

Integrating PA Mission into the BSAT Curriculum

Progress Report 12-11-14

All faculty members within the SMAT department have been informed of this project and have agreed to learn more about the public affairs mission, discuss ways to better incorporate the mission into their individual courses, and to discuss ways to ensure the PA mission is infused across the curriculum in a systematic approach. While this willingness to “assist” is a great starting point, it is clear that each member’s level of commitment varies and some faculty will need more mentoring and/or pushing to fully embrace the concept of a systematic approach across the entire curriculum (aka within their classes). I am really hoping to get everyone to the point that they see this as part of the AT curriculum and their class and not another component that they have to add. Throughout the fall semester, we have had ongoing conversations regarding this topic during our departmental meetings. Each faculty member has been asked to keep in mind these conversations and to revise current assignments (or develop new ones) to include a PA focus while constructing or updating their syllabi for the spring semester. I have offered to assist each faculty member in any manner they may need in the process. Once all the spring syllabi are completed, our group (faculty and students) will review to determine how we can connect all the various “assignments” into a systematic approach. If a connection cannot easily be found, as a group we will work to revise assignments as necessary to create the connection. If this is an easy “fix” and the faculty agree we will put it into place for the spring semester. If it is determined unfeasible to make the changes in the first few weeks of the semester, then the plan will be put into place the following semester. In addition to the spring semester courses, this process will be utilized to review the fall semester syllabi.

Proposed activity	progress towards activity	next step	person responsible
Obtain faculty buy-in	Achieved – see narrative	Continue discussions, provide mentorship, advice and/or examples as needed	All faculty members
Revise current assignments (or develop new ones) in all course to include a PA focus	Ongoing – completed prior to spring semester	Review as a group	Each faculty member
Recruit students	Students identified, awaiting responses from all identified	Meet with students in early Spring to discuss details and gather input	Tona
Select courses to host programmatic PA activity	Courses have been identified	Propose to faculty for department buy in	Tona
Update BSAT assessment plan	Reviewed current plan, reviewed accreditation requirements	Propose new plan to department for review	Assessment revision committee
Identify campus and community PA activities for faculty and students to engage in	Suggestions have been gathered during meetings	Follow up on the suggestions to determine feasibility with time and schedules	Tona and students

What did you or do you want students to learn? I want student to understand the public affairs mission is more than just words or ideas they are required to learn (remember is another story) at MSU. It is a way of life and it must be part of their professional life especially as a Healthcare provider. The MSU pillars are not unique just to MSU, they are part of the foundational behaviors outlined in most professional programs.

What will you collect or did you collect as evidence of leaning?

We collected reflections from the senior level practicum course, random responses in the junior level practicum course, and responses to a question on the final in an introduction to AT course. We will start collecting pre and post data on all AT students on the PA scale. We will also start collecting and analyzing all the "connected systematic assignments" once this plan is finalized an in place.

What did you learn?

I have personally learned that I don't know as much about the public affairs mission or more specifically how to infuse it seamlessly into the curriculum as I originally believed I did. I also learned or reaffirmed that faculty (myself included) can get stuck in a cycle of continuing to do what they do and not be able to see a different way (potentially more effective or efficient way) of teaching their courses.

Areas need assistance with or continued work on:

Ideas on ways to go from volunteering activities to engagement activities

Development of an activity (case) that is relevant and robust enough to span the entire curriculum (and truly encompass the PA mission

Blooms?

Athletic Training Major

B.S. Comprehensive

Recall

1

Skill / concept

2

Strategic Thinking

3

Extended Thinking

First Semester (Fall)		Second Semester (Spring)	
ATC 220 Intro to Athletic Training	2	ATC 221 Clinical Skills in Athletic Training	2
BMS 110 Concepts in Biomedical Sciences	4	BMS 307 Human Anatomy	4
or		CHM 116 and 117 Fundamental of Chemistry**	5
BIO 121 General Biology	4	ENG 110 Writing I	3
GEP 101 Intro to Univ Life	2	PSY 121 Introductory Psychology	3
COM 115 Fundamentals of Public Speaking	3		
MTH 135 or higher (3-5 hours)	3		
General Education Course	3		
Total Hours = 14-17		Total Hours = 17	
Third Semester (Fall)		Fourth Semester	
ATC 224 Basic AT/Spt Med Techniques *	4	ATC 241 Clinical Practicum II	2
ATC 240 Clinical Practicum I	2	ATC 324 Therapeutic Modalities	4
BMS 308 Human Physiology	4	ATC 328 Athletic Injury Assessment/Lower Body	4
Writing II (GEC 105)	3	BMS 450 Kinesiology/Biomechanics	3
General Education Course	3	PHI 105 Critical Thinking* (or GEC 116)	3
Total Hours = 13-16		Total Hours = 17	
Fifth Semester (Fall)		Sixth Semester (Spring)	
ATC 329 Athletic Injury Assessment/Upper Body	4	ATC 326 Therapeutic Interventions in Ath Training	3
ATC 340 Clinical Practicum III	2	ATC 341 Clinical Practicum IV	2
ATC 344 Foundations of Rehabilitation	4	ATC 354 Clinical Applications of Rehabilitation	4
BMS 567 Physiology of Exercise Metabolism	4	ATC 420 Medical Aspects of Athletic Training	3
PSY 200 Psychological Statistical Methods	3	BMS 240 Introduction to Nutrition (may take earlier)	3
Total Hours = 17		Total Hours = 15	
Seventh Semester (Fall)		Eighth Semester (Spring)	
ATC 320 Athletic Training Administration	3	ATC 425 Contemporary Topics in Athletic Training	2
ATC 332 AT Research Methods	2	ATC 441 Clinical Practicum VI	2
ATC 440 Clinical Practicum V	2	Gen Ed courses (3 - 15 hours)	
BMS 430 Sports Nutrition & Exercise Physiology	3		
Gen Ed course (6-9 hours)			
Total Hours = 13-16		Total Hours = 4-19	
<p>GPA Requirements include: 2.80 cumulative Missouri State; 3.00 cumulative for ATC coursework Other Requirements include: Selected admissions; Clinical work required outside of class</p> <p>**Note: Students interested in pursuing advanced Post-Professional degrees should consider CHM 160 and 161 instead of CHM 116 and 117. In this case, students could take PHY 123 in order to meet GEC 109 requirements.</p> <p>Periodicity Warning: ATC 224 (Fall) ATC 240 (Fall) ATC 241 (Spring) ATC 320 (Fall) ATC 324 (Spring) ATC 326 (Spring) 328 (Spring) ATC 329 (Fall) ATC 340 (Fall) ATC 341 (Spring) ATC 332 (Fall) ATC 344 (Fall) 354 (Spring) ATC 425 (Spring) ATC 440 (Fall) ATC 441 (Spring)</p> <p>Gen Ed 45-49</p> <p>AT core 53</p> <p>Required 25</p> <p>Total 124-128</p>			
Revised 2-4-14			