

WSU Five-Year Program Review
Self-Study

Cover Page

Department: Health Promotion and Human Performance
Program: Bachelor of Science in Athletic Therapy

Semester Submitted: Fall 2013

Self-Study Team Chair: Valerie Herzog, Athletic Therapy Program Director

Self-Study Team Members: Jordan Hamson-Utley, Jennifer Ostrowski, Matthew Donahue, Jennifer Turley

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A. Brief Introductory Statement

The Department of Health Promotion and Human Performance (HPPH) offers an undergraduate program in Athletic Therapy. This program has been in existence for 5 years (since January 2009) and is designed for students preparing to enter graduate school for physical therapy, occupational therapy, physician's assistant programs, and/or medicine. Students who graduate from this major only will not be eligible to take the Board of Certification (BOC) exam to become a certified athletic trainer. These students take many of the support courses, professional knowledge courses, and many of the AT major courses. However, Athletic Therapy students DO NOT take the Clinical Application courses. Instead, these students complete the prerequisites required to enter their chosen graduate program. The program provides hand on and experiential learning along with internships in healthcare in their chosen field of study.

Major Course Requirements for Bachelor of Science Degree in Athletic Therapy

Athletic Therapy Courses (22 credit hours)

- AT 2300 Emergency Response (3)
- AT/PSY 3200 Psychology of Sport, Injury & Rehabilitation (3)
- AT 3300 Evaluation & Care of Musculoskeletal Injuries: Lower Extremities (3)
- AT 3301 Evaluation & Care of Musculoskeletal Injuries: Upper Extremities (3)
- AT 4100 Basic Therapeutic Modalities for Musculoskeletal Injuries (3)
- AT 4200 Basic Rehabilitation of Musculoskeletal Injuries (3)
- AT 4600 Administration & Management in Athletic Training (3)
- AT 4700 Introduction to Radiology for the Athletic Training Profession (1)

Program Electives (3-6 credit hours) Must choose at least one. Students completing less than 6 credits of PEP 4890 must choose two.

- AT 4101 Advanced Therapeutic Modalities for Musculoskeletal Injuries (3)
- AT 4201 Advanced Rehabilitation of Musculoskeletal Injuries (3)

ZOOL 2200**** Human Physiology (4)

* These courses also fulfill General Education or degree requirements.

** These courses may be substituted on a case-by-case basis when students are required to fulfill science requirements for admittance to graduate school with permission from the Program Director.

*** Some students will be required to complete an FBI background check and drug test prior to completing the work experience. The expenses, approximately \$75, will be paid for by the student. Some students may also be required to secure additional immunizations, including a hepatitis B vaccination, depending on the cooperative work experience site. The expenses, approximately \$40-100, will be paid for by the students.

**** Students may also take HTHS 1110 and 1111 instead of ZOOL 2100 and 2200.

accepted as prerequisite courses for their graduate program of choice.

Other Pre-Professional Courses

Athletic Therapy Students also generally take the coursework needed for their

assistant, or medicine). These courses typically include CHEM 1110 and 1120, PHYS 2010 and 2020, and MATH 1060 (Trigonometry). The prerequisites vary somewhat from

pre-professional courses fulfill entrance requirements.

Optional Elective

AT 4800 Individual Projects (1-4)

B. Mission Statement

The mission of the Weber State University Athletic Therapy Program is to provide a quality educational and pre-professional clinical experience for students. Students are presented with didactic and psychomotor experiences that will lead them to being able to exercise sound ethical judgment. The coursework and internships will prepare students for their graduate program of choice and position them to gain admission into these programs.

C. Curriculum

Curriculum Map

	Department/Program Learning Outcomes				
	Injury/Illness Prevention & Wellness Protection	Clinical Evaluation & Diagnosis	Immediate & Emergency Care	Treatment & Rehabilitation	Organizational and Professional Health and Well being
Core Courses in Athletic Therapy Program					
AT/HLTH 2300 Emergency Response			E/M		
AT/PSY 3200 - Psychology of Sport, Injury & Rehabilitation				E/M	I
AT 3300 Evaluation & Care of Musculoskeletal Injuries: Lower Extremities		E/M			
AT 3301 Evaluation & Care of Musculoskeletal Injuries: Upper Extremities		E/M			
AT 4100 Basic Therapeutic Modalities for Musculoskeletal Injuries				E/M	I
AT 4101 Advanced Therapeutic Modalities for Musculoskeletal Injuries (optional course)				E/M	I
AT 4200 Basic Rehabilitation of Musculoskeletal Injuries		I		E/M	
AT 4201 Advanced Rehabilitation of Musculoskeletal Injuries (optional course)				E/M	
AT 4550 General Medical Conditions and Advances in Athletic Training (optional course)		E			I
AT 4600 Administration & Management in Athletic Training					E/M

I = introduced, E = emphasized, M = mastery assessed

Support Courses in Athletic Therapy Program

Department/Program Learning Outcomes

Injury/Illness
Prevention &
Wellness
Protection

Clinical
Evaluation &
Diagnosis

Immediate &
Emergency Care

Treatment &
Rehabilitation

Organizational

D. Student Learning Outcomes and Assessment

Measureable Learning Outcomes: At the end of their study at WSU, students in the Athletic Therapy program will have a solid foundation in:

1. Educating participants and managing risk for safe performance and function.
2. Implementing standard evaluation techniques and formulating a clinical impression for the determination of a course of action.
3. Employing standard care procedures and communicating outcomes for efficient and appropriate care of the injured.
4. Reconditioning participants for optimal performance and function.
5. Understanding and adhering to approved organizational and professional practices and guidelines to ensure individual and organizational well being.

Summary Information (as needed): None.

Evidence of Learning: General Education Courses: N/A

Evidence of Learning: Courses within the Major

Courses within the Major every course required in the major OR at least all of the clinical courses (must include 20-25% of courses each year)

E. Evidence of Learning: Courses within the Major (2011-12 data)				
Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Goals Linked to Learning Outcomes	Interpretation of Findings (did you or did you not meet the goal in the previous column. Include data here)	Action Plan/Use of Results (if you your goal, how are you going to make changes. If you did meet the goal, just put no changes necessary at this time)
Learning Outcome 1.A: Students will educate participants and manage risk for safe performance and function.	Measure 1: AT 4600: Comprehensive Written Final Exam	Measure 1: 90% of students will earn a 70% or better on the exam	Measure 1: 100% of students earned a 70% or better.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: PEP 4890: Status Report	Measure 2: 90% of students will demonstrate tasks in patient education.	Measure 2: 95% of students demonstrated tasks in patient education.	Measure 2: No curricular or pedagogical changes needed at this time
	Measure 3: PEP 4890: Evaluation by Clinical Site Supervisor	Measure 3: 90% of students will earn an 80% or better in evaluation section on Facilitation	Measure 3: 100% of students earned an 80% or better in evaluation section on Facilitation	Measure 3: No curricular or pedagogical changes needed at this time

Learning Outcome 4.A: Students will recondition participants for optimal performance and function.	Measure 1: AT 4100 Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 80% of students earned a 70% or better.	Measure 1: New instructor assigned to this course.
	Measure 2: AT 4100 Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 70% or better on the exam	Measure 2: Less than 50% of students earned a 70% or better on first attempt.	Measure 2: New instructor assigned to this course.
	Measure 3: AT 4101 Comprehensive Written Final Exam	Measure 3: 90% of students will earn an 70% or better on the exam	Measure 3: 90% of students earned a 70% or better.	Measure 3: No curricular or pedagogical changes needed at this time
	Measure 4: AT 4101 Comprehensive Oral/Practical Final Exam	Measure 4: 90% of students will earn an 70% or better on the exam	Measure 4: Less than 50% of students earned a 70% or better on first attempt.	

practices and guidelines to ensure individual and organizational well being.	Project Policies and Procedures Manuals/Risk Management Plans	students will earn an 70% or better on the project	students earned a 70% or better.	pedagogical changes needed at this time
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*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

E. Academic Advising

In the Department of Health Promotion and Human Performance, students can expect a friendly educational environment with student leadership involvement and a student-oriented advising program. The faculty and coordinator of advisement are strongly committed to assisting each student in a planned advisement program that is most effective. Student satisfaction is a goal and students are counseled that the responsibility of successful completion of their programs lies in their hands. Students are advised of program admission requirements, general education for courses in the department that satisfied general education requirements, and transfer articulation.

Advising Strategy and Process

The HPH department has a highly qualified and experienced advisement coordinator. Each individual faculty member also participates in advisement after students have an initial meeting with the advisement coordinator. The current advisement process is: new students attend a group advisement session, students schedule individual advisement sessions with the advisement coordinator, then student may meet with a faculty advisor or program director. The advisement coordinator seeks to maintain academic program requirements, follow degree maps, attend training and conferences related to advisement and WSU as well as for the specific program, and attend department and program meetings. The academic advisor has specific responsibilities as does the student.

In addition, the Athletic Therapy Program Director meets individually with each student when he/she applies for admission to the program as well as prior to beginning their PEP 4890 internship. The Program Director also meets with students on other occasions as needed for academic advising and/or career advice.

Advisor Responsibilities:

- Understand and effectively communicate the curriculum, graduation requirements and University policies and procedures.

- Assist students in understanding the purposes and goals of higher education and its effects on their lives and personal goals.

- Encourage and guide students as they define realistic academic goals.

- Support students as they acquire the skills to develop clear and attainable educational plans.

- Provide students with information about and strategies for utilizing the available resources and services on campus.

- toward meeting their goals.

- Maintain the level of confidentiality provided by the Buckley Amendment (FERPA).

- Assist students in gaining decision making skills and skills in assuming responsibility for their educational plans and achievements.

- Promote and encourage students to develop productive working relationships with their professors.

Advisee Responsibilities: As an advisee, you have clear responsibilities in order for the advising partnership to be successful. Among those responsibilities are the following:

Schedule regular appointments or make regular contacts with your advisor each semester.

Come prepared to each appointment with questions or materials for discussion; be an active learner by participating fully in the advising experience.

Ask questions when you do not understand an issue or have a specific concern.

Keep a personal record of your progress toward meeting your goals. Organize official documents (academic records, communications from professors or the advisement coordinator including emails, letters, and/or phone calls) in a way that enables you to access them when needed.

Clarify personal values and goals and provide your advisor with accurate information regarding your interests and abilities.

Become knowledgeable about University programs, policies and procedures.

Accept responsibility for your decisions.

Respond to official notification from the advisement coordinator (letters, emails, phone contacts, etc.) in a timely manner.

Maintain effective working relationships with advisors, faculty and administrators.

Effectiveness of Advising

An advisement survey for department faculty evaluation of advisement and program s created and implemented in Spring 2013.

The results were overall positive with some areas identified for improvement. The main area for improvement was greater availability to the advisement coordinator.

Beginning Fall 2013, group advisement for each program 4cctiv3(ove)44d

8. The HPHP advisement coordinator adequately documents advisement sessions through the online university advisement system.
- 9.

Student Advisement Coordinator April 2013 Survey (*94 students responded*)

Questions

1. I am typically able to schedule a meeting with the HPHP advisement coordinator within:
2. The HPHP advisement coordinator is readily available to me throughout the semester when I need assistance.
3. The HPHP advisement coordinator responds quickly (such as within 24-48 hours Monday through Friday) to my email and voicemail.

needs.
5. The HPHP advisement coordinator is courteous and professional.
6. Meetings with The HPHP advisement coordinator are helpful and productive.
7. The HPHP advisement coordinator provides me with accurate advisement information.
8. The HPHP advisement coordinator helps me select courses that match my interests and graduation requirements.
9. The HPHP advisement coordinator is helpful in discussing my career plans and goals.

Faculty members within the program are mentored by the department chair, program director, and other faculty within the diverse HPHP department. Adjunct instructors are mentored by a faculty member most familiar with the course taught by the adjunct.

Diversity of Faculty

The faculty includes three female and one male, all Caucasian. The department and program aspire to have diversity within the faculty but have had small applicant pools since the inception of the program. However, in every faculty search, tie-breaker points are awarded for cultural/ethnic diversity.

Ongoing Review and Professional Development

Department faculty members are reviewed according to WSU PPM schedules. Adjunct faculty are evaluated annually via peer review and review of end of course evaluations. The typical schedule after hire as a tenure track assistant professor is:

2nd year: peer review of teaching by committee and Department Chair review

3rd Year: formal tenure rank and evaluation committee review

5th year: peer review of teaching by committee

6th Year: formal tenure rank and evaluation committee review

if tenure and rank advancement was granted

11th year: eligible for full-professor promotion or post-tenure review

Every five years: post-tenure review

All full-time Athletic Training/Therapy faculty attend professional conferences each include conferences focused on athletic training, psychology, and/or teaching/pedagogy. Funding for these conferences comes from several sources: the

in their chosen field of graduate study. The Program Director serves as the course instructor for the internship class (PEP 4890) and ensures that students choose appropriate internships, submit signed contracts, and complete the required reports and evaluations. With the assistance of the internship coordinator, the program director maintains a database of potential internship sites for future students.

Description of Role in External Communities

The Athletic Therapy program fosters relationships with several organizations and agencies to meet the program mission. The details related to this external community involvement are outlined below and in Appendices E and F. The Program Director and Internship Coordinator build and maintain relationships with external clinics for the PEP 4890 internships.

All of the program faculty members are involved in professional organizations at the state, regional, and National levels (see the table below).

Table: Faculty Involvement with Various Organizations

Faculty	Role & Organization	Level
Jennifer Ostrowski, Matthew Donahue, Valerie Herzog, and Jordan Utley	(NATA)	National
Jennifer Ostrowski, Matthew Donahue, Valerie Herzog, and Jordan Utley	Association (RMATA)	Regional
Jennifer Ostrowski, Matthew Donahue, Valerie Herzog, and Jordan Utley		State
Matthew Donahue	Board of Certification Exam Development Committee	National
Matthew Donahue	Journal Reviewer: Journal of Athletic Training	National
Matthew Donahue	Journal Reviewer: Athletic Training & Sports Health Care	National

Valerie Herzog	NATA Executive Committee for Education Professional Education Primary Workgroup	National
Valerie Herzog	Commission on Accreditation of Athletic Training Education (CAATE) Site Visitor	National
Valerie Herzog	BOC Athletic Training Regulatory Conference Committee	National
Jennifer Ostrowski	Journal Reviewer: Internet Journal of Allied Health Sciences & Practice	National
Jennifer Ostrowski	Journal Reviewer: Research in Sports Medicine	National
Jennifer Ostrowski	Journal Reviewer: Rehabilitation Research and Practice	National
Jennifer Ostrowski	Journal Reviewer: Journal of Athletic Training	

I. Results of Previous Program Reviews

N/A This is the first program review conducted for the Athletic Therapy major.

J. Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

K.

APPENDICES

Appendix A: Student and Faculty Statistical Summary

	2008- 09	2009- 10	2010- 11	2011- 12	2012- 13
HPHP ALL					
Student Credit Hours Total ¹					

Bachelor Degree	(88) 91	(51) 89	(85) 77	(118) 109	(112) 114
Female	239	260	297	307	341
Male	222	238	291	366	350
Faculty FTE Total ⁶	40.68	39.28	40.18	42.29	NA
Adjunct FTE	25.07	23.06	25.09	26.12	NA
Contract FTE	15.61	16.22	15.09	16.17	NA
Student/Faculty Ratio ⁷	19.45	22.42	24.31	23.54	NA

Note: Data provided by Institutional Research

1 **Student Credit Hours Total** represents the total department-related credit hours for all students per academic year. Includes only students reported in Banner system as registered for credit at the time of data downloads.

2 **Student FTE Total** is the Student Credit Hours Total divided by 30.

3 **Student Majors** is a snapshot taken from self-report data by students in their Banner profile as of the third week of the Fall term for the academic year.

4 **Program Graduates** includes only those students who completed all graduation requirements by end of Spring semester for the academic year of interest. Students who do not meet this requirement are included in the academic year in which all requirements are met. Summer is the first term in each academic year.

5 **Student Demographic Profile** is data retrieved from the Banner system.

6 **Faculty FTE** is the aggregate of contract and adjunct instructors during the fiscal year. **Contract FTE** includes instructional-related services done by "salaried" employees as part of their contractual commitments. **Adjunct FTE** includes instructional-related wages that are considered temporary or part-time basis. Adjunct wages include services provided at the Davis campus, along with on-line and Continuing Education courses.

7 **Student/Faculty Ratio** is the Student FTE Total divided by the Faculty FTE Total.

Summary Information (as needed)

Note: Until 2011, the Athletic Therapy majors were declared under the Athletic Training major. However, the Athletic Training major had two tracks, the Clinical Track and the Scientific Track. In 2011, the tracks were removed and the Scientific Track of the Athletic Training major was replaced with the Athletic Therapy major.

The Health Promotion and Human Performance Department houses many academic programs as shown in the table. Overall, the number of student majors and program graduates has increased with the most growth observed in athletic therapy and health promotion. Gender equity in students in the department programs is evident. The student/faculty ratio data indicates an increase in the number of students taking courses in the department and a higher student to faculty ratio over time. This data is in line with the increasing SCH data.

increased every year from 2008 to 2013.

Appendix B: Contract/Adjunct Faculty Profile

Full-Time Faculty

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Valerie Herzog	Female	Caucasian	Associate Professor	Tenured	EdD	9 - WSU 14 - total	Rehabilitation, Modalities, Management, Research
Jordan Hamson-Utley	Female	Caucasian	Assistant Professor	Tenure-track	PhD	5 - WSU 15 - total	Sport Psychology, Orthopedic Assessment
Matthew Donahue	Male	Caucasian	Assistant Professor	Tenure-track	PhD	1 - WSU 5 - total	Modalities, Research
Jennifer Ostrowski	Female	Caucasian	Assistant Professor	Tenure-track	PhD	1 - WSU 5 - total	Modalities, Orthopedic Assessment, Sport Psychology

Ethnicity	Rank	Tenure Status	Title	WSU Total	Areas of Expertise
Caucasian	Adjunct	Contract only/non-tenure track			Orthopedic taping/bracing, Emergency Medical Response
	Adjunct	Contract only/non-tenure track			General Medical conditions, modalities
	Adjunct	Contract only/non-tenure track		WSU Total	Emergency Medical Response
	Adjunct	Contract only/non-tenure track	MS	4 WSU 6 - Total	Emergency Medical Response, Orthopedic Assessment

					preparation, WSU systems, customer service, scheduling, tracking and managing data etc.
Danielle Orozco	F	Caucasian	Secretary/Administrative Assistant	2 years	Class schedules, document preparation, purchasing, general office management, WSU systems, customer service, scheduling, tracking and managing data etc.
Lisa Pedersen	F	Caucasian	Building Coordinator	2 years in current position, 10 years at WSU	Event coordination,

Appendix E: External Community Involvement Names and Organizations

Facility Name	Contact Person
ABC Pediatric Dentistry	Jesse Low
Active Lifestyles PT	Damon Aguirre
Alpine Spine Sports & Rehab	Mike Hawkins
ARC Therapy	Michael Greenwood
Army ROTC	SFC Ballinger SFC Perron
Aspen Ridge PT	Rick Bowser
Basics/Fit Quest	Carrie Cervantes
Calton-Harrison Clinic	Neal Callister Jeffrey Harrison
Davis Hospital	Dr. Joseph Jensen

Appendix G: Moyes College of Education Adjunct Semester Contract

November 21, 2012

Name
Address
City, UT, Zip

Dear XXXX,

I am pleased to offer you an appointment as Adjunct Instructor in the Department of Health Promotion and Human Performance (HPHP) for the Spring 2013 semester. This appointment is effective from January 7 to April 25, 2013, inclusive. You will be paid a total of \$XXXX dollars contingent upon sufficient class enrollments at the end of the third week of class [or if your online course has an enrollment greater than 25, you will

3. Employment is subject to the contractual policies of the University as they may be

Appendix H: HPHP Syllabus Template

WEBER STATE UNIVERSITY
Moyes College of Education
Department of Health Promotion and Human Performance

COURSE: Prefix, #, type (lecture, lab, activity, community based learning, etc.),
semester, year, CRN, semester block
Course name

CREDIT HOURS: 3

CLASS SCHEDULE: Days and times and/or Hybrid/Online at <http://canvas.weber.edu>

PROFESSOR/ Name, credentials

INSTRUCTOR: Title

Email address

Telephone number with area code

Office location (building and room #)

Office Hours: list at least 5 hours varying AM & PM and days of the week
and include by appointment. *Adjunct instructors hold 2 office hours/week.*

COURSE DESCRIPTION: Same as from the catalog (see online at <http://catalog.weber.edu/>)

PREREQUISITES:

REQUIRED TEXTBOOK (OR REFERENCE COURSE MATERIALS): Include the author,
title, publisher, year, and ISBN.

OPTIONAL TEXTBOOK (OR REFERENCE COURSE MATERIALS): Include the author,
title, publisher, year, and ISBN.

COURSE DIRECTION: Briefly describe the purpose the course serves and how it will benefit
the academic/professional development or meet program standards/outcomes so students
understand the purposefulness of the course.

COURSE OBJECTIVES/LEARNING OUTCOMES: These should be written in such a way
outcomes assessment grid when applicable.

REQUIREMENTS:

Quizzes: Number of quizzes, relation to course materials, number of questions per quiz,
points per quiz and/or question, delivery mode (in class, on ChiTester, on canvas, scheduled,
pop, open/closed book, etc).

Exams: Number of assignments, relation to course materials, study tips and reviews, points
per exam, delivery/submission mode (in class, on ChiTester in testing centers or with
approved proctors for out-of-area students or at home, timed or not timed, other testing rules
and permitted testing tools if any, on canvas, scheduled, pop, open/closed book, etc).

Assignments/Projects/Papers/Presentations: Number of assignments, relation to course
materials, points per assignment, delivery/submission mode (format, required tools for

success, in class, on chitester, on canvas, etc), paper and presentation format, time/page length, literature review and reference citation expectations, etc.

Labs:

Late Work: What is the consequence of late work? Is it accepted for a period of time and docked late submission? Is late work not accepted without prior arrangements? Is there a make-up exam period for missed exams with a grade deduction?

Extra Credit: Is extra credit available or not. If so to what extent (should not inflate grades and should be tied to the course learning outcomes) and are there predetermined extra credit opportunities, if so list them here.

Students with Disabilities: "Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Services Center. SSD can also arrange to provide course materials (including the syllabus) in alternative formats if necessary." For more information contact SSD at 801-626-6413, ssd@weber.edu, or <http://departments.weber.edu/ssd/>.

Student Conduct: Students enrolled in this class will adhere to the Department of Health

<http://www.weber.edu/wsuiimages/HPHP/StudentCode/HPHPStudentCode.pdf>.

Academic Dishonesty: Any individual caught cheating on any class work or plagiarizing will receive an automatic "E" for their final grade. Furthermore, a letter will go into the student's file describing the situation.

TENTATIVE CLASS SCHEDULE

A daily schedule is preferred, a