

Proposal: New Graduate Concentration in Athletic Training
USF College of Medicine, Medical Sciences Master of Science program

Introduction

This document outlines a proposal for a concentration in athletic training in the Medical Sciences Master of Science program at the University of South Florida. This proposed program aspires to be recognized nationally as the first of its kind in the profession of athletic training to offer a specialized degree at the graduate Master's level of education. The purpose of this program is to enhance and improve the healthcare and clinical practice of certified athletic trainers via an advanced degree in the area of youth sports injury. This advanced program will build on the foundation of anatomy, physiology, biomechanics, neurology, musculoskeletal science, chemistry, physics, and biology that certified athletic trainers utilize in their daily practice. It will seek to advance the medical and scientific knowledge of the students in order to enhance their clinical procedures to ensure young athletes are provided the best evidence-based clinical practice. The delivery and outcomes achieved will identify USF as an international leader in the delivery of information as it relates to the education, prevention, recognition, and care of sports injuries in children.

What is an athletic trainer?

Athletic trainers are highly qualified, multi-skilled allied health care professionals who provide prevention, assessment, treatment and rehabilitation to physically active populations. Athletic trainers hold a baccalaureate or masters- level degree at minimum, have graduated from a nationally accredited educational program, have passed a national certification exam, and hold state regulation credentials. In order to be eligible for the national Board of Certification (BOC) exam, athletic trainers must 1) have a strong foundation in the basic sciences, including anatomy and physiology, chemistry, and physics, 2) demonstrated aptitude in academic competencies and clinical proficiencies, and maintained a "B" or better overall grade point average.

The clinical practice of athletic training is regulated in most states. The State of Florida has established licensure as the highest level of regulation for the practice of athletic training, similar to that of physicians, occupational therapists, physician assistants and nurses. Employment settings include high schools, colleges, universities, hospitals, rehabilitation clinics, professional sports, corporate and industrial settings. All athletic trainers practice in the form of a physician extender, in most cases serving as the initial point of contact and triage decision-making entity.

Athletic trainers who pursue Master's level degrees oftentimes do so at a college or university by obtaining an assistantship to work with the athletics department while simultaneously enrolling in a full-time graduate program. Many of these graduate degree options are not specialized for athletic training. Class scheduling also typically conflicts with scheduled assistantship responsibilities with the athletics department.

Who is the National Athletic Trainers' Association?

The National Athletic Trainers' Association (NATA) is the governing membership body for certified athletic trainers. The organization's research arm, the NATA Research and Education Foundation (NATAREF) has identified the importance of preventing injuries to children involved in youth sports, and as a result has created ongoing requests for proposals in the following areas:

- Epidemiological Study of Pediatric Sports Health Care
- Exercise by Children and Adolescents in Warm and Hot Environments
- Bone and Joint Decade
- Safety in Youth Sports

The NATAREF favors grant awarding to NATA members, of which six (6) faculty members within the Department of Orthopaedics and Sports Medicine, nine (9) clinical staff within the department, and an additional four (4) athletic department clinical athletic trainers hold national and state membership.

Athletic Training employees of USF maintain a well-respected reputation amongst members of the NATA. Dr. Jeff Konin has been awarded Fellow status by the NATA, one of only 27 individuals nationally to receive such recognition. Dr. Konin also holds Fellow status with the American College of Sports Medicine (ACSM). He is one of only six (6) individuals worldwide to be recognized with both organizations' fellow status. Dr. David Leffers, chair of the Department of Orthopaedics and Sports Medicine, was recently recognized by the NATA with an honorary membership status. Honorary membership status is granted to non-athletic trainers for their contributions and support to the profession. Dr. Micki Cuppett has been chosen President-elect of the Commission for Accreditation for Athletic Training Education (CAATE). Additionally, our faculty and staff have combined to receive in the past ten (10) years the following awards: National Service Award (Dr. Konin, Dr. Cuppett), National Continuing Education Excellence Award (Dr. Konin), Athletic Trainer of the Year Florida Chapter (Steve Walz, Dr. Del Rossi, Larry Collins, Dr. Leffers).

Leaders of the NATA, prominent educators, clinicians, and administrators within the profession of athletic training, and others have provided letters of endorsement for this curriculum recognizing the need for the body of knowledge that can be offered and the ability for such a program to assist the profession in moving forward from an academic foundational perspective.

Why should USF have a master's program with a concentration in athletic training?

In accordance with the goals of USF, and especially USF Health, a graduate program with a concentration in athletic training would exemplify one of distinction and innovation.

Currently there are over 350 accredited undergraduate athletic training education programs and only 14 recognized post-graduate athletic training programs in the United States. Though approximately 70% of certified athletic trainers hold master- level degrees, few pertain specifically to athletic training. These degrees are typically pursued to be competitive in the job

market and often times the academic institution is chosen not by the degree offered but instead by the name or reputation of the school and its athletic marketing abilities. Many of these schools do not even offer graduate level degree programs of any interest to the certified athletic trainer. USF would be in a position to offer a highly relevant degree via an online format that would allow these individuals to continue their role at these other institutions as a graduate assistant/intern yet have those schools pay their tuition toward our degree. As a result, potential enrollment could be high, allowing us to consider larger cohorts based upon faculty expertise and availability without compromising individual class size.

The clinical profession of athletic training historically has been one of long hours and low pay. Many certified athletic trainers are looking to advance their formal education to create more professional growth opportunities. This degree has been specifically designed to prepare certified athletic trainers for career growth by enhancing their clinical practice in the area of youth sports injury. Thus, clinical athletic trainers seeking continued education will also be attracted to courses within the curriculum.

USF is recognized as the first athletic training education program to be located in a Department of Orthopaedics, and just the second in the nation to be housed in a College of Medicine. This program would be the first of its kind in the profession of athletic training to offer a distance-learning based degree with the youth sport injury specialization. Given the medicinal and scientific foundations of the athletic training profession, the Medical Sciences Master of Science degree would be an appropriate home for this concentration. Additionally, the reputation of the existing athletic training faculty and their ability to recruit highly qualified adjunct faculty will bring instant credibility to this program.

Nationally and internationally, there is a trend of concern for youth exposed to increasingly high levels of sport without proper training and injury prevention techniques in place. According to all indicators, the number of youth participating in sports continues to rise. The emphasis for content associated with this degree would be on injury epidemiology and care for youth sport injuries, in order to further develop and advance the clinical practice of Certified Athletic Trainers. Research, publications and presentations would highlight youth sport injury prevention and bring prominent attention to USF.

From the standpoint of delivering a master's degree online with credibility and professional interest, USF has established its own success in the delivery of online masters programs. This success can be seen with the three Master of Public Health degrees (the first of its kind to be delivered online in that discipline), the Health Sciences Concentration in the Medical Sciences Master of Science degree program, as well as numerous online degrees and courses on main campus and branch campuses. USF has developed the appropriate resources and strategic planning initiatives to establish itself as the sole leader of online education in the fields of allied health care.

Based on previous feasibility studies, it is evident that an online athletic training master's program is viable at the University of South Florida. Youth sport injuries and the need for highly qualified certified athletic trainers to care for such injuries are continually on the rise. The establishment of a distance-learning master's degree in athletic training coincides with the

University and College of Medicine's strategic plans for implementing innovative academic programs.

While this concentration remains slightly different in format and content when compared to the existing concentrations within the Medical Sciences Master of Science Program, it is believed that this location would be the best fit for the curriculum. The academic preparation of athletic trainers is rooted in medical sciences and can continue to be enhanced with this degree, further strengthening their role as physician extenders. While this proposal does not commit existing faculty from within USF's medical science or other departments, the opportunity to include and collaborate with faculty members from medical science, nursing, public health and others both in the classroom and as part of the featured capstone summative projects is exciting. The existing culture of the undergraduate athletic training education program is in fact one that progressively and routinely promotes and incorporates interprofessional education. Collaboration amongst and between University divisions and departments will be fostered and this interaction will be implemented within the academic delivery of the curriculum.

If the future includes expansions in offerings of the concentrations within the Medical Science graduate programs, a concentration of this type would serve as an attractive option. The faculty preparing this proposal have a keen interest in joining as a concentration area and supporting the existing programs in whatever manner is necessary. While proposing this program as a standalone graduate degree is an option, we would prefer to take advantage of the existing infrastructure of resources, policies, and procedures of the graduate programs in medical sciences because we feel strongly that this would add to the quality of our program offering.

The Master of Science in Medical Sciences with a Concentration in Athletic Training program would be recognized by the College of Medicine. Given the nature of the specific expertise in allied health required to organize and implement this program, the program director would report to the Chair of the Department of Orthopaedics and Sports Medicine. The Program Director would oversee all administrative responsibilities including the admissions process.

Student Recruitment

Students enrolled in the athletic training master's program will likely be comprised of 1) working professionals who currently hold employment and wish to seek an advanced degree without requiring relocation and/or loss of wages to return to school, and 2) graduate students who would be able to obtain a degree through USF with minimal interference of their clinical assignment at another institution that does not offer a graduate degree of their interest but would support funding.

Each individual will hold the athletic training certification issued by the National Athletic Trainers' Association Board of Certification (BOC) prior to enrollment in our program. Since academic standards exist as prerequisites to sit for the BOC certification exam, passing this exam may serve as the formal academic preparation for application to this program. Students will be recruited through targeted direct mailings, professional journals and magazines, athletic training list-serves, online advertising, and at professional conferences.

Physical Facilities

This program will be delivered primarily utilizing web-based courses and will include one intense on-campus summer institute. All of the classes in the fall and spring semesters would not require any physical classroom space at USF. In the summer, one five-day residency would occur that would require physical classroom space for approximately 20-30 people.

Facilities would be shared from existing athletic training lab spaces for the physical assessment components of the prevention of injuries in children. This space requirement would not be utilized until the academic program is implemented with its first class enrolled and grant funding received.

Impact on USF

This program would be the first of its kind in the country offering a specialization in youth sports injury designed to enrich the professional practice of the Certified Athletic Trainer. To date, no other institution of higher education has formally implemented a program exclusive to athletic trainers with a specialization in youth sport injuries.

This type of program further complements the existing successful Sports Medicine and Athletic related Trauma (SMART) Institute, whose mission is to promote sports safety through education, research, and service. The information created and disseminated from this program would attract parents of adolescent athletes and media outlets who are interested in stories related to the prevention of injuries in youth sports.

Graduate assistantships supported through funding generated by tuition revenue could have a joint role in assisting with student athlete health care, athletic training undergraduate clinical education, and pre-athletic training undergraduate advising (an area where our program currently does not receive any financial support or faculty advising credit). These additional positions would benefit the undergraduate athletic training students both in the classroom and in the clinical setting. The very best applicants in a position to relocate may be interested in these positions and the contributions would continue to enhance the already excellent athletic training education program and sports medicine services at USF.

Program Curriculum

The Concentration in Athletic Training curriculum will take a minimum of two (2) years to complete. Most individuals will take five (5) semesters to complete the program. Prerequisite coursework and grade point average will have been obtained by way of graduation of an accredited athletic training education program and evidence of successful completion of the National Athletic Trainers' Association Board of Certification examination. A completed application, letters of reference, and a phone interview will be required for admissions.

The Concentration in Athletic Training program is proposed as a 33-credit curriculum delivered in a hybrid learning format. The program will utilize the Blackboard™ web-based interface as a means of communication within the classes. The program can be taken on a full-time basis (6-9

credits per semester) and completed in two (2) years, or on a part-time basis (less than 6 credits per semester) and completed within a seven (7) year period.

The program combines web-based learning with one intense on-campus institute and a capstone project, demonstrating a cumulative body of work reflective of learned program knowledge that leads to a peer reviewed publication/presentation submission or implementation into clinical or administrative practice. An emphasis on the anatomy, physiology, biomechanics, and epidemiology of youth sport injuries will be embedded within each of the curricular classes.

The on-campus session will involve highly intensive interaction with students and some of the very best faculty in the country in their respective areas of expertise. The summer session will be held in Tampa, Florida at the University of South Florida and last 5 full days.

Medical Sciences M.S. Degree, Concentration in Athletic Training
Total: 33 credit hours

| Core Course: | | |
|----------------------|---------------------------|-----------------------|
| <i>Course Number</i> | <i>Title</i> | <i>Semester Hours</i> |
| ATR 6xxx | Pediatric Sports Medicine | 3 |

| Concentration Courses: | | |
|--|--|-----------------------|
| <i>Course Number</i> | <i>Title</i> | <i>Semester Hours</i> |
| ATR 5xxx | Youth Injury Epidemiology | 3 |
| ATR 5xxx | Administration of Injury Prevention Programs | 3 |
| ATR 5xxx | Contemporary Issues in Athletic Training | 3 |
| ATR 5xxx | Rehabilitation Considerations for Children | 3 |
| ATR 6xxx | Evidence Based Research & Writing | 3 |
| ATR 6xxx | Athletic Training Professional Colloquium* | 3 |
| ATR 6xxx | Medical Conditions of Adolescents | 3 |
| ATR 6xxx | Ethical & Legal Issues in Healthcare | 3 |
| ATR 6xxx | Capstone Project I | 3 |
| ATR 6xxx | Capstone Project II | 3 |
| *Includes 5 days on campus in Tampa | | |

ATR 6xxx – **Pediatric Sports Medicine.** The unique orthopedic conditions specific to adolescents are addressed in this course. Issues such as anatomical and physiological considerations, genetics, circulatory disorders, neuromuscular disorders, mechanisms of injury, protective equipment, biomechanics, immature skeletal disruption, and others are covered. (3 credits)

ATR 5xxx – **Youth Injury Epidemiology.** This course familiarizes students with the prevalence and statistics related to youth sport injuries. Impact of Title IX legislation and other factors influencing youth sport participation will be discussed, and risk factors related to both

internal (joint structure and function, human physiology, etc.) and external (performance enhancing drugs, steroids, etc.) variables will be analyzed. (3 credits)

ATR 5xxx – Administration of Injury Prevention Programs. The development and implementation of injury prevention programs for youth sports are addressed in this course. Issues such as evidence based research, pharmacological interventions, budgeting, marketing, and measuring effectiveness are identified. An example of a program analysis would be the relationship of the chemical cascade associated with a concussion and its relevance to a practical injury prevention program. (3 credits)

ATR 5xxx – Contemporary Issues in Athletic Training. This class takes a unique look at the current issues facing the profession of athletic training. Historical perspectives, current implications, and futuristic opportunities and threats are discussed. Examples include the exploration of public health concerns such as MRSA, exertional heat illness, and sudden cardiac death. (3 credits)

ATR 5xxx – Rehabilitation Considerations for Children. Principles of rehabilitation for children are addressed in this course. Physical, physiological, and psychological components are discussed. Examples include phases of inflammation and repair, bone healing, and other structural considerations. (3 credits)

ATR 6xxx – Evidence Based Research & Writing. A thorough look at the process of utilizing evidence-based medicine and the importance for applying such outcomes to clinical practice is discussed. The process of preparing case studies, abstracts, and poster presentations are taught. (3 credits)

ATR 6xxx – Athletic Training Professional Colloquium. This week-long in residence course is conducted by leaders in the profession of athletic training. A variety of topics are covered, including national trends, association issues, and professional challenges. (3 credits)

ATR 6xxx – Medical Conditions of Adolescents. This course focuses on non-orthopedic conditions in children. Examples of topics covered include diabetes, exercise induced asthma, and concussions. Particular detail will emphasize the physiology and chemistry of these conditions and their influence on recovery. (3 credits)

ATR 6xxx – Ethical & Legal Issues in Healthcare. Current ethical and legal issues related to health care will be addressed with an emphasis on legal terminology and awareness. Controversial topics, case law, and anticipated issues related to future health care delivery will be covered. Examples will include cases involving right to die, informed consent, and other controversial medicolegal issues. (3 credits)

ATR 6xxx – Capstone Project I. The capstone project is the final cumulative work that exemplifies a body of knowledge that significantly contributes a worthy product to the profession of athletic training and one's own professional endeavors. The intent CP-1 is to incorporate all pertinent anatomical, physiological, biomechanical, and other factors related to a given problem associated with an adolescent injury/illness and provide a comprehensive

overview. CP-1 focuses on identifying a problem, reviewing the literature, and developing a plan. (3 credits)

ATR 6xxx – **Capstone Project II.** CP-2 focuses on completing a SWOT analysis of the plan and formalizing a comprehensive written document. The intent of CP-2 is to consider the relevant pre-existing factors of an adolescent injury/illness (epidemiology, evidence-based emergency care and rehabilitation, and/or injury prevention strategies) and develop a plan or solution for practical implementation in an effort to promote participation in physical activity. The written document may consist of a systematic review or injury prevention program. The final project will be used for immediate implementation in a clinical setting, or submission for publication or presentation in a peer-reviewed scientific journal and/or symposia. (3 credits)

Proposed Course Sequence

| Fall 1 (1) | Spring 1 (2) | Summer (3) | Fall 2 (4) | Spring 2 (5) |
|---------------------------|--|---|-----------------------------------|--------------------------------------|
| Youth Injury Epidemiology | Contemporary Issues in Athletic Training | Evidence Based Research & Writing | Medical Conditions of Adolescents | Ethical & Legal Issues in Healthcare |
| Pediatric Sports Medicine | Administration of Injury Prevention Programs | Athletic Training Professional Colloquium | Capstone Project I | Capstone Project II |
| | Rehabilitation Considerations for Children | | | |

Faculty Needs

The master’s athletic training concentration will require a faculty member to serve as a full-time program director, and an additional faculty member to teach full-time. The Department of Orthopaedics currently has the existing funding and faculty budgeted and ranked to provide appropriate oversight. Additionally, a person has been identified and funded to serve as a graduate program coordinator to work collaboratively with the program director, all faculty, students, and University liaisons. Adjunct faculty members would be contracted to teach online courses each semester on an as-needed basis dependent upon student enrollment and area of expertise needs. Furthermore, cohorts of students will be accepted each semester so that ample course offerings would need to be maintained. Standardized training for all faculty would be implemented so that a consistent philosophy of delivering material online can be maintained. Guest lecturers would be utilized for the intensive summer sessions in an effort to bring additional nationwide experts and leaders within the profession to USF.

At the onset, just a few courses per semester would need to be taught and could be entirely managed by the core faculty at USF. As enrollment enters the second semester and second year of the program, additional adjunct faculty would be necessary to meet the needs of the multiple classes occurring at one time. Quality adjunct faculty could easily be recruited through the relationships of the current athletic training faculty.

Tuition Revenue (Projection)

This program would use the Cost Recovery Method. This means that there would be no E & G dollars that would support the program but rather total expenses would be costed out on projection of number of students. No Student Credit Hours would be credited to the Department for this program, but revenue generated from the course fees would be deposited directly in a department auxiliary account. Since all courses are 3 credit hours, per-course fees could be charged instead of per-credit charges. In addition to fees for the cost of the program, the University requires that \$50 per credit hour be collected for distance courses to support technology infrastructure. In addition, the student would be responsible for other university fees.

Summary

USF is in an opportune position to establish itself as one of the premier leaders in athletic training education by catering to certified athletic trainers, parents of children involved with sports, and multiple media outlets. The development of the online Concentration in Athletic Training in the Medical Sciences Master of Science degree can capture a market that is untapped and underserved. Revenue generated from this program would be beneficial and the class space required would be minimal. The undergraduate athletic training education program and the Department of Sports Medicine within USF Athletics can continue to maintain a strong inter-divisional relationship that can only be enhanced by such a program.

Recommendations

The faculty at USF has the capability and expertise to operate a successful online master's program, and possess the reputation to instantly bring credibility to such a program. This instant credibility will assist with the recruitment of both quality adjunct faculty and highly gifted master's students. Most importantly, the success of this program would bring significant positive public relations to USF and the athletic training faculty would be looked upon as national and international experts in the area of youth sports injuries.

The University of South Florida's College of Medicine has established a highly successful Masters of Medical Science graduate degree program. The inclusion of a concentration in athletic training would continue to brand the graduate program as a highly reputable option for professionals in the health care arena to flourish.

The timing of implementing an athletic training concentration with the existing graduate degree structure and model allows for us to capture a receptive audience that has expressed high demand for the program that we have developed.

Current USF Faculty List

Micki Cuppett, Ed.D, A.T.C. Associate Professor



Micki Cuppett, EdD, ATC is an Associate Professor and the Director of the Athletic Training Education Program.

Dr. Cuppett earned her Ed.D. in Curriculum and Instruction from the University of Northern Iowa. She holds a master's degree in Exercise Science from the University of Northern Iowa, while her undergraduate degree is from the University of North Dakota.

Prior to joining the College of Medicine, Dr. Cuppett was an Assistant Professor in the College of Education and the Director of the Athletic Training Education Program. Before coming to USF, Dr. Cuppett was the Director of Athletic Training Education at the University of Nebraska at Omaha where she designed the nation's first accredited entry-level master's degree in Athletic Training. At UNO, she directed both the graduate and undergraduate programs in athletic training.

Dr. Cuppett has been an Athletic Trainer for 27 years and prior to entering academe, she worked as an athletic trainer in various settings including high schools, college, military, and hospital settings. She worked for 2 years as an athletic trainer and instructor at the U.S. Military Academy at West Point.

Dr. Cuppett is very active in athletic training education and was recently chosen as President-elect for the Commission for Accreditation of Athletic Training Education (CAATE). She also serves as an accreditation site visitor and has done considerable consulting in athletic training education. Dr. Cuppett previously served on the NATA Educational Multimedia Committee and has served on numerous committees for the Board of Certification. Dr. Cuppett received the NATA Service Award in 2007.

Dr. Cuppett frequently speaks at national and regional conferences on various sports medicine topics as well as the use of technology in education. She has been an invited speaker several times for the National Athletic Trainers' Association Annual Meeting & Clinical Symposium, the NATA Educator's Conference and NATA District and State meetings. Dr. Cuppett published her first textbook and accompanying DVD in 2005, entitled "General Medical Conditions in the Athlete," and will have a second edition available in 2011. The DVD won the 2006 Silver Davey Award for interactive multimedia.

Dr. Cuppett initiated several technological innovations at USF Health in her position as the Director of Educational Design and Technology, including FACDOT, audience response systems and i-Tunes U. She is involved in medical simulation and the Center for Advanced Clinical Learning. Besides teaching athletic training courses, Cuppett also teaches in the medical curriculum courses including; Doctoring, Physical Diagnosis, and Skin and Bones.

Jeff Konin, Ph.D., A.T.C., P.T., FACSM, FNATA
Associate Professor
Graduate Program Director
Vice Chairperson, Department of Orthopaedics & Sports Medicine



Jeff Konin, PhD, ATC, PT, FACSM, is an Associate Professor in the Department of Orthopaedics and Sports Medicine, College of Medicine, where he also serves as the Executive Director for the Sports Medicine & Athletic Related Trauma (SMART) Institute, a component of USF Health.

Dr. Konin earned a PhD degree in physical therapy from Nova Southeastern University in Fort Lauderdale, FL, and a master's degree in physical therapy from the University of Delaware. He holds a master's degree in education specializing in athletic training and sports medicine from the University of Virginia in Charlottesville and bachelor's degree in health & physical education from Eastern Connecticut State University. Prior to joining USF Health, Dr. Konin was a tenured associate professor and the Director of Sports Medicine at James Madison University in Harrisonburg, Virginia. In this role, he coordinated all aspects of student athlete care for 29 teams and approximately 700 athletes, concurrently holding the position of NCAA drug-site coordinator, being responsible for the drug education and testing program. Dr. Konin also held an appointment as a clinical assistant professor of orthopaedic surgery at the University of Virginia. Dr. Konin has worked in high school, college, professional and private practice settings, and in 1996 was a member of the track & field medical staff for the Atlanta Committee for Olympic Games.

Dr. Konin's research focuses on preventing, assessing and managing injuries sustained by children playing sports. In 2003, he founded and directed The National Center for Youth Sport Injury, a center devoted to educating health care providers, parents, coaches, and the media on the etiology, prevention, and management of children's sports-related injuries.

Dr. Konin's written textbooks have included Clinical Athletic Training, Special Tests for Orthopaedic Examination (3 editions, translations in Spanish & Korean), Practical Kinesiology for the Physical Therapist Assistant (translation in Portuguese), Reimbursement for Athletic Trainers, and Documentation for Athletic Training. He has also served as the series editor for CD-ROM's titled Goniometry, Gait Analysis, and Manual Muscle Testing. Most recently, he served as the Guest Editor for the Clinics in Sports Medicine Series, Behind the Scenes as a Team Physician. During his academic career, he has authored 26 textbook chapters.

Dr. Konin has been a frequent invited guest speaker, presenting on various sports medicine topics throughout the United States and internationally in Italy, Norway, Australia, and New Zealand. He has also spoken at the National Athletic Trainers' Association Annual Meeting & Clinical Symposium, The NATA Educator's Conference, the American Physical Therapy Associations Combined Sections Meetings, at NATA State & District Meetings, and APTA State component meetings in Florida, Oregon, Arkansas, Tennessee, Virginia, and New York.

Dr. Konin has been nominated for teaching and advising awards in 1999, 2000, 2001, 2003, and 2004. In 2002, Dr. Konin was a Distinguished Visiting Lecturer at the both the University of Alabama, and Delaware Tech. In 2003, he was named as the Outstanding Alumni from Eastern Connecticut State University, in 2007 was nominated for the National Athletic Trainers' Association (NATA) Continuing Education Excellence Award, and in 2008 was the recipient of the Continuing Education Excellence Award.

Rebecca Lopez, Ph.D., ATC
Assistant Professor



Rebecca Lopez, PhD, ATC, CSCS is an Assistant Professor in the Department of Orthopaedics and Sports Medicine where she teaches in the Athletic Training Education Program.

Dr. Lopez completed her PhD at the University of Connecticut in 2010. At the University of Connecticut, she was an Athletic Training Laboratory Instructor, Athletic Training Faculty Site Supervisor, and researcher. She is a graduate of Florida International University with both her bachelor's degree in Health Education/Athletic Training and master's degree in Advanced Sports Medicine/Athletic Training.

Prior to attending UConn, Dr. Lopez worked as an Athletic Trainer and educator in Miami-Dade County Public Schools from 1998 to 2006. She has had the opportunity to volunteer in the medical tents of the Boston Marathon, the Marine Corps Marathon (*Washington, D.C.*) and the Falmouth Road Race (Falmouth, MA).

Dr. Lopez is an American College of Sports Medicine Certified Health Fitness Specialist (since 2004) and is also a Certified Strength and Conditioning Specialist through the National Strength and Conditioning Association (2009). She became a Board Certified Athletic Trainer in 1998.

Her research interests include exertional heat stroke and other exertional heat illnesses, cooling methods for hyperthermic athletes, ergogenic aids and thermoregulation, hydration and exercise performance, and exercise heat tolerance issues with American football uniforms. She currently has 20 peer-reviewed publications in print and 25 national presentations. Dr. Lopez is currently serving as the Medical & Science Advisory Board for the Korey Stringer Institute, whose mission is to provide information, resources, assistance and advocacy for the prevention of sudden death in sport, especially as it relates to exertional heat stroke.

She received the Eastern Athletic Trainers' Association Frank George Doctoral Scholarship (2010) and the Douglas J. Casa Student-Athletic Trainer Research Award (2010). She was also the recipient of the University of Connecticut Fellowship for Graduate Students (2009), NATA Education & Research Foundation Doctoral Scholarship (2008), the Connecticut Athletic Trainers' Association Oliver W. Dayton Doctoral Scholarship (2008), and the New England ACSM Minority Scholarship (2007).

Kevin Sneed, Pharm. D.
Dean, School of Pharmacy
Associate Professor, Department of Family Medicine
Guest Lecturer, Athletic Training Education Program, Department of Orthopaedics & Sports Medicine



Dr. Kevin Sneed earned his Doctor of Pharmacy degree at Xavier University of Louisiana and went on to complete an Ambulatory Care Pharmacy Practice Specialty Residency at Bay Pines Veteran's Administration Medical Center, located near St. Petersburg, Florida.

He is the founding dean of the University of South Florida School of Pharmacy, a tenured associate professor in the Department of Family Medicine since 1999, as well as a guest lecturer in the undergraduate Athletic Training Education Program within the Department of Orthopaedics and Sports Medicine. The School of Pharmacy, housed within the USF College of Medicine, will welcome its first class of students in August 2011.

Dr. Kevin Sneed was recently elected to the American Heart Association, Greater Southeast Affiliate board of directors. He is slated to serve as Chairman of the Cultural Health Initiatives Committee during the association's 2010-2011 fiscal year. Sneed's leadership will help the organization impact heart disease and stroke in the affiliate region. In particular, he will help advance initiatives among minority populations including African Americans and Hispanics, who are at greater risk of cardiovascular disease.

Sneed has been associated with AHA for nearly 10 years, specifically focused on health disparities impacting cardiovascular disease in the Tampa Bay area. In that time, he has led efforts surrounding the Search Your Heart program, an American Heart Association faith-based curriculum and also championed the Power To End Stroke initiative as a campaign ambassador, spreading stroke education within the African American community.

Prospective Faculty List

Marjorie J. Albohm, MS, ATC, LAT President, National Athletic Trainers Association NATA Hall of Fame 1999

Ms. Albohm is the current President of the National Athletic Trainers Association, an organization to which she has contributed more than 35 years of service in positions of Vice president NATA, President NATA Research and Education Foundation, Secretary/Treasurer NATA board of directors, and Director, District 4, to the NATA board of directors, and Chairperson NATA Reimbursement Advisory Group.

Ms. Albohm travels internationally as Manager of Fellowships and Customer Education for Ossur Americas, account manager and instructor for Speech Fitness Communications, and principal for Firm Solutions Consulting Company. She also serves on the board of directors for Datalys Sports Injury Surveillance Center, Indianapolis, IN. She is a highly regarded speaker, lecturing on a range of athletic training and sports medicine-related topics.

Doug Gregory, M.D., F.A.A.P

Dr. Gregory graduated from Randolph-Macon Academy located in Front Royal, Virginia. He then attended The University of Richmond and received his B.A. in Chemistry with honors. Dr. Gregory received his medical degree with honors from the Medical College of Virginia.

Dr. Gregory did his Pediatric Internship and Residency at the Navy Regional Medical Center in Portsmouth, VA. He completed a fellowship in Developmental Pediatrics at the University of North Carolina, Chapel Hill.

Dr. Gregory is Board Certified by the American Board of Pediatrics. He is a Fellow of the American Academy of Pediatrics and holds membership in the American Medical Society for Sports Medicine. Dr. Gregory was honored by the National Athletic Trainers Association with an honorary membership in 2006 for his commitment to athletic training education and the profession of athletic training.

In addition to general pediatrics, Dr. Gregory specializes in pediatric primary care sports medicine and developmental pediatrics. He lectures nationally on pediatric primary care sports medicine issues. He has been the team physician for Western Branch High School in Chesapeake since 1984. Dr. Gregory has been with the Lakeview Medical Center family since October of 1995.

Chuck Kimmel MA, LAT, ATC Appalachian State University

Chuck Kimmel is one of the leaders in the profession of Athletic Training. Certified by the National Athletic Trainers' Association (NATA) and licensed by the state of Tennessee, he served as president of the Tennessee Athletic Trainers' Society (TATS) from 1989-93 and received the 1991 TATS College Athletic Trainer of the Year award. In 2001, he was inducted into the TATS Hall of Fame and also received the NATA Most Distinguished Athletic Trainer Award. Kimmel was elected to his profession's highest office, NATA president, a four-year term, from 2003-2007. After serving at Austin Peay State University as an athletic trainer for 25 years until his retirement in 2006, he was inducted into the Ohio

Valley Conference Hall of Fame in June 2010. Kimmel now serves as Director of Rehabilitation for Mary Shook Student Health Services at Appalachian State University, in Boone, N.C. He and his wife, Patty, have three grown children, Chad, Meredith and Adam, and two grandchildren.

Barbara Morris, DHSc, ATC, CSCS, ROT
Assistant Director, SMART Institute
USF College of Medicine

Barbara Morris is the Assistant Program Director of USF Health's Sports Medicine and Athletic Related Trauma (SMART) Institute as well as the Clinical Education Coordinator for the Athletic Training Education Program. She is not only a certified athletic trainer (ATC), but a certified strength and conditioning specialist (CSCS) and a registered orthopaedic technologist (ROT) as well. She was recognized by The Tampa Bay Business Journal in 2007 as a finalist for the Community Outreach category of the Health Care Hero Award. In 2008, Dr. Morris was honored by the Athletic Trainers Association of Florida by receiving the Professional Athletic Trainer of the year Award. This award is given to an athletic trainer who has displayed a high level of professionalism and whose contributions have improved the profession above and beyond their employment setting. Dr. Morris also has a faculty appointment in USF's Department of Orthopaedics and Sports Medicine where she teaches in the Athletic Training Education Program.

Dr. Morris received a Doctorate in Health Science from Nova Southeastern University in December 2009; she earned a Master's of Science from the University of Central Arkansas, specializing in kinesiology. Dr. Morris received a Bachelor's of Science in Education from Arkansas State University.

Dr. Robb S. Rehberg, PhD, ATC, CSCS, NREMT, CFC
Coordinator of Clinical Education, Athletic Training Education Program
William Patterson University

Dr. Rehberg has also been an emergency medical technician for over 20 years, and currently serves as the Chief of Emergency Services at Montclair State University in New Jersey. He is a charter member of the New Jersey Disaster Medical Assistance Team, and has served as a consultant and adviser to the National Safety Council in the area of emergency care.

Dr. Rehberg is board certified and is a licensed athletic trainer in both New Jersey and Pennsylvania. He is also a New Jersey certified and Nationally Registered Emergency Medical Technician. He holds a Ph.D. in Health Science and is an authorized instructor with several organizations, including the National Safety Council and the American Academy of Pediatrics. He has lectured and published extensively on Athletic Training, Sports Medicine, and Emergency Care. He is also the editor and primary author of Sports Emergency Care: A Team Approach, the first textbook written for health care providers to address the topic of management of sports emergencies.

James Scifers, DScPT, PT, SCS, LAT, ATC
Program Director, Athletic Training Education Program
Western Carolina University

James Scifers earned a DScPT in Orthopaedic Physical Therapy from the University of Maryland-Baltimore in 2003. He earned a Master of Physical Therapy degree from Emory University in 1994, and a Bachelor of Science degree in Physical Education/Athletic Training from East Stroudsburg University in 1990.

Dr. Scifers has additional certifications which include: North Carolina Licensed Physical Therapist, North Carolina Licensed Athletic Trainer, APTA Board Certified Specialist in Sports Physical Therapy, NATA Clinical Instructor Educator, BOC Examiner, American Red Cross CPR for the Professional Rescuer Instructor, and American Red Cross Community First Aid Instructor.

Chad Starkey, Ph.D. , ATC
Division Coordinator & Assistant Professor, Ohio University

In addition to his current roles as assistant professor and coordinator of the division of athletic training at Ohio University in Athens, Ohio, Dr. Chad Starkey also serves in several volunteer capacities, including his positions on the editorial boards of three industry publications. He served on the Board of Certification board of directors and was the first chair of the NATA Education Council. He is currently the chair of NATA's Uniform Terminology Project and a member of NATA's National Legal Program. Starkey has also been a consultant for the National Basketball Athletic Trainers' Association since 1986. Starkey has authored or edited 16 textbooks and has authored 11 textbook chapters. He earned his Bachelor of Science at West Virginia University, and both his Master of Science and Doctor of Philosophy at Ohio University.