



Department of Human Physiology
University of Oregon

Student Handbook for the
Athletic Training Graduate Program

2018-2019 Academic Year

Table of Contents

Department of Human Physiology

Director of Graduate Studies (DGS)	1
Graduate Coordinator	1
Graduate Employee (GE) Information	1
Scholarships	1
Conditional Status	2
Teaching Academy	2
Seminar Series	2
Continuous Enrollment Requirement	2

Graduate Athletic Training Program

Mission	3
Program Learning Objectives	3
Advanced Clinical Skills	3
Clinical Meetings & Documentation	3
Comprehensive Defense of Advanced Clinical Skills	4
Record Keeping- Creating a Professional Summary	5
Assignment of 2 nd year Clinical Placements	5
State of Oregon Registration	6
Oregon Athletic Trainers Society (OATS)	6
Leadership/Service Positions	7
Request for Absence	7
Request for Absence Form	8
Maintaining Credentials	9

Master's Degree Overview

Coursework	9
Advisors	10
Scholarly Exit Requirement	10
A. Original Research Exit Requirement	11
B. Comprehensive Exams & Manuscript Exit Requirement	14
Comprehensive Exam Application	20
Deadline for Graduating Term	21

Athletic Training Program Participants

Program Administrative Team	22
Clinical Mentors	22
Collaborating Physicians	22
Students	22

Human Physiology – Athletic Training Graduate Program

The **Athletic Training Graduate Program** is a professional program. The primary goal of this program is to provide classroom and clinical experiences that will allow entry-level certified athletic trainers to grow into professionals with the experience and confidence to be great clinicians. Providing students with advanced clinical skills is our hallmark. The program also provides students with the opportunity to grow as leaders, teachers, and researchers. Admission is granted only to students who are certified by the NATA Board of Certification or who have qualified for the certification examination and will be certified by August 1st.

Department of Human Physiology

Director of Graduate Studies (DGS)

The DGS is a faculty member within the department of Human Physiology. The role of the DGS is to ensure the quality of graduate education in the department. The DGS serves as an advocate for graduate students with respect to the department faculty and university at large. Additionally, the DGS coordinates departmental Graduate Teaching Fellowship (GTF) assignments.

Graduate Coordinator

The Graduate Coordinator is a staff member within the department of Human Physiology. The role of the Graduate Coordinator is to help implement the policies of the Graduate Program, including maintaining the files for each graduate student and assigning keys.

Graduate Employee (GE) Information

GE is the term used at the UO for graduate assistantships (*formerly Graduate Teaching Fellow; GTF*), regardless of whether the funding is for teaching (TA) or research (RA) or athletic training services (ATC). There are three GTF levels:

- GE I: Graduate students who are not eligible for a GE II or GE III appointment.
- GE II: Graduate students who have: a) an MS in a related field prior to enrolling at University of Oregon, b) an MS in Human Physiology at the University of Oregon, or c) completed 45 credit hours toward a doctoral degree and have approval from the DGS and department head.
- GE III: Regularly enrolled doctoral students who have been advanced to candidacy (by passing the comprehensive exam).

For more information about GE appointments, students are encouraged to contact the [Graduate School](#) or the Graduate Teaching Fellows Federation ([GTFF](#)).

Scholarships

Each year the department of Human Physiology awards several scholarships. Details about the available scholarships can be found on the department website.

Conditional Status

If a student is admitted to the graduate program with a conditional status, it is the responsibility of the student to update the Graduate Coordinator on their progress. Unless otherwise detailed in an acceptance letter, students need to fulfill the condition by the end of their 1st year of study.

Teaching Academy

Prior to the start of the academic year (September), the department hosts a teaching academy. This is typically broken down into two parts:

- **Tier One:** Designed to arm new GEs with key information and perspectives that can help them succeed in the classroom. **All new graduate students are required to attend.**
- **Tier Two:** Designed to provide continuing professional development for experienced graduate students by covering newer strategies and developments within the realm of effective teaching. It will be delivered at a level that should be appealing to both the new and the experienced instructor. All graduate students are welcome to attend.

Seminar Series

The department conducts a seminar series, in which faculty invite speakers who are leaders in their respective field. The general format is to have external speakers present every other week in a one hour research talk format, then hold a lunch where just the graduate students and the speaker can attend and have a Q&A. There will often be off-week activities which vary from year to year. Consistent attendance reflects professional behavior and it is expected student attend these activities on a regular basis. If you will miss seminar due to clinical assignment requirements, notify the program director in advance.

Continuous Enrollment Requirement

Unless On-leave status has been approved, graduate students enrolled in an advanced degree or graduate certificate program are required to be continuously enrolled (for a minimum of 3 graduate credits) until all requirements have been completed. Summer session registration is not required unless the student is using university facilities or faculty or staff services (for example, thesis students taking exams or submitting papers for advancement to candidacy). Please discuss with your advisor any plans for summer course registration prior to registering in order to verify the utility of registering for credits. For AT graduate students, in the event the student needs to complete requirements associated with their degree after their two year program (e.g. thesis defense, comprehensive exams), continuous summer enrollment is not available (AT program faculty are not available to advise in a formal capacity during summer); therefore the student must complete their requirements for credit (e.g. research, special problems) during the subsequent fall. Note: if the student is no longer a GE then he/she is responsible for paying for these credits.

Graduate Athletic Training Program

Mission

Our mission is to facilitate the development of athletic training professionals with advanced clinical skills, who ask and seek answers to unique scholarly questions via original research as they integrate new knowledge into their evolving clinical philosophy. The result is clinicians who self-assess, critically evaluate new ideas, think creatively, and integrate scientific evidence into clinical practice.

Program Learning Objectives:

The following are the program's overarching learning objectives.

- Constructively self-evaluate regarding your strengths and weaknesses as a clinician.
- Critique prior learning experiences, and develop a personal clinical philosophy.
- Effectively implement advanced clinical skills into your clinical practice.
- Make clinical decisions based on current evidence.
- Constructively evaluate scientific literature using critical thinking skills.
- Produce concise, accurately referenced, scientific writing.
- Demonstrate personal and professional growth, service and leadership qualities.
- Organize and disseminate information for adult-learners using active and effective pedagogical methods.
- Be able to demonstrate integrity in professional communication, clinical decision making and behavior.

Advanced Clinical Skills

Our number one focus is the development of great athletic trainers. Therefore, we offer many structured learning experiences to promote the learning of unique and advanced skills. Our program has developed specific objectives in the following areas:

- Advanced Clinical Assessment of the Spine and Pelvis
- Advanced Clinical Assessment of Posture and Movement
- Advanced Therapeutic Exercise Prescription
- Lower Extremity Joint Mobilizations
- Neuromuscular Techniques
- Muscle Energy Technique
- Strain/Counterstrain (SCS)
- Movement Screens
- Concussion Management
- Diagnostic Imaging
- General Health Evaluation Skills
- Nutrition

Clinical Meetings & Documentation

There are a number of formal check-in times when students meet with their clinical mentor, in addition to the clinical coordinator and program director. Prior to each meeting, the student and clinical mentor fill

out the appropriate documentation with an electronic form. Below is an outline of the approximate dates and documentation to be completed:

Students:

Date	Meeting	Documentation
Year 1 – Late July or Early August	Introduction to expectations w/clinical mentor	Clinical Skills Self-Assessment
Year 1 – December	Mid-year performance evaluation	Clinical Goals and Performance Review
Year 1 - June	End of year performance evaluation	Clinical Skills Self-Assessment + Clinical Goals and Performance Review
Year 2 - February	Mid-year performance evaluation	Clinical Goals and Performance Review
Year 2 – May/June	Comprehensive defense of advanced clinical skills	Clinical Skills Self-Assessment + Exit Questionnaire + Professional Summary

Clinical Mentors:

Date	Meeting	Documentation
First year mentee – December	Student mid-year performance evaluation	Clinical Goals and Performance Review
First year mentee - June	Student end of year performance evaluation	Clinical Skills Assessment by Mentor + Clinical Goals and Performance Review
Second year mentee - February	Student mid-year performance evaluation	Clinical Goals and Performance Review
Second year mentee – May/June	Student comprehensive defense of advanced clinical skills	Clinical Skills Assessment

Comprehensive Defense of Advanced Clinical Skills

At the conclusion of a student’s clinical and academic experience in the University of Oregon Graduate Athletic Training Program, we conduct a comprehensive defense of advanced clinical skills. The intention is to obtain an understanding of how students have applied advanced clinical skills, and have developed leadership skills and a working knowledge of evidence based practice during their last two years. The questions are direct, but allow for open-ended answers since students will be relying on their own personal experiences and opportunities for application of these skills and abilities. All participating students will be awarded one of three possible distinctive graduation classifications after the conclusion of the defense. Classifications will be based upon the level of competence, systematic analysis, creativity, and uniqueness associated with the student’s answers. The 3 classifications are:

Pass: Demonstrates competence, can answer questions at the graduate level with expected degree of depth and specificity to the answers.

Pass with Honors: Is analytical about skill set, incorporates evidence and integrates research into discussions, has developed the ability to reflect on clinical decisions and themselves as a professional.

Pass with Distinction: Demonstrates extraordinary creativity, advances clinical skill applications beyond what is taught, demonstrates a unique reconstruction of knowledge, sophisticated ability to reflect on clinical decisions and themselves as a professional that rivals that of faculty & staff. In order to achieve this ranking, the student will have also performed in their clinical placement at a level that rivals that of the clinical mentors.

Record Keeping- Creating a Professional Summary

We strongly encourage students to keep personal record or inventory of the various assignments or projects they complete during their time in our program. These include and are not limited to: course appraisals, self-assessment via clinical skills and clinical goals performance reviews, academic papers, formal and informal presentations, teaching philosophy statement, and thesis or manuscript projects. Creating a secure and consistent library of these professional, academic and scholarly activities while participating in the Athletic Training Program will help the student build their portfolio. Upon graduation, when career advancement is the primary goal, having a formal portfolio will keep important projects and evaluation scores readily available and aid in resume building and construction of a personal statement or letter of application.

Assignment of 2nd year Clinical Placements

In January/February current 1st year students submit their statement of interest for 2nd year clinical placements. This document should be created with the goal of identifying skills and behaviors necessary for professional development. Students are asked to describe how and why they believe the various clinical environments best match their stated professional goals while complimenting their previous experience and strengths, and helps them overcome self-identified weaknesses/areas of improvement. We strongly recommend students discuss the various positions with the clinical mentors associated with these placements prior to submitting their statement of interest.

Next, the program administrative team discusses student requests during their weekly program meeting, and considers the unique attributes (see below) of both the student's 1st year clinical placement, and their suggested 2nd year clinical placement, and the merit of the explanations found in the letter of request. Tentative 2nd year clinical placements are developed, and discussed with the clinical mentors during the weekly Athletic Medicine staff meeting.

After approval of the draft of 2nd year clinical placements by clinical mentors, students are contacted by the Clinical Coordinator to discuss the suggested assignment. If concerns are raised, the Clinical Coordinator will bring those concerns back to the Program Administrative Team and Clinical Mentors for discussion.

If there are no concerns, 2nd year students are asked to contact their potential 2nd year clinical mentor for a mini-interview and discussion of expectations. Outcomes from those meetings are communicated from the Clinical Mentors to the Clinical Coordinator. In the case of the Club Sports and PE & Rec, the student will also need to have a mini-interview with the Director of Club Sports or the Director of PE & Rec, as

appropriate. The Clinical Mentor will communicate with this person following the mini-interview to ensure they are comfortable with the assignment.

If no concerns arise, the 2nd year clinical assignments are solidified, and the Office Manager (Anni Elling) in the Human Physiology Department Office is notified of decisions. The Office Manager will send associated GTF/Clinical Placement contracts to students for them to sign at some point after April 15th.

Our current clinical placements include the following:

- .49 FTE UO Club Sports (.2 FTE) and PE & Rec (.29)
- .49 FTE UO Club Sports (.2 FTE) and Anatomy Lab Instructor (.29 FTE)
- .49 FTE UO Intercollegiate Football
- .49 FTE UO Intercollegiate W Lacrosse / W Soccer
- .49 FTE UO Intercollegiate Football / Track & Field
- .49 FTE UO Intercollegiate Acrobatics & Tumbling / Football
- .49 FTE UO Intercollegiate M&W Tennis / Football
- .49 FTE UO HPHY Teaching

The following characteristics are true of ALL clinical placements:

- Engagement in evidence based clinical practice.
- Clinicians (students) are self-directed with frequent access to clinical mentor(s) to provide feedback and support.
- Application of critical thinking and problem solving skills.
- Clinical practice necessitates written/verbal professional communication regarding clinical decisions and therapeutic outcomes.
- Access to collaboration and support from physicians and other allied health professionals.

The following are the characteristics that are unique to each clinical placement:

- Proximity to collaborators.
- Type of sport exposure.
- Athlete / Patient population.
- Extent of rehabilitation responsibilities.
- Facilities/ resources.
- Extent of administrative duties and coaching staff communication.

State of Oregon Registration

All students working as an athletic trainer for the UO must also be Registered with the Oregon Health Licensing Agency 700 Summer Street NE, Suite 320 Salem, OR 97301-1287 **Ph:** 503-378-8667 **Fax:** 503-370-9004 **E-mail:** ohla.info@state.or.us **Website:** <http://www.oregon.gov/OHLA>. You must be able to provide proof of registration when working as an athletic trainer in the state of Oregon.

Oregon Athletic Trainers Society (OATS)

If you wish to stay up to date and be on the OATS and District 10 eblasts, be sure to update your address

in the NATA membership profile to your Oregon address. The OATS listserve is helpful for summer work opportunities, and to keep up to date regarding Oregon athletic training events.

Leadership/Service Positions

Each year students are offered a number of ways to develop themselves as a leader and to give back to the athletic training program. The following positions have been established by previous students in our program, and current students are welcome to volunteer to hold these positions (we will have a shared Google doc listing all of these, and a place for you to indicate your interest).

1. **Event Coordinator:** coordinate students regarding conference travel, cabin weekend, intramural teams, NATA alumni party etc.
2. **Applicant/New Student Liaison:** coordinate interview weekend schedule & housing, help applicants and new students with questions etc.
3. **Alumni Outreach Coordinator:** work with Rick Troxel & Lou Osternig (as well as Grace & Kim) to reconnect with alumni from prior to 2004.
4. **Orthopedic Assessment Lab Coordinator:** assist Shelley in coordination of labs and lab instructors for HPHY 362. *(Note: this position is currently associated with the .49 FTE for HPHY Teaching)*
5. **Community Outreach Coordinator:** coordinate student participation in local outreach and education about athletic training at High Schools, ideas for athletic training month, etc.
6. **Professional Association Liaison:** be the point person for various professional groups such as the Lane ATCs, OATS student rep, NWATA student rep, organize 1-2 students for a student forum presentation at NWATA meeting, HPHY graduate club rep, etc.
7. **NWATA Quiz Bowl Questions Team Leader:** Work with NWATA Quiz Bowl coordinator, and coordinate the writing of the quiz bowl questions by our program's students.
8. **Wiki & Facebook Coordinator:** help all students to set up their own wiki pages and communicate with alumni on Facebook page (adding updates & pictures through the year).
9. **State of the Profession Symposium:** every two years since 2006, the UO AT program students have hosted a symposium on a topic of interest for the local athletic training community. The next potential symposium year would be 2016.

Request for Absence

Circumstances sometimes arise in which a student would like to participate in an activity (i.e. wedding etc.) that interferes with their normal clinical work schedule. Under these circumstances, the student should complete the form shown below (*currently available from the Program Director until further notice*) and follow the procedure outlined on the form (provided on the next page).

Graduate Athletic Training Post-Professional Program

Department of Human Physiology
University of Oregon

PERSONAL TRAVEL: REQUEST FOR ABSENCE FORM

RATIONALE:

The goal of this form is to ensure there is adequate communication between students, the clinical mentors, and the AT program staff before personal travel plans are made (to ensure adequate personnel are available for events). This form is not required for travel that is a part of a clinical assignment. It may take up to 2 weeks from the time the form is completed to the time that a decision can be finalized.

PROCEDURE:

1. Student completes the Request for Absence form in collaboration with their clinical mentor.
2. The clinical mentor brings the completed form to the next AT staff meeting to confer with the Athletic Medicine staff.
3. The clinical mentor either provides approval or denies request due to coverage needs during the dates of the request.
4. If approved, the student discusses absences, and plans to get caught up, with course instructors.

NAME:

REQUESTED DATES OF ABSENCE

Departure Date: [Click here to enter a date.](#) Return Date: [Click here to enter a date.](#)

BRIEF REASON FOR ABSENCE (i.e.: Wedding, Visiting friends/family, personal event/competition etc.):

DESCRIBE PLAN FOR MANAGING RESPONSIBILITIES MISSED:

WILL THESE PLANS INCLUDE MISSED ACADEMIC REPONSIBILITIES? Yes No

Any absence from academic responsibilities must be approved by program faculty prior to approval of travel plans.

NOTES: We understand that emergency circumstances may require the process to move faster than what is described above.

Approval (completed by Program Director): Yes No. Date: _____

Comments:

Maintaining Credentials

All students are expected to maintain in good-standing, their certification as an athletic trainer through the Board of Certification (BOC). This includes meeting requirements for continuing education units for each reporting period (should it fall within the time you are a student in our program), maintaining emergency cardiac care (annual review sessions are conducted during every fall orientation: CPR/AED for Professional- American Red Cross), compliance with the BOC's Standards of Professional Practice, maintenance of registration with the Oregon Health Licensing Agency.

Master Degree Overview

Coursework: The master's degree consists of a *minimum of 45* credits beyond the bachelor's degree, with at least 30 of these credits in Human Physiology (HPHY) courses. Additionally, 24 of the total credits required must be graded credits (i.e.: not Pass/No Pass). The following are required Athletic Training Program classes:

Course number	Course Title (term/year)	Credits	Course Facilitators, and special notes
HPHY 660	Basic Science & Clinical Decisions (Fall; 1 st Year)	4	Grace Golden PhD, ATC
HPHY 607	Evidence Based Clinical Practice & Research (Fall, 1 st Year)	2	Grace Golden PhD, ATC
HPHY 611	Professional Skills I: Effective Teaching (Fall; 1 st Year)	1	Sierra Dawson PhD, ATC
HPHY 607	AT Seminar: Leadership Development (Fall 2019)	1	Grace Golden PhD, ATC, ATC; Kim Terrell MS, ATC
HPHY 607	AT seminar: Current Professional Topics (Fall 2018)	1	Grace Golden PhD, ATC, ATC; Kim Terrell MS, ATC
HPHY 609	Practicum in Athletic Training (Fall, Winter, Spring)	1-2	Grace Golden PhD, ATC, Clinical Mentors
HPHY 570	Environmental Physiology (Fall; 2 nd Year)	4	John Halliwill PhD
HPHY 671	Therapeutic Restoration of Biomotor Abilities (Winter; 1 st Year)	3	Grace Golden PhD, ATC
HPHY 662	Manual Therapy: Spine & Lower Quadrant (Winter 2020)	2	Robyn Pester ATC, PT, Julie Embree PT
HPHY 661	Manual Therapy: PNF & Core (Winter 2019)	2	Mike Baum PT, & Julie Staub PT
HPHY 607	AT Seminar: Contemporary Clinical Techniques I & II I (Winter 2019) II (Winter 2020)	1 x 2	Kim Terrell MS, ATC; Grace Golden PhD, ATC; Clinical Mentors

EDUC 614	Educational Statistics (Winter; 2 nd Year)	4	Education Department Faculty
HPHY 669	The Female Athlete (Spring; 1 st Year)	4	Heather Halseth, MS, ATC
HPHY 607	AT Seminar: Clinical Research Presentations (Spring; Both Years)	1 x 2	Grace Golden PhD, ATC; Kim Terrell MS, ATC;
HPHY 607	Administrative Skills for Clinical Careers (Spring 2020)	1	Kim Terrell MS, ATC or Heather Halseth MS, ATC / Clay Jamieson MS, ATC <i>Taught alternating years</i>
HPHY 609	Practicum in Sports Medicine. (Spring; 2 nd Year)	3	Observations (surgical, clinical etc.), Grace Golden PhD, ATC
HPHY 520	Human Cadaver Dissection (Spring; 1 st Year)	1	Jon Runyeon, MS
HPHY 533	Neurophysiology of Concussion (Spring; 1 st Year)	4	Jon Runyeon, MS
HPHY 609	Practicum as AT Preceptor (optional)	1-6	Mentor undergraduates in clinical setting
HPHY 606*	Non-thesis manuscript	4-8	Athletic Training and Clinical Faculty
HPHY 601*	Original Research manuscript	4-12	Athletic Training and Clinical Faculty

Required courses must be taken for letter grades and passed with grades of B– or better. Students must maintain, at minimum, a 3.00 grade point average for all courses.

All students must be registered for 9 credits (minimum) to hold a GTF position. If you enroll in an activity course through rec sports (e.g. a fitness course) or other, these credits do not count towards your 9 credit enrollment requirement. Students are required to pay for any additional fees associated with activities courses.

Matriculating students will sign a “Plan of Study” which will be kept on record with the HPHY department prior to classes starting at the annual Academic Orientation meeting.

Advisors

The program director will serve as the primary academic advisor for all Athletic Training Program students. Following selection of the specific Scholarly Exit Requirement, and identification of a topic for the original research or non-research based manuscript, an exit requirement advisor will be identified (Research Advisor or Manuscript Advisor). The program director/clinical research coordinator (Dr. Grace Golden), or another HPHY faculty member can serve as the exit requirement advisor. The program director will oversee the comprehensive exam process.

Scholarly Exit Requirement

Students must select between two exit requirement options:

- A. Original Research: proposing, conducting, analyzing and presenting original research culminating in submission of an original research manuscript to a peer reviewed journal for publication, or

B. Comprehensive Exams: research experience (4-credit minimum), as well as submission of a non-research based manuscript (e.g.: review of literature or evidence based practice article) to a peer-reviewed journal for publication, and successful completion of written and oral comprehensive exams.

A. Original Research Exit Requirement:

Overview & Timelines:

Year & Term	Latest date activity must have occurred to progress (*indicates absolute deadlines).	Action to be completed by student to ensure successful progress of research project.
Year 1 Fall term	As soon as you can:	Ask questions and investigate the various research projects being conducted by HPHY faculty and HPHY & AT program students and volunteer to help and learn more about projects of interest. Consider personal research interests and choice of Research Project vs. Manuscript + Comprehensive Exam route for graduation.
	By week 10	Participate in 1st “Exit Requirement/Clinical Topics Meeting” with program faculty & clinical mentors. Following the meeting, take any ideas you have heard and investigate potential questions for original research or manuscript. Complete Office for Protection of Human Subjects CITI Training
Year 1 Winter term	By week 5	Produce draft of literature review or detailed outline of research topic of interest and share research question during 2 nd “Exit Requirement/Clinical Topics Meeting” with program faculty & clinical mentors (you will be assigned a Research Advisor after this meeting).
	By week 10	Declare choice of exit requirement (Research Project vs. Manuscript + Comprehensive Exam) via email to Program Director.
Year 1 Spring term	One week before assigned proposal presentation date	Complete 1 st draft of written research proposal and send to Research Advisor. Share a research article related to the topic you will be presenting on to your peers in spring seminar.
	On assigned proposal presentation date	Propose research project topic in HPHY 607 Athletic Training Clinical Research Presentations seminar.
	By week 10 or no later than	Prepare 1 st draft of Human Subjects Application (keep in

	one week prior to fall term*	mind possible 3 month delay for approval). Expect to undergo 2-3 rounds of editorials with Research Advisor, and at least 1 round of editorials with IRB office (formal research proposal document included). Keep in mind that advisor editorials will occur before June 15 th or after Sept. 15 th (due to summer break).
Year 2 Fall term	No later than week 3*	Submit completed Human Subjects Application and Research Proposal.
Year 2 Winter term	No later than week 3*	Commence data collection.
	No later than end of spring break*	Complete data collection.
	End of term	Select journal suited to research manuscript in consultation with Research Advisor.
Year 2 Spring term	Friday of week 1*	Apply to graduate via the graduate school web site.
	Friday of week 1*	Submit completed Master Degree Plan of Study to Program Director. Analyze data in consultation with Research Advisor
	No later than one week prior to assigned defense presentation date*	Submit 1 st draft of complete research manuscript to Research Advisor (expect 2-3 rounds of editorials)
	On assigned defense presentation date	Present research findings as a formal thesis defense in HPHY 607 Athletic Training Clinical Research Presentations seminar.
	No later than Wednesday of finals week*	Submit final draft of completed research manuscript to Research Advisor for final editorials. Depending upon advice of your advisor, you may be encouraged to submit your manuscript for publication in a refereed journal or for conference presentation (poster or podium) at local, regional, or national conferences.
Post-graduation		Keep in contact with your Research Advisor regarding any submission opportunities. Celebrate if and when manuscript is published, as this is a tremendous accomplishment.

Absolute Deadlines:

*Note: failure to meet the deadlines #1 & 2 below will require you to switch to the Comprehensive Exam exit requirement. Failure to meet deadline #3 below will delay graduation beyond spring term (and will include tuition costs for an additional term of study fall term).

1. Human Subjects Application: deadline for first complete draft of Human Subjects application sent to research advisor is one week prior to fall term 2nd year. By Friday of week 3 of fall term, all edits must be complete and application submitted to IRB.

2. Data Collection: deadline to begin data collection is week 3 of winter term 2nd year. Data collection must be complete by the end of spring break.

3. Research Manuscript: deadline for first complete draft of manuscript is one week prior to defense presentation. Deadline for complete final research manuscript submitted to research advisor for editorials is week 8 spring term 2nd year. By Wednesday of finals week spring term, a final draft of the manuscript must be submitted to your Research Advisor.

Selecting a Topic: Students interested in pursuing a Master's research project as the primary investigator should consider topics during fall and winter terms of their 1st year. Students should speak to clinical mentors about potential clinical questions. Students should also actively consider topics that are touched upon in the fall and winter athletic training coursework. It is important that students speak to athletic training faculty early about any ideas that being considered, to explore possibilities and discuss feasibility.

Selecting a Project Committee: Each student conducting a research project must have a faculty member serve as the Research Advisor. Additional committee members may be helpful for specific topics, but are not required. Committee members should be local experts who can provide support to the student throughout the research process. Both the Research Advisor and committee members must be in attendance at both the Proposal Presentation and the Defense Presentation, which will occur during the spring term HPHY 607 Clinical Research Presentations seminar.

Written Proposal Document: This document provides the framework and content for your proposal presentation and will be included with your Human Subjects Application. The Introduction should include a. Statement of the Problem, b. Literature Review, c. Purpose, and d. Hypothesis. The second section will be the Methods including a. Research Subjects, b. Variables to be measured, c. Timeline and location, d. Data collection and e. Data analysis. A copy of the written proposal must be given to the Research Advisor and any committee members at least one week before the proposal presentation.

Proposal Presentation: During the HPHY 607 Clinical Research Presentations seminar spring term 1st year students will have an opportunity to propose a research project to the class and faculty. This presentation should be no more than 30 minutes long, leaving time to discuss the topic and questions. The proposal should introduce the topic or the problem to be investigated. It should provide the group with a review of the current and relevant literature, as well as the explicit purpose and hypothesis of the research. The remainder of the proposal presentation should be an explanation of the methods (who, what, when, where, how). The purpose of the proposal presentation is for the primary investigator to organize their thoughts and current knowledge, and to get the best feedback possible from the group & Research Advisor before they begin the project.

Office for Protection of Human Subjects: Prior to data collection, the project must be approved from the University of Oregon's Office for Protection of Human Subjects (see their website for application procedures). It can take up to 3 months for this Office to process applications. The application will require detailed information regarding the project's methods, as well as a copy of the written proposal. It is helpful to look over a previously submitted proposal to better understand the process and acceptable wording. The faculty Research Advisor will need to edit the application and proposal prior to completion, and the Research Advisor will need to sign the completed application before submission.

Prior to submission of the Human Subjects application an **online training** must be completed, titled the Collaborative IRB Training Initiative (CITI). The Research Advisor and any research assistants must also have completed the online training. The training can be completed in approximately 2-3 hours.

Selecting a Journal: Students must select an appropriate journal, in collaboration with their Research Advisor, prior to writing the manuscript. Each journal will require slightly different formatting, referencing and organization. Some common journals to consider include Journal of Sport Rehabilitation, Athletic Training & Sports Health Care, and Journal of Athletic Training, although others may also be appropriate.

Preparing the Research Manuscript: Most research articles contain a similar format, although the journal's specific author's guide should give suggested subheadings. It is helpful to read articles published by the journal for confirmation of appropriate formatting. The Introduction will likely be more succinct than the Introduction in the written proposal. Detailed Methods, Results, Discussion, Limitations and Conclusions will follow. It is expected that the Research Advisor and student will exchange the document 3-6 times while editing the evolving document prior to submission to a journal. The expectation is that the student will be the first author on the manuscript, and the Research Advisor will be the second author. Additional authors may also be appropriate if there were collaborators or research assistants for the project. It is expected that the journal will have additional editorials prior to publication. It can take over a year to see a publication in print even after the initial acceptance from the journal. Unfortunately, not all Masters research projects will be accepted for publication. Note: students pursuing Original Research Exit Requirement will select "project" rather than "thesis" when applying for graduation. The "thesis" option requires the student to format and submit their original in a format governed by the graduate school. Since students will want to submit their manuscript for publication as soon as possible, preparation of the manuscript in a format commensurate with a specific journal's requirements will expedite this process in compared to formatting for the graduate school.

Defense Presentation: The defense presentation will occur during the HPHY 607 Clinical Research Presentations seminar spring term in the 2nd year. This presentation should be no longer than 30 minutes, and should occur earlier in spring term, to allow continued time for editorials following the presentation. The Research Advisor and any committee members should be present at the defense, and must have a copy of the written research manuscript (draft) one week before the presentation. The presentation should include the same information that is found in the research manuscript. Questions and discussion are encouraged following the presentation, giving the student a chance to have their ideas challenged by their peers, and their interpretation of the results questioned.

B. Comprehensive Exams & Manuscript Exit Requirement:

Overview & Timelines:

Year & Term	Latest date activity must have occurred to progress (*indicates absolute deadlines).	Action to be completed by student to ensure successful progress toward exit requirements.
Year 1 Fall term	As soon as you can:	Ask questions and investigate the various research projects being conducted by HPHY faculty and HPHY & AT program students and volunteer to help and learn more about projects of interest.
	By week 10	Consider personal research interests and choice of Research

		Project vs. Manuscript + Comprehensive Exam route for graduation.
	By week 10	Participate in 1st “Clinical Research Meeting” with program faculty & clinical mentors. Complete Office for Protection of Human Subjects CITI Training
Year 1 Winter term	By week 5	Produce draft of literature review of manuscript topic of interest and share interest for manuscript during 2 nd “Clinical Research Meeting” with program faculty & clinical mentors (you will be assigned a Masters Advisor after this meeting).
	By week 10	Declare choice of exit requirement (Research Project vs. Manuscript + Comprehensive Exam) via email to Program Director.
Year 1 Spring term	One week before assigned proposal presentation date	Complete 1 st draft of manuscript proposal and send to Masters Advisor. Share a research article related to the topic you will be presenting on to your peers in spring seminar.
	On assigned proposal presentation date	Propose manuscript topic in HPHY 607 Athletic Training Clinical Research Presentations seminar.
Year 2 Fall term	By week 8	Declare method by which you will complete program research requirement (whose research you will be assisting? when this will occur? how many credit-hours you plan to complete each term you are involved?) via email to Masters Advisor. Select journal suited to manuscript in consultation with Masters Advisor.
	By week 8	Submit first complete draft of manuscript to Masters Advisor (expect 2-3 rounds of editorials).
Year 2 Winter term	Finals week (ideally, but no later than week 10 spring term*)	Complete minimum of 4 credits of research through assistance of faculty or student’s data collection as declared above.
Year 2 Spring term	Friday week 1*	Apply to graduate via the graduate school web site.
	Friday week 1 *	Submit completed Master Degree Plan of Study and Comprehensive Exam Application to Program Director.
	Weeks 1-2	Schedule meetings with faculty members who will be writing comprehensive exam questions to review expectations.
	On assigned	Present contents of manuscript as a formal presentation in

	presentation date	HPHY 607 Athletic Training Clinical Research Presentations seminar.
	Weeks 1-5	Prepare for written comprehensive exam, including weekly meetings with program faculty preparing questions for exam.
	Friday week 5*	Complete written comprehensive exam.
	Week 7-8*	Complete any necessary re-writes for written exam, and/or complete oral comprehensive exam.
	No later than Wednesday of finals week*	Submit final draft of completed research manuscript to Research Advisor for final editorials. Depending upon advice of your advisor, you may be encouraged to submit your manuscript for publication in a refereed journal or for conference presentation (poster or podium) at local, regional, or national conferences.
Post-graduation		Keep in contact with your Research Advisor regarding any submission opportunities. Celebrate if and when manuscript is published, as this is a tremendous accomplishment.

Absolute Deadlines:

**Note: failure to meet deadlines below will delay graduation beyond spring term (and will include tuition costs for an additional term of study fall term).*

1. Research: absolute deadline to complete a minimum of 4 credits of HPHY 601 Research is spring term of 2nd year (winter term is more ideal).

2. Manuscript: absolute deadline for first complete draft of manuscript is one week prior to presentation spring term of 2nd year (but fall term is ideal). Deadline for completed final manuscript submitted to Manuscript Advisor for editorials is week 8, spring term 2nd year (but fall term is ideal). By Wednesday of finals week spring term, a final draft of the manuscript must be submitted to your Research Advisor in order to fulfill this requirement, although earlier is ideal.

3. Comprehensive Exams: deadline to apply for comprehensive exams is Friday of week 1, spring term, 2nd year. Written exam must be completed by week 5 of spring term, and oral exam must be completed by week 8 of spring term.

Research Requirement: Our Graduate Athletic Training Programs standard, is all students must participate in a “quality research experience that includes hands-on involvement with an established systematic method of inquiry”. The minimum experience necessary to meet this requirement includes involvement/assistance with a faculty member or student pursuing original research in the form of help with data collection or analysis (ideally both). Preparation of a written research proposal or Human Subjects application may also count toward 2 of the 4-credit minimum.

Manuscript Preparation & Submission: Students will identify a topic of interest that has the ability to contribute in a unique way to the athletic training & sports medicine scholarly community. There are many forms this written contribution can take, but the most common are a review of the literature, an evidence based practice article, or clinical case study. Manuscript preparation and journal selection will occur in collaboration with the Manuscript Advisor. Each journal and article-type will require unique organization and contents, and thus journal and article-type should be selected early. Some common journals to consider include Journal of Athletic Training, Journal of Sport Rehabilitation, and Athletic Training & Sports Health Care, although others may also be appropriate.

It is expected that the Manuscript Advisor and student will exchange the document 3-6 times while editing the evolving document prior to submission to a journal. The expectation is that the student will be the first author on the manuscript, and the Manuscript Advisor will be the second author. Additional authors may also be appropriate if there were collaborators for the project. It is expected that the journal will have additional editorials prior to publication. It can take over a year to see a publication in print even after the initial acceptance from the journal. Unfortunately, not all manuscripts will be accepted for publication.

Defense Presentation: The defense presentation will occur during the HPHY 607 Clinical Research Presentations seminar spring term in the 2nd year. This presentation should be no longer than 30 minutes, and should occur early in spring term. The Manuscript Advisor must have a copy of the written manuscript one week before the presentation (although ideally the manuscript has already been submitted by this time). The presentation should include the same information that is found in the manuscript. Questions and discussion are encouraged following the presentation, giving the student a chance to have their ideas challenged by their peers, and their interpretation questioned.

Comprehensive Exams: Comprehensive exams will occur during spring term of the 2nd year. The **written** comprehensive examination is a closed-book, 4-hour (4 x 1 hour examination periods, 1 hour for each question), typed examination with questions developed by the faculty that have been involved with core coursework (HPHY 660 Basic Science of Clinical Decisions, HPHY 669 The Female Athlete, HPHY 671 Therapeutic Restoration of Biomotor Abilities, HPHY 533 Neurophysiology of Concussion). The questions are to be comprehensive and integrate the student's coursework and interests in a way that goes beyond course examination questions. Exam preparation will include a question and answer period with each of course faculty members, which will follow a time period dedicated to study on the related topic area. The purpose of these sessions is to respond to questions the student has regarding the topic areas. Class notes, reading and texts should be used as study aids. The exam will include four questions that should each take approximately one hour to answer fully. Official notification of the results of the written examination will be issued by the Program Director.

The **oral** comprehensive examination will be scheduled once the student has successfully completed the written examination. There will be a minimum of two examiners and the exam will be approximately 1-2 hours in length. The examiners may question the student about their answers from the written examination, the content of recent papers or presentations prepared by the student, or other topics related to the field of athletic training.

Grading of Comprehensive Examinations:

Written Exam: Typically, the writer of the question will grade the response, although the Program Director may stand in as necessary. The reader will assign a grade of 1 to 5 for each question, with 5 being superior and 1 being poor. NOTE: A grade of 3 is considered the minimum passing score on a given question. The rubric below will be used for grading (see next page):

Athletic Training Program Written Comprehensive Exam Rubric

5/5 represents an extremely thorough and accurate response that was written in a way that connected their response to the context or scenario presented.

4/5 represents a fairly thorough and accurate response, although not perfect in its presentation or ability to connect to the context or scenario presented; or a few small details were inaccurate. On the whole, still above average and a strong representation of their knowledge.

3/5 represents the minimum acceptable response from a graduating Masters student, meaning that the response had room for improvement, but still indicated an average/ reasonable understanding of the content, but was lacking in depth, accuracy or context.

2/5 represents a response that was below expectation for a graduate Masters student, meaning that the response had too little depth or accuracy for the grader to have confidence in the student's knowledge on this topic, and thus would require the student to re-write that answer.

1/5 represents only a partial attempt at answering the question, and/or a response that was not at all related to the question asked.

The average for all questions answered must be at least 3.00 to meet the minimum passing standard. In order for the exam to be accepted for grading, a reasonable attempt must be made to answer all 4 questions. The readers may require that a student re-take any portion of the exam, even though the minimum passing standard has been met on the exam overall. Students will be given one opportunity to re-take the entire exam, or any portion of the exam, following the same format as the original exam with 1 hour allotted for each question. If a student is not successful during their re-take of the written exam, they will be required to re-apply to take a new exam during a new term during the regular school year (not during the summer). If the student is not successful during the 2nd attempt of their written exam, their graduate program will be terminated.

Misconduct:

The written exam should be produced exclusively by the student without assistance from outside sources or individuals. References used as experimental evidence to support ideas are encouraged. The exam responses must be produced by the student during the allotted time period (not prepared ahead of time). It would be an act of academic misconduct to prepare a response ahead of time, and then use the Internet or flash drive to download the prepared information during the exam. The Committee and Department take violations of academic conduct seriously. Students unfamiliar with any aspect of academic misconduct are encouraged to see the following resources:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/AddressingAcademicMisconduct.aspx>

<http://researchguides.uoregon.edu/citing-plagiarism>

Oral Exam: Once the student has completed their oral exam, they will be asked to leave the room while the examiners determine the success of the examination. A passing grade is assigned when: the student can answer approximately 70% of the questions asked to some degree, they are able to use appropriate scientific language in their responses, and they can make appropriate connections between theory and clinical practice. The student will have one opportunity to re-take the oral examination if a passing grade

is not assigned. If the student is not successful during their re-take of the oral examination, they will be required to re-apply to take a new written and oral examination in a new term during the regular school year (not during the summer). If the student is not successful during the 2nd attempt of their comprehensive exams, their graduate program will be terminated.

Comprehensive Exam Application: The application *on the following page* must be completed by the student and submitted to the Program Director by the Friday of week 1 of the spring term in their 2nd year.

**MASTER OF SCIENCE IN ATHLETIC TRAINING
COMPREHENSIVE EXAMINATION APPLICATION
Department of Human Physiology
University of Oregon**

The comprehensive examination involves both a written (typed) examination followed by an oral examination. Department of Human Physiology (HPHY) faculty will deliver both portions of the examination. The student will have 4-hours to complete the typed portion of the examination, which will be taken during the date specified by the Program Director. The results of both portions of the examination must be submitted to the Graduate Office by the 9th week of the term to meet graduation requirements.

This signed application must be submitted to the Department of Human Physiology **no later than Friday of the first week of the term comprehensive examinations are to be attempted.**

The undersigned verify that:

Student's Name: _____ *phone* _____

Current Address: _____

has completed all required degree coursework with over a 3.00 GPA, and is eligible to take the Master of Science Comprehensive Examination in Athletic Training.

Written (typed) Examination Date and Time: _____

IF THE STUDENT FAILS TO APPEAR FOR THE EXAMINATION, THIS APPLICATION WILL BE INVALIDATED, AND A NEW APPLICATION WILL NEED TO BE COMPLETED.

By signing below, the student acknowledges that they have sufficient keyboarding skills to complete a typed exam (computer will be provided if necessary). They also acknowledge that this is a closed book examination, and that no resources may be used on the day of the exam to answer the questions. Failure to comply may result in termination of the degree program.

Signature of student: _____ *date* _____

The undersigned agree to participate in the development, approval and evaluation of the questions which will constitute this student's examination.

Athletic Training Program Faculty
(minimum of two HPHY faculty members)

Program Director

Deadlines for Graduating Term

- **Apply for Degree:** Submit [advanced degree application](#) by end of week 2 of final spring term-online via GradWeb.
- **Complete written copy of thesis or project:** Submit to the committee members at least 2 weeks prior to the oral defense date. If extenuating circumstances make this not possible, then approval for a shorter time period needs to be agreed upon by all committee members, or the defense date must be rescheduled.
- **Title, date and time of oral defense:** Submit to Program Director by week 1 of spring term for mandatory e-blast invitation to HPHY faculty and graduate students.
- **Statement of Completion of Requirements:** Department submits to Graduate School by the end of week 8.
- See information on the [Grad School website](#) for term by term deadlines.

Michael Gonzalez, ATC	Undergrad:	University of Connecticut	UO Matriculation: Fall 2018
<i>Class of 2020</i>	1 st year Assignment: 2 nd year Assignment: Contact @:	Football mgonza18@uoregon.edu	
Emily Lahne, ATC	Undergrad:	Indiana University	UO Matriculation: Fall 2017
<i>Class of 2019</i>	1 st year Assignment: 2 nd year Assignment: Contact @:	M&W Tennis/Football Women's Soccer/ Women's Lacrosse elahne@uoregon.edu	
Zach Lahti, ATC	Undergrad:	University of Wisconsin-Eau Claire	UO Matriculation: Fall 2018
<i>Class of 2020</i>	1 st year Assignment: 2 nd year Assignment: Contact @:	HPHY Teaching zlahti@uoregon.edu	
Shona Ramsay, ATC	Undergrad:	Boise State University	UO Matriculation: Fall 2018
<i>Class of 2020</i>	1 st year Assignment: 2 nd year Assignment: Contact @:	Club Sports / Anatomy Teaching shonar@uoregon.edu	
Jackie Sher, ATC	Undergrad:	University of Missouri	UO Matriculation: Fall 2017
<i>Class of 2019</i>	1 st year Assignment: 2 nd year Assignment: Contact @:	Club Sports/Anatomy Teaching Football / Track & Field jshe@uoregon.edu	