man, rectal model and other health care equipment.

Additionally, to fulfill a research component of a Masters level degree program through capstone projects, there will be adequate and available equipment and space for students to conduct independent and collaborative research projects. Research tools available to students are, but not limited to, concussion management tools, online ImPACT database, force plate, vibration plates, goniometers, AEI Metabolic analysis unit, a Mortara Stress electrocardiogram system, interfaced with two research-quality treadmills, a portable metabolic unit, a Lode electronically-braked cycle ergometer, a BIOPAC data acquisition system, electromyography equipment, five Monark cycle ergometers, a spirometer, hydrostatic weighing apparatus, a bioelectrical impedance analysis system, and skinfold calipers. With the support of the athletic training and exercise science, and other college faculty, students will be encouraged to form on-campus and/or inter-institutional research collaborations to strengthen research projects and outcomes. The research component to this master's level program will set the degree apart from current baccalaureate, professional athletic training programs. CAATE, the BOC, and the National Athletic Trainers' Association have established an evidence-based practice requirement, and instituting research into the CAATE curriculum standards will align with the professional practice of athletic training.

8. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

See following page.

Fiscal Statement for New Graduate Degree Programs

Master of Athletic Training

	Year 1	Year 2	Year 3	Year 4	Year 5
	FY17	FY18	FY19	FY20	FY21
Projected Enrollment					
New head-count Graduate full time* (fall/spring avg unduplicated)	12	28	24	19	24
New head-count Undergrad (fall/spring avg unduplicated)	5	10	15	20	20
Total full Time Equivalent (FTE) enrollment annualized	17.17	38.50	39.67	39.50	44.17
Projected Program Income					
Tuition (paid by student or sponsor)	178,500	411,100	413,500	403,600	474,000
Expected state subsidy	N/A	N/A	N/A	N/A	N/A
Externally funded stipends					
Other income (describe below) ¹	-	-	3,400	7,000	7,200
	5,600	12,700	13,300	13,600	15,600
Total Projected Income	\$ 184,100	\$ 423,800	\$ 430,200	\$ 424,200	\$ 496,800
Program Expenses					
New Personnel					
New Faculty					
Full <u>2 new faculty</u>	\$ 159,600	\$ 162,800	\$ 166,000	\$ 169,400	\$ 172,800
Part Time <u>15.00 hours per year (yr 2 and beyond)</u>	\$ -	\$ 15,300	\$ 15,300	\$ 15,300	\$ 15,300
Non-instruction (indicate role(s) in narrative section below)					
Full					
Part time					
New facilities/space renovation (if applicable, describe below)	4,000	24,000	4,000	4,000	24,000
Tuition Scholarship Support (if applicable, describe below)					
Graduate Assistant stipend ²	15,000	15,000	15,000	15,000	15,000
University stipend support (if applicable, describe below) ³	13,500	13,500	13,500	13,500	13,500
Additional library resources (if applicable, describe below)					
Additional technology or equipment (if applicable, describe below)	6,000	6,000	6,000	6,000	6,000
Other expenses (describe below) ⁴	5,750	4,000	4,000	4,000	4,000
(e.g. waived tuition and fees, travel, office supplies, accreditation costs)					
Total Projected Additional Expense	\$ 203,850	\$ 240,600	\$ 223,800	\$ 227,200	\$ 250,600
Net Program Income or Expense	\$ (19,750)	\$ 183,200	\$ 206,400	\$ 197,000	\$ 246,200
without SSI considered					

Assumptions:

2.0% Tuition Increase Graduate

0% undergrad tuition year 1, 2% years 2-5

Undergrads 5 new per year; 10-12 from other YSU programs (MA only) and MA only direct 12 initial then 4 per year

Part time courses will be taught by PT faculty members each term

10% out of state students

Fringes included for employees

SSI is not calculated or considered in fiscal statement due to potential decreasing allocation.

FTE is total SCH/30 annualized

*Fulltime is 9 or greater hours Graduate

¹College Fees

¹ Non-resident fees

²GA includes stipend and tuition Remission

⁴Accreditation

Note: All required funding will be reallocated from current sources within HHS or Academic Affairs.
and will be reviewed each fiscal year based on enrollment and strategic goals.

APPENDIX A
CURRICULUM ADVISING SHEET and ROTATION SCHEDULE
FOR THE PROPOSED 4+1
BSAS EXERCISE SCIENCE + MAT DEGREES



Bitonte College of Health and Human Services
Program Requirements for: Exercise Science BSAS

Date of Curriculum Sheet: Fall, 2015

Student Name		Banner #	
Cell Phone #		E-Mail Address	
Street Address		City/State/Zip Code	
Birth Date		Date Entered YSU	Date Declared Major

Department	Human Performance & Exercise Science 330-941-3654 (Department Office)	Dept. Location	307 Beeghly Center
Prog. Coord.	Dr. Sara Michaliszyn sbmichaliszyn@ysu.edu	Dept. Web Address	http://web.ysu.edu/bchhs/hpes
Phone #	330-941-2116	Effective Date of Program Requirements	Fall, 2015

Requirements for Graduation: Request a Graduation Evaluation after you have completed 80-85 sh from the Dean/Advisor's Office, 2104 Cushwa Hall, 330-941-3321. Apply for graduation during the *first three weeks of the semester* you plan to graduate.

	GER model complete	N/A	Foreign Language through 2600 level (8 sh) <small>(May not be required for your major-check major/college requirements.)</small>		Minimum of 120 total sh for the degree
	Minimum 56 sh in major				Residency requirement (transfer students only)
N/A	Minimum 0 sh in minor		Minimum 48 sh of upper-division credit		Minimum of 2.00 GPA

General Education Requirements (GER)

Subject	Crs. #	Course Title	SH	Gr
ENGL	1550	Writing 1 (CRPT or ENGL 1539/1540)	3	
ENGL	1551	Writing 2 (ENGL 1550 or ACT ENGL 28+)	3	
CMST	1545	Communication Foundations <small>(eligibility for ENGL 1550)</small>	3	
MATH or MATH and MATH	1513 or 1510 and 1511	Algebraic and Transcendental Functions <small>(At least level 40 on Math Placement Test or MATH 1507 and 1508)</small> College Algebra <small>(MATH 1507 or Level 35 on Math Placement Test)</small> Trigonometry <small>(MATH 1507 or Level 35 on Math Placement Test)</small>	5 or 4 and 3	

A variety of MATH courses satisfies the MATH GE requirement. See your advisor for the correct one if not noted. http://web.ysu.edu/gen/ysu/Skill_Courses_m2214.html

General Education Knowledge Domains

Some courses are categorized in more than one knowledge domain.
Courses can only be used once within the General Education model.
 Consult the GER website for approved courses: <http://web.ysu.edu/ger>
 *Some majors prescribe specific General Education courses.

Natural Sciences (NS): 2 courses, one must include a lab (7 sh)

*BIOL	1551/L	Anatomy & Physiology I (HS Biology, CHEM 1501 or equivalent, MATH 1501 or equivalent)	3 + 1	
or	or	or	or	
*BIOL	3705/L	Intro to Human Gross Anatomy <small>(BIOL 2601 & BIOL 2602)</small>	4 + 0	
*BIOL	1552/L	Anatomy & Physiology II <small>(BIOL 1551)</small>	4 + 0	
or	or	or	or	
*BIOL	3730/L	Human Physiology <small>(BIOL 2601 & BIOL 2602)</small>	4 + 1	

Arts & Humanities (AH): 2 courses (6 sh)

Social Sciences (SS): 2 courses (6 sh)

*PSYC	1560	General Psychology	3	
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Social & Personal Awareness (SPA): 2 courses (6 sh)

*FNUT	1551	Normal Nutrition	3	
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General Education Elective: 1 course (3 sh)

*CHEM	1515/L	General Chemistry 1 / Lab	4+0	
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All majors require a Capstone course to satisfy the GER.
 See requirements listed under the major.

Foreign Language (8 sh)*

(*May not be required for your major - check major/college requirements and your advisor.)

A foreign language is not required for the Exercise Science major.

Advisement:

Freshman, athletes, and students on warning and probation are **required** to meet with an advisor before registration. It is recommended that all majors meet with a faculty advisor every semester.

Remedial Coursework

Students take the following coursework based on scores from their placement exams or ACT/SAT scores. Please see your advisor to determine which courses you are required to complete.

These courses do NOT count toward graduation hours.

Subject	Crs. #	Course Title	SH	Gr
RSS	1510A	Advanced College Success Skills	3	
RSS	1510B	Basic College Success Skills	3	
RSS	1510C	STEM Adv College Success Skills	3	
ENGL	1509/12	Aca Conv for Non-native Speakers	3	
ENGL	1512	Eng Conv for Non-native Speakers	1	
ENGL	1539	Fundamentals of College Writing	4	
ENGL	1540	Introduction to College Writing	3	
MATH	1500	Number Concepts & Beginning Algebra (no longer offered)	5	
MATH	1501 or (1502+1503)	Elementary Algebraic Models or (Beginning Algebra 1,2)	5	3+3
MATH	1504	Intermediate Algebra w/ Trig (no longer offered)	5	
MATH	1505	Intermediate Algebra with Applications	5	
MATH	1507	Intermediate Algebra	3	

The Undergraduate Bulletin is found at:

<http://www.ysu.edu/ebulletin/>

General Education courses can be found at:

http://web.ysu.edu/gen/ysu/General_Education_Courses_m2208.html

This 4-year plan is an illustration of a potential sequence of courses that you may take, but you need to meet with an academic advisor to plan a specific course sequence that is most appropriate for your needs.



Bitonte College of Health and Human Services

Program Requirements for:

Exercise Science BSAS

Suggested 4-Year Semester Plan

Year 1 - Fall Semester					Year 1 – Spring Semester				
Subj.	Course #	Course Title	SH	Gr	Subj.	Course #	Course Title	SH	Gr
HPES	1559	Aerobic Conditioning Activities	2		HPES	1560	Resistance Training	1	
MATH	1513	Algebraic and Transcendental Functions	5		HPES	1595	Introduction to HPES	2	
ENGL	1550	Writing 1	3		ENGL	1551	Writing 2	3	
BIOL	1551/L	Anatomy & Physiology I / Lab	4		A&H	VARIABLES	A&H Elective	3	
					BIOL	1552/L	Anatomy & Physiology II / Lab	4	
					COMST	1545	Communication Foundations	3	
TOTAL			14		TOTAL			16	

Year 2 - Fall Semester					Year 2 – Spring Semester				
Subj.	Course #	Course Title	SH	Gr	Subj.	Course #	Course Title	SH	Gr
HPES	2625	Pedagogical Aspects of Exercise Science	3		HPES	15__	Activity Elective	1	
HPES	2605	Sports First Aid & Injury Prevention	3		HPES	3700	Exercise Testing & Prescription I	4	
CHEM	1515/L	General Chemistry 1 / Lab	4		HPES	3705	Statistics & Research Design in Exercise Science	3	
PSYCH	1560	General Psychology	3		FNUT	1551	Normal Nutrition	3	
Varies	Varies	Elective	3		PHYS	1501/L	Fundamentals I / Lab	4+1	
TOTAL			16		TOTAL			16	

Year 3 - Fall Semester					Year 3 – Spring Semester				
Subj.	Course #	Course Title	SH	Gr	Subj.	Course #	Course Title	SH	Gr
HPES	3710/L	Physiology of Exercise	4+1		HPES	3730	Exercise Testing & Prescription II	4	
HPES	3720/L	Kinesiology & Applied Anatomy	3+1		HPES	3760	Strength Training & Conditioning	3	
HPES	4805	Administration of Exercise Programs	4		A&H	Varies	A&H Elective	3	
Varies	Varies	Elective above 3700 level	3		SS	Varies	SS Elective	3	
					SPA	Varies	SPA Elective	3	
TOTAL			16		TOTAL			16	

Request a Graduation Evaluation after you have completed 80-85 sh from the BCHHS Advising /Dean’s Office, 2104 Cushwa Hall, 330-941-3321.

Year 4 - Fall Semester					Year 4 – Spring Semester				
Subj.	Course #	Course Title	SH	Gr	Subj.	Course #	Course Title	SH	Gr
HPES	4810	Exercise Testing & Prescription III	5		HPES	4880	Internship	8	
Varies	Varies	Elective above 3700 level	3		HPES	4875	Exercise Counseling & Behavioral Strategies	4	
Varies	Varies	Elective	3						
Varies	Varies	Elective	3						
TOTAL			14		TOTAL			12	

(P) = Prerequisite

Date: Fall, 2015

Required Hours for the Major & Support Courses	56
Required Hours for the Minor	N/A
Required Upper-Division Hours for the Degree	48
Total Hours Required for the Degree	120

UPON COMPLETION OF ALL COURSES LISTED ON PREVIOUS PAGES AND ACCEPTANCE BY THE HPES DEPARTMENT, STUDENTS CAN BEGIN TAKING COURSES LISTED BELOW

DEPT/COURSE #	TITLE	OFFERED	SH	PREREQUISITE(S)	SEM	GR
---------------	-------	---------	----	-----------------	-----	----

MAT 6900	Basic Athletic Training Laboratory	F	1	Admitted to the Program		
MAT 6905	Psychosocial Aspects of Athletic Injuries	F	2	Admitted to the Program		
MAT 6910	Clinical Practicum I	F	4	Admitted to the Program		
BIOL 58**	Gross Anatomy for Athletic Trainers	F	4	Admitted to the Program		
MAT 6915	Evaluation and Management of Lower Extremity Injuries	F	4	Admitted to the Program		

MAT 6920	Therapeutic Modalities	S	4	MAT 6900		
MAT 6925	Evaluation and Management of Upper Extremity Injuries	S	4	MAT 6915		
MAT 6930	Clinical Practicum II	S	4	MAT 6910		
MAT 6935	Athletic Training Organization and Administration	S	3	MAT 6900, MAT 6910		

The following classes can be taken only after all of the above classes have been successfully completed AND admission to the Graduate School has been secured.

MAT 6940	Therapeutic Exercise	F	4	MAT 6920, MAT 6925		
MAT 6945	General Medical Conditions	F	3	MAT 6925		
MAT 6950	Evidence-Based Practice/Research	F	3	MAT 6930		
MAT 6960	Clinical Practicum III	F	4	MAT 6930		
MAT 6985	Capstone Project I	F	2	MAT 6930, MAT 6935		

MAT 6965	Advanced Perspectives	S	2	MAT 6945		
MAT 6970	Pharmacology	S	3	MAT 6945, MAT 6950		
MAT 6975	Advanced Seminar	S	3	MAT 6935, MAT 6950		
MAT 6980	Clinical Practicum IV	S	4	MAT 6960		
MAT 6990	Capstone Project II	S	2	MAT 6950, MAT 6985		

ROTATION SCHEDULE

ENGL 1550	3	ENGL 1551	3
BIOL 1551 + L	4	BIOL 1552 + L	4
MATH 1513	4	A&H domain	3
HPES 1595	2	HPES 2625	3
HPES 1559	<u>2</u>	HPES 2605	<u>3</u>
	15		16
CMST 1545	3	PSYC 1560	3
CHEM 1515 + L	4	HPES 3710 + L	5
SS domain	3	FNUT 1551	3
HPES 1560	1	HPES 3705	<u>3</u>
HPES 3700	<u>4</u>		
	15		14
HPES Activity elective	1	SPA domain	3
HPES 3760	3	HPES 3720	3
PHYS 1501 + L	4	HPES 3720L	1
A&H domain	3	HPES 4875	4
HPES 3730	<u>4</u>	HPES 4810	<u>5</u>
	15		16

Undergraduate: Accepted to upper division AT courses: Professional Year 1:

MAT 6910	4	MAT 6920	4
MAT 6905	2	MAT 6930	4
MAT 6900	1	MAT 6935	3
BIOL 58**	4	MAT 6925	<u>4</u>
MAT 6915	<u>4</u>		15
	15		

**Being developed with the Biology department for a AT specific Gross Anatomy course

Accepted as Graduate Student in MAT program: Professional Year 2:

MAT 6940	4	MAT 6975	3
MAT 6945	3	MAT 6970	3
MAT 6950	3	MAT 6990	2
MAT 6985	2	MAT 6980	4
MAT 6960	<u>4</u>	MAT 6965	<u>2</u>
	16		14

APPENDIX B
CURRICULUM ADVISING SHEET FOR THE PROPOSED
POSTBACCALAUREATE MAT DEGREE

UPON COMPLETION OF ALL COURSES LISTED ON THE PREVIOUS PAGES AND ACCEPTANCE BY THE HPES DEPARTMENT & GRADUATE SCHOOL, STUDENTS CAN BEGIN TAKING COURSES LISTED BELOW

DEPT/COURSE #	TITLE	OFFERED	SH	PREREQUISITE(S)	SEM	GR
MAT 6900	Basic Athletic Training Laboratory	F	1	Admitted to the Program		
MAT 6905	Psychosocial Aspects of Athletic Injuries	F	2	Admitted to the Program		
MAT 6910	Clinical Practicum I	F	4	Admitted to the Program		
BIOL 58**	Gross Anatomy for Athletic Trainers	F	4	Admitted to the Program		
MAT 6915	Evaluation and Management of Lower Extremity Injuries	F	4	Admitted to the Program		

MAT 6920	Therapeutic Modalities	S	4	MAT 6900		
MAT 6925	Evaluation and Management of Upper Extremity Injuries	S	4	MAT 6915		
MAT 6930	Clinical Practicum II	S	4	MAT 6910		
MAT 6935	Athletic Training Organization and Administration	S	3	MAT 6900, MAT 6910		

MAT 6940	Therapeutic Exercise	F	4	MAT 6920, MAT 6925		
MAT 6945	General Medical Conditions	F	3	MAT 6925		
MAT 6950	Evidence-Based Practice/Research	F	3	MAT 6930		
MAT 6960	Clinical Practicum III	F	4	MAT 6930		
MAT 6985	Capstone Project I	F	2	MAT 6930, MAT 6935		

MAT 6965	Advanced Perspectives	S	2	MAT 6945		
MAT 6970	Pharmacology	S	3	MAT 6945, MAT 6950		
MAT 6975	Advanced Seminar	S	3	MAT 6935, MAT 6950		
MAT 6980	Clinical Practicum IV	S	4	MAT 6960		
MAT 6990	Capstone Project II	S	2	MAT 6950, MAT 6985		

APPENDIX C
PROPOSED GRADUATE PREREQUISITES FOR THE MAT DEGREE
TECHNICAL STANDARDS

Youngstown State University
Bitonte College of Health and Human Services
Department of Human Performance and Exercise Science

Master of Athletic Training

The Department of Human Performance and Exercise Science is a department in Youngstown State University's Bitonte College of Health and Human Services. The mission of the BCHHS is to transmit knowledge, develop critical thinking, and to serve society through holistic, integrative, and quality graduate degree programs. The potential of each student is realized through a combination of academic coursework and field/clinical experiences. The expectation is that students will achieve a high level of professional competence that enables students to address society's ever-changing demands for health care and human services.

PROGRAM OVERVIEW

The Master of Athletic Training (MAT) program prepares students for entry-level athletic training practice across health care settings involving people of all ages. The program is two years with enrollment in four consecutive semesters either with one year at the undergraduate level and one year of graduate school (i.e., the 4+1 option) or both years at the graduate level (2 year Graduate School option). Regardless, the last four semesters include clinical rotations at various sites: YSU sports, sports medicine doctors' offices, hospitals, urgent care clinics, physical therapy clinics and area high schools.

ADMISSION & APPLICATION PROCEDURES

Applicants must meet the following minimum requirements and submit requested materials to be considered for admission. The Application deadline for Fall 2016 is March 1, 2016.

1. Online Youngstown State University Graduate Application
2. Applicant Essay Questions. These answers should be typed and double-spaced. Your response to each question should not exceed one page, unless otherwise indicated.
 - a. Describe your understanding of the role of an athletic trainer in health care.
 - b. What are your short- and long-term goals (i.e., education, training, work setting, etc.)?
 - c. Discuss personal and professional influences that led you to want to become an athletic trainer and graduate student.
 - d. Why should you be admitted into the entry-level athletic training program at Youngstown State University? Please answer the question in relationship to academic work, athletic training or related experience, strengths and weaknesses, and any other helpful information (2-page maximum).
3. Official Academic Transcripts

- a. These should be from all colleges/universities (except Youngstown State University) and/or professional schools attended.
 - b. Transcripts should be sent directly from the institution to the Graduate School (MAT). Send current transcripts if you are currently taking classes. ALL applicants must submit a final transcript with Degree earned listed.
4. Prerequisite Courses & GPA. **ALL of the college courses listed below must be completed before the Athletic Training Program begins.** ALL courses must be completed before MAT program begins. NO courses can be taken while in the MAT program. Provide cumulative GPA.
 - a. A minimum 3.0 cumulative GPA on a 4.0 scale is required in all coursework taken. Although a 3.0 GPA is the minimum, the average GPA is expected to be much higher.
5. Applicant Recommendation Forms (3 total)
6. Resume
7. 50 Clinical Observation Hours (by supervising athletic trainer). Must have signed form.
8. Test of English as a Foreign Language (TOEFL) scores (550, 213, or 80 minimum). These are only required if your degree is from a school in a non-English speaking country.
9. Technical Standards for AT program. All students must read and sign this document.
10. \$25.00 Application fee. Submit a check or money order, payable to the “Athletic Training Educational Program.”

Program Prerequisites: Must be completed prior to enrollment if entering through the Graduate only program:

Human Anatomy and Physiology 1 & 2
 Exercise Physiology + Lab
 Kinesiology & Applied Anatomy + Lab
 General Chemistry I + Lab
 Fundamentals of Physics I + Lab
 General Psychology
 Statistics
 Exercise Counseling & Behavioral Strategies

SCHEDULING PLAN

The following plan demonstrates the course of study. Students will complete 44 credits of didactic coursework and 16 credits of clinical practicum experiences. These supervised clinical placements occur over two years with students enrolling for 15 credits per semester for Year 1: Fall and Spring, 16 credits for Year 2: Fall and 14 credits for Year 2: Spring; total program credits: 60. Each rotation is for 15 weeks; students will meet with faculty advisor/clinical education coordinator on a regular basis to ensure student is meeting competencies at clinical rotation.

Rotations will vary for each student; students’ skills are expected to advance accordingly as they progress through the clinical practicum rotations. Required rotations will include but are not limited to: Individual and team sports; Sports requiring protective equipment (e.g., helmet and shoulder pads); Patients of different sexes; Non-sport patient populations (e.g., outpatient clinic, emergency room, primary care office, industrial, performing arts, military); A variety of conditions other than orthopedics (e.g., primary care, internal medicine, dermatology).

<i>Year 1</i>		<i>Year 2</i>	
FALL		FALL	
MAT 6900 (1)	Basic Athletic Training Lab	MAT 6940 (4)	Therapeutic Exercise
MAT 6905 (2)	Psychosocial Aspects of Athletic Related Injuries	MAT 6945 (3)	General Medical Conditions
MAT 6910 (4)	Clinical Practicum I	MAT 6950 (3)	EBP/Research in AT
MAT 6915 (4)	Eval/Manage of Lower Extremity	MAT 6960 (4)	Clinical Practicum III
BIOL 58** + L (4)	Gross Anatomy + Lab	MAT 6985 (2)	Capstone Project I
Total (15)		Total Credits (16)	
SPRING		SPRING	
MAT 6920 (4)	Therapeutic Modalities	MAT 6965 (2)	Advanced Perspectives
MAT 6925 (4)	Eval/Manage of Upper Extremity	MAT 6970 (3)	Pharmacology
MAT 6930 (4)	Clinical Practicum II	MAT 6975 (3)	Advanced Seminar
MAT 6935 (3)	AT Organization and Administration	MAT 6980 (4)	Clinical Practicum IV
Total (15)		MAT 6990 (2)	Capstone Project II
		Total (14)	

YOUNGSTOWN STATE UNIVERSITY MASTER OF ATHLETIC TRAINING TECHNICAL STANDARDS

Youngstown State University is committed to providing reasonable accommodations for qualified individuals with disabilities in a fair and equitable manner, and in accordance with applicable federal and state law. All personnel who are responsible for the implementation of the university's mission are charged to support this policy. This policy applies to qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the technical standards of the educational program in which they are enrolled and the profession that they pursue.

The Americans with Disabilities Act prohibits discrimination in the workplace on the basis of disability. The Americans with Disabilities Act as Amended (ADAA), and Section 504 of the Rehabilitation Act of 1973, require Youngstown State University to provide appropriate educational accommodations to students with documented disabilities unless doing so would create an undue hardship, compromise the health and safety of members of the university community, or fundamentally alter the nature of the University's employment or academic mission. The University will engage in an interactive process with the student to determine the individual's disability status and particularized accommodation needs.

In accordance with federal regulations established by the Americans with Disabilities Act, the following standards are described to assist each candidate in evaluating his/her prospect for academic and clinical success. These standards apply specifically to those individuals who are entering and completing the professional phase of the Master of Athletic Training (MAT) program.

The entry-level Masters Athletic Training program is a rigorous and physically intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activities. The technical standards set forth by the Athletic Training program established the essential qualities and competencies considered necessary for students admitted to this program to achieve the knowledge and skills necessary for an entry – level athletic trainer, as well as meet the expectations of the program's accrediting agency, the Commission on Accreditation of Athletic Training Education (CAATE).

Each candidate is required to demonstrate the physical, cognitive, behavioral, and social capacity to engage in all aspects of the professional Athletic Training program, including course work and clinical rotations, with or without reasonable accommodations. In the event that a student is unable to meet these technical standards with or without reasonable accommodation, the student will not be admitted into, be allowed to remain in or graduate from the Master of Athletic Training program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification.

Criteria: Candidates matriculating in and graduating from the Master of Athletic Training program must be able to meet the requirements of the program and must not pose a threat to the safety and well – being of their colleagues, students and their families, faculty, staff or themselves. Therefore, candidate must have the capacity to satisfactorily perform the essential functions listed in Sections I through V below. **By signing your name below, you are indicating that you have read and understood these standards.**

I. PHYSICAL CAPACITY

With or without reasonable accommodation, a candidate must have sufficient stamina, sense of vision, hearing, and touch to:

1. Sustain sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques.
2. Use accurately, safely and efficiently equipment and materials during the assessment and treatment of patients.
3. Demonstrate affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.
4. Acquire competency in the classroom setting through assimilating and integrating information from a variety of sources:
 - a. Oral presentations, printed materials, visual media, and live demonstrations
5. Demonstrate the ability to present information gathered through observations and research for academic and clinical coursework.
6. Demonstrate safe and effective manipulation of tools and handling patients during care:
 - a. Motor capacities include the physical strength and coordination to safely handle and move patients; perform medical procedures, or direct clients in various practice settings according to their needs of their discipline.

II. INTELLECTUAL REASONING

With or without reasonable accommodation, a candidate must have sufficient conceptual, integrative, and quantitative abilities and skills to:

1. Assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Show critical thinking skills in relation to athletic training curriculum.
3. Develop and exhibit a sense of medical ethics, and also recognize and apply pertinent legal and ethical standards.
4. Measure, calculate, reason, analyze, process, integrate, synthesize, apply and retain facts, concepts and data related to the art and science of health care.

III. BEHAVIOR AND SOCIAL ABILITIES

With or without reasonable accommodation, a candidate must possess the behavioral and social abilities to:

1. Demonstrate the perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
2. Demonstrate the flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
3. Demonstrate the emotional stability and acceptable communication skills:

- a. Be capable of developing mature and effective interpersonal relationships with other students and health care workers.
4. Tolerate physically and emotionally taxing workloads and to function effectively under stress.
5. Exhibit the ability and commitment to work with individuals in an intense setting to meet the needs of people of diverse cultures, age groups, socioeconomic groups and challenges without bias during the course of the student's clinical training:
 - a. Interact with individuals suffering from a severe injury without being judgmental or prejudiced.

IV. COMMUNICATION

With or without reasonable accommodation, a candidate must have sufficient verbal and written skills to:

1. Communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds:
 - a. This includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively.
2. Communicate effectively with patients and colleagues during treatment sessions, educational trainings and while working with team members.
3. Understand and speak the English language at a level consistent with competent professional practice.
4. Record the physical examination results and a treatment plan clearly and accurately:
 - a. Elicit information, gather information and describe findings both verbally and in writing.

V. PROFESSIONAL RESPONSIBILITY

With or without reasonable accommodation, a candidate must:

1. Meet the challenges of any medical situation that requires readiness for immediate and appropriate response:
 - a. Requires training for emergencies (e.g., CPR, infection control).
2. Attend, and be able to travel independently to and from, classes and clinical site assignments successfully.
3. Possess the skills and stamina for performing required tasks and assignments.
4. Exhibit adherence to policies of the University, the program and clinical sites:
 - a. Ranges from professional dress and behavior, to attending the program's academic schedule, which may differ from the University's academic calendar and be subject to change at any time.
5. Demonstrate knowledge of and commitment to the National Athletic Trainers' Association Code of Ethics and heavier that reflects a sense of right and wrong in the helping environment.
6. Take initiative to direct their own learning:
 - a. Work cooperatively and collaboratively with other students on assigned projects.
 - b. Participate willingly in a supervisory process involving evaluation of abilities and reasoning skills.

Candidates for selection to the Athletic Training program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review a whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

If a student feels that s/he needs accommodations, then it is the student's responsibility to contact Youngstown State University's Center for Student Progress Disability Services at (330) 941-1372 to schedule an appointment. The student will need to provide required documentation of disability and follow office registration procedures. Accommodations are not retroactive. Each student's admission is evaluated according to the criteria of the above technical standards. If the stated condition is a qualified disability, the university will confer with the student, program director and appropriate medical professionals to identify possible reasonable accommodations and determine whether the student can meet the technical standards with or without reasonable accommodation. The accommodation shall not jeopardize clinician or patient safety, the educational process, or create undue hardship to the university, including all coursework and clinical experiences deemed essential to graduation.

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

Signature of Applicant

Date

APPENDIX D
CLINICAL OBSERVATION HOURS

Directed Observation Experience Clinical Hours Record

Youngstown State University

Direct observation experience must be done under the direct supervision of BOC Certified Athletic Trainer. The supervising AT must also have licensure in the state of Ohio or Pennsylvania.

Students are required to log **50 hours** prior to admission to the Athletic Training Graduate Program. These hours must be recorded and signed by your direct supervisor.

Please type ALL of the following information...

Name: _____ Site: _____

Address: _____ Supervisor: _____

Week	Type of Experience/Sports Involved	Hours	Supervisor Initials
1			
2			
3			
4			
5			
6			
7			
8			

I certify that the record above is correct for the dates indicated

Total Hours _____/50

Student's Signature

Date

I certify that the hours recorded on this form have been done under my direct supervision.

Supervisor's Signature

Date

APPENDIX E
LETTERS OF SUPPORT FOR THE PROPOSED MAT DEGREE

September 10, 2014

Dr. Jennifer Pintar, Chair
Youngstown State University
Human Performance and Exercise Science
One University Plaza
Youngstown, OH 44555

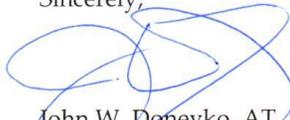
Dear Dr. Pintar:

The Youngstown State Department of Athletics is so pleased that you and your department have decided to pursue an educational curriculum in the field of Athletic Training. Thank you in advance for undertaking this challenging endeavor.

The field of Athletic Training is one that continues to expand. Student-athletes, parents, school administrators and the medical profession continue to recognize the need for individuals who are qualified healthcare providers for the physically active, especially in the secondary school setting. The need for Certified Athletic Trainers in the local area is overwhelming. Only a handful of secondary schools in the region employ an AT. The reason for this small number is not due to financial limitations but the lack of qualified ATs. Each year, I field at least 30 calls from school systems that are looking to hire a qualified individual to fill the position of Athletic Trainer.

When it is appropriate, I hope that you will consider the YSU Athletic Department as an affiliated site for the educational preparation of students in this curriculum. The Certified Athletic Training staff is eager and willing to assist in any way that we can to make the AT program a success. We all look forward to working with you in the near future and beyond. Please contact me at your convenience if you require our assistance.

Sincerely,



John W. Doneyko, AT
Head Athletic Trainer



Ronald A. Strollo
Executive Director of Athletics

URSULINE

HIGH SCHOOL

750 WICK AVENUE
YOUNGSTOWN, OHIO 44505-2892
(330) 744-4563
(330) 744-3358 FAX

Ron Strollo
Athletic Director
Youngstown State University

Mr. Strollo:

I am writing to you seeking your aid regarding a situation that affects not only Ursuline High School, but other schools in the Mahoning Valley and beyond. For the past six years, we have made every effort to acquire the services of athletic training professionals. More often than not, we have been unsuccessful. Although we are willing to pay for these services, the lack of supply of qualified individuals in Northeast Ohio has proven to be a roadblock. The athletic trainers in our area are already affiliated with different high schools, leaving us searching.

At the high school level, athletic trainers deal with minor injuries as they occur, provide some level of treatment, and provide concussion testing for our athletes. We have no one currently to provide these necessary services. Although our coaches are required to get some certification in these areas, they are not qualified to perform some of these tasks.

The purpose of my letter is to ask your university to consider offering a program for athletic trainers. There are many high schools in the Mahoning valley that would be lining up to hire your graduates. I have also spoken to the athletic directors at other schools in Northeast Ohio that are in the same position. The demand in this field is great, with very little supply to meet it.

Thank you for your time.

Sincerely,



Sean Durkin
Athletic Director
Ursuline High School



OHIO
UNIVERSITY

Division of
Athletic Training

Grover Center
Ohio University
Athens OH 45701

September 15, 2014

Faculty

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Jennifer Pintar, PhD, MPH
Bitonte College Of Health And Human Services
Youngstown State University
Youngstown, Ohio

Re: Entry Level Master of Athletic Training

Dear Dr. Pintar:

I was pleased to learn recently that you and your colleagues are proposing a new entry level Master of Athletic Training curriculum at Youngstown State. I wholeheartedly endorse this move, and believe that it will serve an important role in the education of athletic trainers for Ohio. I predict it also will draw students from other parts of the country.

I have a specific reason for supporting your efforts to develop this offering. As an athletic trainer who works in performing arts medicine, I know how important it is to establish a body of practitioners to meet the increasing healthcare needs of performers. Athletic trainers are especially suited for this work. Many artists wish to enter healthcare once they have positive experiences with athletic trainers who serve them; however, without an undergraduate degree in athletic training their options to do this are very limited. An entry level Master's program is ideal for this type of student. Even without a performing arts medicine program at a given university, this degree program can be successful at equipping a new cadre of providers.

Parentetically, I serve on the planning committee for performing arts medicine of the National Athletic Trainers' Association, and am the NATA's liaison to the Performing Arts Medicine Association. In these roles I work with my colleagues to create new job opportunities for athletic trainers in performing arts. Your proposed program would have an important opportunity to augment this work if you advertised for and accepted students from arts backgrounds who obtained their athletic training prerequisites.

Truly my suggestion for expanding the number of athletic trainers skilled to care for artists is only a portion of the benefits you likely will enjoy in establishing your program. I primarily wanted to speak to this issue because I feel it is not adequately considered across the country. Indeed two of my former students, both dancers, followed this path to athletic training (one now graduated and one currently studying) at a university in California, so I know the veracity of the approach.

I wish you and your faculty every success in this venture. If I can speak to the issue further, please feel free to contact me.

Yours sincerely,



Jeffrey A. Russell, PhD, AT
Assistant Professor, Athletic Training
Director, Science and Health in Artistic Performance (SHAPE)

APPENDIX F
PROPOSED NUMBER OF STUDENTS AT CLINICAL SITES

CLINICAL SITE	# OF STUDENTS
YSU ATHLETICS <i>John Doneyko (FB)</i> <i>Jennifer Lesko (FB/XC/TF)</i> <i>Todd Burkey (MBB)</i> <i>Jeff Wills (WBB)</i> <i>Sarah Sydor (SOC/BSB)</i> <i>Martha Dettl (VB/SB)</i>	 3 3 3 3 3 3
DRAYER PHYSICAL THERAPY <i>Struthers High School</i> <i>Girard High School</i>	 2 2
ACTION PHYSICAL THERAPY <i>Hubbard High School</i> <i>Cortland High School</i>	 2 2
YSU TEAM PHYSICIANS <i>Dr. Raymond Duffett</i> <i>Dr. John Stefancin</i> <i>Dr. James Shina</i>	 1 1 1
OHIO SPORTS AND SPINE CLINIC <i>Clinic</i>	 2
CANFIELD LOCAL SCHOOLS	TBD
ST. ELIZABETH'S CENTER	TBD
TOTAL # OF PROJECTED STUDENTS	~ 31

APPENDIX G
Course Descriptions

6900. *Basic Athletic Training Laboratory.* This laboratory course is an introduction to psychomotor skills associated with sports and fitness injury recognition, evaluation and management. The course emphasizes the development of competency in essential entry-level athletic training skills. Topics include injury and illness assessment skills, injury prevention techniques, and prophylactic bracing, taping and support techniques. Prereq: Admitted to the program.

6905. *Psychosocial Aspects of Athletic Injuries.* This course examines issues related to the psychological impact and sociological factors related to exercise, injury, and illness, inactivity and rehabilitation following sports injury. Particular emphasis is placed on developing strategies for identifying problems, intervening, and making referrals for commonly encountered injuries and illnesses. Prereq: Admitted to the program

6910. *Clinical Practicum I.* Introduction to basic clinical experience working in a CAATE approved setting. Prereq. Admission to the program.

6915. *Evaluation and Management of Lower Extremity.* The primary focus is to present a systematic process for accurately evaluating lower extremity musculoskeletal injuries and illnesses commonly seen in the physically active population. This course focuses on the athletic training competencies and proficiencies associated with lower extremity injury assessment and evaluation, risk management and injury prevention, and the acute care of injuries and illnesses. Prereq: Admission to the program.

6920. *Therapeutic Modalities.* This course focuses on the use of therapeutic modalities in the treatment and rehabilitation of the injured athlete. The course will present the physiological and mechanical modalities. Students will investigate the current literature on the safe and effective application of various modalities and their appropriate integration into a well-designed rehabilitation program.

This course is designed as a writing intensive course. Students will be graded on their ability to locate and critically analyze relevant research on various course topics, and present their findings in detailed laboratory reports. Prereqs: MAT 6900.

6925. *Evaluation and Management of Upper Extremity Injuries.* This course is designed to continue with the development of the injury evaluation process, injury mechanisms associated with common sports injuries, and increased recognition of pathologies associated with a physically active population. Instruction and experience are directed toward the athletic training competencies and proficiencies associated with the upper extremity, head, and neck recognition, assessment, and evaluation, risk management and injury prevention and implications for acute care. Prereqs: MAT 6915.

6930. *Clinical Practicum II.* Involves both a clinical education experience which provides for integration of athletic training psychomotor, cognitive, and affective skills,

and clinical proficiencies; and field experiences providing informal learning and practice and application of clinical proficiencies in a clinical environment under the supervision of an approved instructor. Prereqs: MAT 6910.

6935. *Athletic Training Organization and Administration.* This course is a requirement for students in athletic training. It deals primarily with the administrative competencies necessary to accomplish the successful day-to-day operation of an athletic training program and facility. MAT 6900, 6910.

6940. *Therapeutic Exercise.* A study of the indications, contraindications, physiological effects, special programs, and resistance methods that are used in the prevention and rehabilitation of athletic injuries. The focus of this course is to develop the cognitive competencies necessary for the safe, effective, and evidenced-based application of therapeutic rehabilitation techniques in a physically active patient population. MAT 6920, 6925.

6945. *General Medical Conditions.* Many conditions that beset athletes, performers, and other patients and not musculoskeletal in nature. The athletic trainer must be cognizant of these – and well versed in their diagnosis and management – in order to be fully equipped to administer proper and comprehensive healthcare. Prereqs: MAT 6925.

6950. *Evidence – Based Practice/Research.* This course will introduce the research process in athletic training. Coursework will address the conception and methodological procedures of designing and pursuing research. The importance of pursuing quality research will be stressed and the procedures necessary to complete this process will be presented. Students will develop skills and a knowledge base that will aid them while conducting and critically reviewing research in athletic training. Prereqs: MAT 6930.

6960. *Clinical Practicum III.* Involves both a clinical education experience which provides for integration of athletic training psychomotor, cognitive, and affective skills, and clinical proficiencies; and field experiences providing informal learning and practice and application of clinical proficiencies in a clinical environment under the supervision of an approved instructor. Prereq: MAT 6930.

6965. *Advanced Perspectives.* This is a capstone educational experience focusing on current topics in the Athletic Training Profession and career development issues. Prereq: MAT 6945.

6970. *Pharmacology.* This course serves as an introduction to pharmacology for students pursuing careers in Athletic Training. The molecular world of pharmaceutical processes and cellular biochemical determinants of therapeutic interventions will be explored. An understanding of the fundamental principles of therapies for various conditions will be discussed. Constraints placed on athletes in the performance

environment, and correct protocols with medication management for athletes will be discussed. Prereqs: MAT 6945, 6950. 3SH

6975. *Advanced Seminar.* This course is designed to explore the identification and treatment of athletic injuries. The information and skills are intended for those students with a relatively high level of sophistication in sports medicine. This course is a writing intensive and research orientated upper division course. Prereqs: MAT 6935, 6950.

6980. *Clinical Practicum IV.* Involves both a clinical education experience which provides for integration of athletic training psychomotor, cognitive, and affective skills, and clinical proficiencies; and field experiences providing informal leaning and practice and application of clinical proficiencies in a clinical environment under the supervision of an approved instructor. Athletic training students are required to be involved in clinical education and field experiences in order to gain entry-level proficiencies in the profession. Prereq: MAT 6960.

6985. *Capstone Project I.* This course will develop skills and a knowledge base that will aid the student while conducting and critically reviewing research in athletic training. Coursework will address the design of research in athletic training. The importance of pursuing quality research in athletic training will be stressed and the procedures necessary to complete this process will be presented. Prereqs: MAT 6930, 6935.

6990. *Capstone Project II.* This course will develop skills and a knowledge base that will aid the student while conducting and critically reviewing research in athletic training. Coursework will focus on developing the skills needed to critically synthesize material with accepted practice, and prepare professional presentations using acquired data and an appropriate statistical analysis. The importance of pursuing quality research in athletic training will be stressed and the procedures necessary to complete this process will be presented. Prereqs: MAT 6950, 6985.

APPENDIX H
Needs Assessment Results

Please help us plan for future programs in the Human Performance & Exercise Science Department at YSU. Please take a minute and answer the following questions anonymously.

1. The HPES Department is considering starting a Master of Athletic Training program Fall 2016. Would you be interested in hearing more about this program?
 - a. Yes **129 out of 148 students (87.2%)**
 - b. No **19 out of 148 students (12.8%)**

2. For those who are interested, how likely are you to apply for admission to the Master of Athletic Training program?
 - a. Absolutely (100% sure) **21 out of 150 students (16.2%)**
 - b. More than likely **48 out of 150 students (36.9%)**
 - c. Maybe **41 out of 150 students (31.5%)**
 - d. Depends - only if I don't get accepted to a different graduate program **20 out of 150 students (15.4%)**
 - e. Not interested **20 out of 150 students (13.3%)**

3. Do you know of any students that would come to YSU because we offered a Master of Athletic Training program?
 - a. Yes **104 out of 151 students (68.9%)**
 - b. No **47 out of 151 students (31.1%)**

APPENDIX I
COMMENTS FROM INITIAL PROPOSAL TO CCGS

The following below are comments from CCGS concerning the initial proposal. The comments and feedback below were already addressed and corrected in the final proposal.

From Bowling Green State University:

1. Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state;

There are currently 25 Bachelors programs in Ohio and 2 or 3 Masters (professional/post professional). The graduate courses we see being proposed in the YSU proposal are identical to our current undergraduate courses.

2. Opportunities for collaboration with the CCGS member's own institution;

Unknown. Because they are 3 hours away from BGSU – probably unlikely for collaboration.

3. Concerns with substantive elements of the proposed degree program; and

They currently do not have an undergraduate program and are therefore completely starting from the ground up. Furthermore, CAATE is still revising its accreditation standards, and therefore it might be that in the near future, YSU will be creating curriculum modifications in order to obtain CAATE accreditation.

4. Suggestions that might help the submitting institution strengthen the proposal or refine its focus.

With CAATE revising its standards, they may not be able to achieve accreditation until the standards are finalized.

From The Ohio State University:

1. Context: There are 368 accredited professional (entry-level) AT programs nationally and they average 10 students per cohort. Ohio currently has 26 accredited AT programs (25 undergraduate + 1 masters). 1 of them (Urbana) is completing voluntary withdrawal of accreditation and there is another university (Muskingum) working through the accreditation process, so the net will be 26 programs (Youngstown would be the 27th). That is the most of any state. Of the 14 Public Universities in the university system of Ohio, currently only 4 (Central State, Cleveland State, NEOMU, and Youngstown State) do not have accredited AT programs.
 - a. Regionally, there closest other programs would be Kent State and Akron.
2. They propose an entry-level (i.e. professional) masters program. There are currently around 30 such programs nationally, but all of the existing bachelors programs must convert masters programs by 2022 or cease to be accredited. YSU is proposing the correct degree level here.
 - a. Degree: They propose a MAT degree. The accreditations standards are going to require that entry-level (professional) degree programs in Athletic Training be at the masters level starting in 2022. The standards DO NOT delineate a specific degree, so there is no problem with them using an “MAT” aside from potential confusion with Master of Arts in Teaching degrees. (We plan to propose an MSAT shortly)

- b. There will likely be a future standard requiring programs to be housed in health care related colleges/schools. They are already proposing this so they seems to be in the right unit.
 - c. The current requirement for clinical education in the professional phase of an AT program is 2 or more years. Their proposed structure would meet this. I think they can support their clinical placement needs.
3. I think that completing their proposed 30 graduate credits in 12 months is a little ambitious.
4. Need in Ohio:
- a. their justification for need is based largely on national data and they have not accurately addressed existing capacity in the state where there are a lot of programs (26). They correctly point out that there is only 1 professional master's program in Ohio and 14 (actually it's now 16) nationally, but that is a misleading argument because EVERY professional program in the state (and nation) will be converting to offering a master's degree or they will close. Programs will no longer be able to enroll students into baccalaureate only AT programs after fall 2022. That means that roughly 235 programs nationally (25 in Ohio) will be moving to the master's degree in the next 7 years.
 - b. Their projected enrollment is very ambitious. I don't know that they've established that they have a sufficient market from which to draw students to justify the creation of a new program. To their benefit, there are no other nearby programs in the immediate area. Kent State is geographically the closest program at 42 miles away. However, most programs in the state are rather small. Ohio State is the largest program in the state averaging 18 graduates per year over the past 3 years. We just expanded our program to 30 slots and have been able to fill our class, but I don't know that they will have the same draw that we have. The state average is 9.2 graduates per year over the past 3 years. Their closest program (Kent State) averages 10.3 graduates per year.
5. Faculty: there is a robust market for faculty and many programs are having difficulty in finding PhD level faculty. They are large enough that I think they will be able to attract someone, but it may be a difficult search. They will have to be competitive in salary to attract someone in the small pool available.
6. Facilities: sharing space and equipment with the Athletic Training service unit in athletics will not be adequate for the creation of a new program. They will have to show that they have appropriate space and equipment AND that it is equitable with other healthcare related programs on campus. Sharing space and equipment with a patient care facility will not meet this requirement. The accreditation standards technically allow for sharing, but all patient care activity must be completely shut down during education use of the shared facilities. This is impractical and in reality they will need a teaching lab (their own or shared) and equipment.
7. Revenue: based on a very ambitious enrollment projection. I would expect enrollment to be about half of what they project based on other established programs statewide.
8. Curricular Content: the accreditor has already announced that it expects to increase the requirements in supporting science courses. They do not require Biology or Physics, both of which are likely to become required in the standards within 1-2 years.

9. Picky things they don't say correctly that show that they are new-comers to the Athletic Training Education game
 - a. They incorrectly site the accreditation standards on pg. 2 in item 2. The NATA does not have standards. The standards are from the CAATE and not NATA standards upheld by the CAATE. We would cite them on this in an accreditation self-study.
 - b. They incorrectly say their program reflects the things necessary for the "supervised practice of medicine as athletic trainers" (p.2, last sentence). AT's don't practice medicine... we practice Athletic Training and are licensed to do so. Practicing medicine as an AT is a violation of our practice act and the medical practice act.
 - c. They are naïve if they think they will get a physician to teach a 3 credit course to AT students. Most medical directors serve in an advisory role and help mentor students clinically... they don't usually teach a full course.

APPENDIX J

Faculty Vitae

ATHLETIC TRAINING EXPERIENCES

Youngstown State University, Youngstown, Ohio: 2013-Present.

- Women's Volleyball and Softball, Primary Athletic Trainer
- YSU Football, Track & Field, Tennis event coverage
- Entry-Level Master's Athletic Training Program Development Plan Committee

Southern Ohio Copperheads Baseball, Athens, Ohio: 2012.

- Summer League College Baseball, Primary Athletic Trainer

Ohio University, Athens, Ohio: 2011-2013.

- Ohio University Softball, Graduate Assistant Athletic Trainer: Fall 2011-Spring 2013
- Volleyball, Men's Basketball, Women's Basketball, Baseball, Swimming & Diving, Cheerleading event coverage

ATHLETIC TRAINING STUDENT EXPERIENCES:

- East Stroudsburg University Swimming & Baseball: Fall 2010 & Spring 2010
- East Stroudsburg High School South: Fall 2009; Football, Boys' Soccer, Field Hockey, Volleyball, Cross Country, Girls' Tennis, Swimming, Boys'/Girls' Basketball, Wrestling
- Moravian College: Spring 2009; DIII Men's/Women's Basketball, Indoor/Outdoor Track/Field, Men's/Women's Lacrosse, Men's/Women's Tennis
- East Stroudsburg High School North: Fall 2008; Football, Volleyball, Soccer, Field Hockey, Wrestling, Boys'/Girls' Basketball

EDUCATION

University of North Carolina-Greensboro: 2015-Present.

Doctorate of Education, Kinesiology Online

Ohio University, Athens, Ohio: 2011-2013.

Master of Science, NATA-Accredited Post-Professional Athletic Training Program

East Stroudsburg University, East Stroudsburg, Pennsylvania: 2007-2011.

Bachelor of Science, CAATE-Certified Athletic Training Education Program; Graduated: Magna Cum Laude

CERTIFICATIONS/PROFESSIONAL MEMBERSHIPS

- Certified Athletic Trainer-Board of Certification, Inc. # 2000007034
- Licensed Athletic Trainer-Ohio OTPTAT Board # AT.003643
- National Athletic Trainers' Association Membership # 1027968 (January 2009-Present)
- Ohio Athletic Trainers' Association Membership # 420055 (March 2012-Present)
- American Red Cross CPR/AED for Professional Rescuers & Health Care Providers

TEACHING EXPERIENCES

Youngstown State University, Sports First Aid & Injury Prevention (HPES), Youngstown, OH: Fall 2014-Present.

Ohio University, Injury Prevention & Risk Management (COED), Athens, OH: Fall 2012. Guest lecturer on "Eating Disorders in Collegiate Athletes" for Coaching Education graduate course.

Ohio University, Physical Examination of the Head & Spine (AT), Athens OH: Spring 2012. Teaching assistant to Athletic Training undergraduate course. Presented "Meninges & Hematomas" and spineboarding techniques.

RESEARCH PRESENTATIONS/PROJECTS

National Athletic Trainers' Association 65th Annual Meeting & Clinical Symposia, Indianapolis, IN: June 2014. Abstract: Do College Athletes Differ from College Nonathletes in Sleep Quality? *Poster Presentation.*

National Athletic Trainers' Association 64th Annual Meeting & Clinical Symposia, Las Vegas, NV: June 2013. Abstract: Sleep Quantity, Sleep Quality and Daytime Sleepiness Assessment in Collegiate Athletes. *Oral Presentation.*

Thesis: 2011-2013. Dettl MG, Ragan BG. Do College Athletes Differ from College Nonathletes in Sleep Quality? Ohio University (Research Advisor: Dr. Brian Ragan).

Research Manuscript: Co-Investigator; 2012-2013. Divers CK, Dettl MG, McInturf DL, Homady AC, Baker ND, Ragan BG. Psychometric Evaluation of the Balance Error Scoring System. Ohio University (Research Advisor: Dr. Brian Ragan).

Ohio University Student Expo, Athens, OH: Spring 2013. Abstract: Sleep Quantity, Sleep Quality and Daytime Sleepiness Assessment in Collegiate Athletes. *Poster Presentation.*

Ohio University Student Expo, Athens, OH: Spring 2012. Abstract: Phase 1: Validation of PROMIS Sleep-Related Impairment and Sleep Disturbance Instruments in Collegiate Athletic Population. *Poster Presentation.*

Ohio Athletic Trainers' Association Annual Meeting & Symposium, Akron, OH: Spring 2012. Abstract: Phase 1: Validation of PROMIS Sleep-Related Impairment and Sleep Disturbance Instruments in Collegiate Athletic Population. *Poster Presentation.*

Graduate Provost Research, East Stroudsburg University: Spring 2010-Spring 2011. Dynamic Loading on Irish Step Dancers: A Biomechanical Analysis.

RELATED EXPERIENCE

Medical Chairman/First Aider, Special Olympics, East Stroudsburg University, East Stroudsburg, PA: Fall 2010; Fall 2009; Volunteer, Fall 2008, 2007. Coordinated necessary medical service; Monitored venue on an ongoing basis.

First Aider/Camp Management Team, National Cheerleaders Association: Summer 2010. Supervised registration of required waiver forms; performed first aid and spineboarding in emergencies during cheerleading stunting class.

Athletic Training Student/First Aider, Gettysburg College, Gettysburg, PA: Summer 2010, 2009, 2008. Assisted head athletic trainer with summer sports camps.

Capitol Hill Day, Washington, D.C.: February 2010. Assisted certified athletic trainers from Alabama to lobby for Athletic Trainers' Equal Access to Medicare Act (HR 1137).

Athletic Training Student, New Jersey Wildcats Women's Soccer, West Windsor, NJ: Summer 2009. Assisted head athletic trainer with semi-professional women's soccer team.

AWARDS/HONORS

- Ohio University Student Expo, 2nd Place: Spring 2012
- National Athletic Trainers' Association Student Quiz Bowl, 3rd Place: Summer 2011
- ESU Graduate Provost Research Graduate Assistant Award-Office of the Provost: Winter 2011
- Eastern Athletic Trainers' Association Student Quiz Bowl, 3rd Place: Winter 2011
- Joseph Abraham District II Eastern Athletic Trainers' Association Scholarship Award: Fall 2010
- NCA Top-Rookie Camp Management Team Award: Summer 2010
- Dean's List: Spring 2008, Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011
- Athletic Director's Honor Roll: Fall 2007, Fall 2008
- Pennsylvania State Athletic Conference Scholar Athlete Award: Fall 2007, Fall 2008

CLUBS/ ORGANIZATIONS

- ESU Alpha Epsilon Chapter of Iota Tau Alpha, Athletic Training Honorary Fraternity, 2008-2011; President, 2009-2011
- The National Society of Leadership and Success: 2007-2011
- East Stroudsburg University Women's Volleyball Team: 2007-2009

Jessica S. Wallace, PhD, ATC, LAT

428 Indianola Road
Boardman, Ohio 44512
(239) 280-7431
Jwallace02@ysu.edu

EDUCATION:

- **Michigan State University**
Doctor of Philosophy
Kinesiology, Concentration in Athletic Training
Dissertation: “Exploring Differences in Knowledge of Concussion and Reporting Behaviors Among High School Student Athletes”
August 2011-May 2015
- **University of Central Florida**
Master of Arts in Education
Physical Education with focus in Sports and Fitness
August 2006-May 2008
- **University of Miami**
Bachelor of Science in Education
Major: Athletic Training
Minor: Sport Administration
August 2002-May 2006

HONORS & AWARDS:

- Outstanding Kinesiology Doctoral Student Award, Michigan State University, 2015
- Excellence in Teaching Citation Award Recipient, Michigan State University, 2014-2015
- Shirley Cook Endowment Fund Award Recipient, 2013, 2014
- College of Education Summer Research Fellowship Recipient, 2014 (Declined)
- College of Education Fellowship for Global Understanding Recipient, 2012
- Henry King Stanford Scholarship Recipient, University of Miami, 2002-2006
- Dean’s List, 2003
- Provost’s Honor Roll, 2004, 2006

PROFESSIONAL EXPERIENCE:

2015-Present YOUNGSTOWN STATE UNIVERSITY, YOUNGSTOWN, OH

Assistant Professor – Department of Human Performance & Exercise Science

- Instruct undergraduate exercise science courses
- Conduct a line of research with tenure expectations

- Complete CAATE Accreditation for the proposed athletic training program
- Mentor undergraduate students
- Serve on university committees
- Build a relationship with area high schools and future athletic training affiliations

2011-Present MICHIGAN STATE UNIVERSITY, EAST LANSING, MI

Graduate Teaching Assistant/Doctoral Athletic Training Student

- Instruct undergraduate courses for the Kinesiology Department in the College of Education
- Conduct sport-related concussion research within high schools in the Detroit and Lansing communities.
- Serve as a liaison for high school athletic trainers and athletic directors for research projects.
- Assist advisor with various sport-related concussion research projects and data collection
- Instruct classes for the CAATE undergraduate Athletic Training Education Program.
- Serve as a preceptor for the Athletic Training Education Program.
- Mentor undergraduate athletic training students.
- Mentor undergraduate students involved in the sport-related concussion lab.
- Help to provide athletic training room coverage on a weekly basis.
- Perform manual medicine skills on student athletes.
- Provide athletic training coverage for varsity and club sports as needed.

**2008-2011 SEMINOLE COUNTY PUBLIC SCHOOLS, OVIEDO, FL
PAUL J. HAGERTY HIGH SCHOOL**

Instructor/Assistant Athletic Trainer

- Instructing students in the Physical Education Department
- Provide coverage and care for all high school student athletes.
- Assisted with pre-participation physicals and medical documentation.
- Assisted with inventory and supply ordering
- Assisted with management of athletic training facility.
- Preceptor for UCF Undergraduate Athletic Training Students

2008-Present DISNEY'S ESPN WIDE WORLD OF SPORTS, ORLANDO, FL

Contract Athletic Trainer

- Provide medical coverage at the Disney Wide World of Sports Complex on an as needed basis.

2006-2008 UNIVERSITY OF CENTRAL FLORIDA, ORLANDO, FL

Graduate Assistant Athletic Trainer

- Primary sport responsibility was taking care of the UCF Softball team.
- Assisted with inventory.
- Assisted with scheduling doctor visits and diagnostic testing.
- Assisted with insurance transactions.
- Organized all social events for Sports Medicine Department
- Preceptor for Undergraduate Athletic Training Program

2006 UHZ SPORTS MEDICINE INSTITUTE

Intern Athletic Training Student

- Assisted Surgeons, ATCs, and office staff with patient care and management.
- Assisted with patient initial visits.
- Assisted with patient follow up appointments and post operative procedures.
- Observed numerous surgeries.

2002-2006 UNIVERSITY OF MIAMI, MIAMI, FL

Athletic Training Student

- Throughout the four attended years, I worked as an athletic training student for the following athletic teams:
 - Football
 - Men and Women's Track and Field
 - Swimming and Diving
 - Women's Soccer
 - Women's Rowing
 - Volleyball Tournaments
 - UHZ Sports Medicine Institute

2003-2006 INTERNAL MEDICINE PRACTICE, NAPLES FL

Office Assistant for Dr. Eugene T. Finan

- Assisted physician with patient care.
- Was trained to perform EKG's on patients.
- Assisted with patient records and insurance.
- Scheduled appointments and patient follow ups with outside referrals.

TEACHING EXPERIENCE:

2011- Present MICHIGAN STATE UNIVERSITY, EAST LANSING, MI

Kinesiology Department – Athletic Training

- Courses Taught:
 - KIN 422 Advanced Rehabilitation Techniques for Athletic Injury
 - Taught Spring 2014, and Spring 2015. Required course for athletic training students. Strong emphasis was

- placed on Proprioceptive Neuromuscular Facilitation and joint mobilizations.
- KIN 423 Therapeutic Modalities
 - Taught Fall 2011, Fall 2012, Fall 2013, Fall 2014. Required course for athletic training students.
- KIN 424 Psychology of Injury
 - Taught as an online course Summer 2013 and Summer 2014.
- KIN 426 Upper Body Injury Evaluation
 - Taught Spring 2012, Spring, 2013, and Spring 2014. Required course for athletic training students.
- KIN 227 Clinical Observation & Skills in Athletic Training
 - Taught Fall 2014. Course was a 1 credit lab class for student practice in basic athletic training skills.
- KIN 127 Taping and Bracing for Athletic Training
 - Taught Fall 2014. Course was a 1 credit class to expose students to taping and bracing techniques used in athletic training.
- KIN 126 Introduction to Athletic Training
 - Taught Spring 2012, Fall 2012. Spring 2013, Fall 2013, Spring 2014, Fall 2014. Entry level athletic training course.
- KIN 125 First Aid & Safety
 - Taught Summer 2012. Students in class were certified in professional rescuer CPR for infant, child, and adult, as well as first aid.
- KIN 118 Volleyball II
 - Taught Fall 2011. Course was a 1 credit physical activity course.

2008-2011 SEMINOLE COUNTY PUBLIC SCHOOLS, OVIEDO, FL

PAUL J. HAGERTY HIGH SCHOOL

Physical Education Department

- Classes Taught:
 - Care & Prevention of Athletic Injuries
 - First Aid & Safety
 - Personal Fitness

CAATE EXPERIENCE AND PREPARATION:

- Attended the First Annual CAATE Accreditation Conference, October 2014
 - Gained exposure and practice with the following:
 - CAATE Standards for professional, post-professional and residency programs

- Writing purposeful outcomes and objectives to analyze student learning
 - Writing the CAATE self study
 - Preparation for a CAATE site visit
 - eAccreditation
 - Development of an athletic training education policies and procedures manual
- Successfully completed an independent study on learning and understanding CAATE Standards for professional programs.
- Have served as a preceptor for athletic training students at Michigan State University and University of Central Florida.

TEACHING PREPARATION:

- Michigan State University Certification in College Teaching Institute
 - Attended focused workshops to develop teaching pedagogy.
 - Development of an ePortfolio of teaching experiences.
- Florida Southern College Teacher Workshops
 - Attended courses and workshops required for teaching certification by the Florida Department of Education. Courses included:
 - Classroom management and instruction
 - Child and adolescent development
 - Teaching with technology
 - Foundations of Education

GUEST LECTURES:

- **Wallace, J.** (2014). The Psychology of Injury. University Liggett School. December 2014.
- **Wallace, J.** (2014). Roles and Responsibilities of Athletic Trainers for Maintaining the Health & Safety of Student Athletes. *Guest Lecture, MSU JRN218 Sports Media I.* October 2014.
- **Wallace, J.,** Moran, R. What is Athletic Training?– Dansville High School, April 2013
- **Wallace, J.,** Tshube, T., Driska, A. (2012). First Aid/CPR & Coaching Clinic, University of Botswana, June 2012
- **Wallace, J.** Pharmacology for Athletic Trainers. MSU Undergraduate Athletic Training Education Program. October 2011 & October 2012

GRANTS & FUNDING:

1. **PI – Wallace, J.** (2014, Funded). Exploring Differences that May Contribute to High School Athletes' Knowledge of Concussion and Reporting Behaviors. *Michigan State University College of Education Dissertation Completion Fellowship*. \$6000.
2. **PI – Wallace, J.** (2014, Funded). Knowledge of Concussion and Reporting Behaviors of High School Athletes Attending Urban Schools. *Michigan State University Graduate School Research Enhancement Award*. \$1000.
3. **PI – Wallace, J.** (2014, Funded). *Michigan State University Graduate School Conference Travel Award*. \$350.
4. **PI – Wallace, J.** (2014, Funded). *Michigan State University Department of Kinesiology Doctoral Student Travel Award*. \$400.
5. **PI – Wallace, J.** (2014, Funded). Knowledge of Concussion and Reporting Behaviors of High School Athletes in Michigan. *Blue Cross Blue Shield of Michigan Foundation Doctoral Grant*. \$3000.
6. **PI – Wallace, J., Co-PI – Covassin, T.** (2014, Not Funded). Knowledge and Awareness of Concussion in High-School Student Athletes In Urban vs. Suburban High Schools and Schools With an ATC vs. No ATC. *National Athletic Trainers' Association Doctoral Grant*. \$2500.
7. **PI-Covassin, T., Wallace, J.** (2013, Funded). Concussion Education and Management among Urban High School Athletes, Parents and Coaches. *Joe D. Pentecost Foundation*. 1-Year \$9500
8. **PI – Wallace, J., Co-PI – Covassin, T.** (2013, Not Funded). Knowledge of Concussion and Reporting Behaviors of Urban and Suburban High School Student Athletes. *GLATA Doctoral Student Grant*. \$1500.
9. **PI – Wallace, J.** Michigan State University Study Abroad Fellowship (2013, Not funded). \$4500

PUBLICATIONS:

BOOK CHAPTERS:

1. Covassin, T., **Wallace, J.** (2014). What is the role of the graded exertion protocols for making RTP decisions? In. Valovich McLeod. Quick Consult in Sports Medicine - Concussion Slack Publishing.

PEER-REVIEWED JOURNALS:

1. Covassin, T., Beidler, E., Ostrowski, J., **Wallace, J.** (In Press). Psychosocial aspects of rehabilitation in sports. *Clinics in Sports Medicine*.
2. Covassin, T., Crutcher, B., **Wallace, J.** (2013). Does a 20 minute cognitive task increase concussion symptoms in concussed athletes? *Brain Injury, Vol. 27(13-14)*. Pg.1589-1594.

PUBLISHED ABSTRACTS:

1. **Wallace, J.**, Covassin, T. (2014). Assessing sex differences in high school student athletes' knowledge and reporting behaviors of concussion. *Journal of Athletic Training, Vol 49(3) supplement*. Pg. S-141.

SUBMITTED MANUSCRIPTS:

1. **Wallace, J.**, Covassin, T. Lafavor, M. Clinical use of the step-wise progression among athletic trainers to make return to play decisions following concussion. (Manuscript Submitted.)
2. **Wallace, J.**, Covassin, T. Beidler, E. Sex differences in knowledge of concussion and reporting behaviors among high school student athletes. (Manuscript Submitted.)

MANUSCRIPTS IN PREPARATION

1. **Wallace, J.**, Covassin, T., Nogle, S., Kovan, J., Gould, D. Differences in knowledge of concussion and reporting behaviors in high school athletes with and without an athletic trainer. (Manuscript in Preparation.)
2. **Wallace, J.**, Covassin, T., Nogle, S., Kovan, J., Gould, D. The effect of school environment on concussion knowledge and reporting. (Manuscript in Preparation.)
3. **Wallace, J.** Covassin, T., Schatz, P., Beidler, E. Normative iPad ImPACT scores of high school athletes at title I schools. (Manuscript in Preparation.)
4. **Wallace, J.** Covassin, T., Nogle, S., Kovan, J., Gould, D. Racial differences as it pertains to knowledge of concussion scores. (Manuscript in Preparation.)

PRESENTATIONS:

1. **Wallace, J.**, Covassin, T. (2015). The Effects of Concussion Legislation on Clinical Athletic Training Practices. *Michigan State University Graduate Academic Conference*, February 2015.
2. **Wallace, J.**, Covassin T. (2015). Concussion Reporting Behaviors in High School Student Athletes Attending Urban, Title I Schools with an Athletic Trainer. *Big Sky Athletic Training and Sports Medicine Conference*, February 2015.
3. **Wallace, J.**, Covassin, T. (2014). Assessing Sex Differences in High School Student Athletes' General Knowledge, Awareness, and Reporting Behaviors of Concussion. *National Athletic Trainers' Association Annual Symposia*, June 2014.
4. Bentley, A., Hinzke, K., Beidler, E., **Wallace, J.**, Covassin, T. (2014). High School Athlete's Self-Reported Knowledge of Concussion. *MSU Undergraduate Research and Arts Forum*. Lansing, MI. April 2014.
5. **Wallace, J.**, Covassin, T. (2014). Assessing High School Student Athletes' Knowledge of Concussion and Reporting Behaviors. *MSU Graduate Academic Conference*, March 2014.
6. Beidler, E., Deitrick, J., **Wallace, J.** (2014). Incorporating Sport Psychology into Your Clinical Athletic Training Practice. *Great Lakes Athletic Trainers' Association Annual Meeting*. March 2014.
7. Schoenherr, J., Crenshaw, R., **Wallace, J.**, Covassin, T. (2013). Knowledge of concussion and reporting behaviors in high school student athletes. *MSU Undergraduate Research and Arts Forum*. Lansing, MI, 2013
8. Lipchik, A., Rosenbrook, K., **Wallace, J.**, Covassin, T. (2013). Neurocognitive and concussion symptom differences between male and female concussed soccer players. *MSU Undergraduate Research and Arts Forum*. Lansing, MI, 2013
9. **Wallace, J.**, Covassin, T., Nogle, S. (2013). Knowledge of Concussion and Reporting Behaviors in High School Student-Athletes. Research Practicum, Michigan State University. March 2013
10. Driska, A., Tshube, T., **Wallace, J.** (2012). Autonomy Support, Identity Foreclosure, and the Coach-Athlete Relationship, University of Botswana, June 2012

LICENSES AND CERTIFICATIONS:

- BOC Certified Athletic Trainer since 2006
- State of Florida Licensed ATC, License #AL 2352
- State of Michigan Licensed ATC, License #2601001253
- First-Aid and CPR Certified for Professional Rescuer through American Red Cross
- American Red Cross CPR & First Aid Instructor
- Florida Department of Education Teaching Certificate

PROFESSIONAL MEMBERSHIPS:

- National Athletic Training Association
- Southeast Athletic Training Association
- Athletic Training Association of Florida
- Great Lakes Athletic Trainers' Association
- American Educational Research Association
- American Alliance for Health Physical Education, Recreation & Dance

PROFESSIONAL DEVELOPMENT:

- NATA Annual Meeting, 2015
- Big Sky Athletic Training & Sports Medicine Conference, 2015
- Graduate Academic Conference, 2015
- NATA Annual Meeting 2014
- Graduate Academic Conference, 2014
- GLATA Annual Meeting, 2014
- Spartan Strength & Conditioning Clinic, 2013
- GLATA Annual Meeting, 2012
- Midwest Sport & Exercise Psychology Symposium, 2012
- ATAF Annual Meeting, 2011
- NATA Annual Meeting, 2009
- ATAF Annual Meeting, 2009
- NATA Annual Meeting, 2007

VOLUNTEER & LEADERSHIP ACTIVITIES:

- Kinesiology Graduate Students Organization, Teaching Committee
- Big Brothers Big Sisters
- Delta Delta Delta (2002-2004)
- Hurricane Athletic Training Students – Vice President (2005-2006)
- Head JV Softball Coach at Paul J. Hagerty High School (2009-2010)