Program Assessment Plan 2014-2015 Academic Year

Academic Year	2014-2015
Program	Coaching Minor
Faculty	Dr. Timothy Hanrahan, Anthony Lungstrum, Cindy Robb, Mike McElhinney, Darren Munns, Tracy Gastinue, Daniel Radekowic, Monica Herschelmann, Randy Hall, Dan Chapla
Program Mission Statement	The coaching minor will provide students with the knowledge base they need to take on coaching duties at the middle and secondary school level. Students interested in coaching for their local parks and recreation departments, YMCA, club teams, or a company's sports team would also benefit from this minor.

Program Action Items

Action Item 1:	Re-writing objectives and linking assessments
Action steps:	1. Make sure that new objectives are written in the syllabus. 2. Link assessments more effectively to content objectives then to program objectives.
Timeline	Re-writing objectives: September/October Linking Assessments: November/December
Faculty Responsible	Tim Hanrahan
Evaluation	I will evaluate the assessments based on the new objectives

Commented [HTR1]: As you saw last time, this is well underway and going well. Just need to finalize the portfolio on TK 20 and have each coach follow through on the data.

Action Item 2:	Complete portfolio development via TK20
Action steps:	1. Place Program objectives and assessment on TK20 2. Train other faculty members on how to use the system.
Timeline	1. January/February 2. March-May
Faculty Responsible	Tim Hanrahan
Evaluation	N/A

Commented [HTR2R1]: When Priscilla left, we were not able to get all these pieces online. Dr. Lee in the Spring will be taking this over and he can get that set up.

Program Objectives

1. Develop the skills needed in basic first aid and CPR/AED to properly provide emergency care to athletes of all ages.
2. Obtain the knowledge and skills needed to help prevent, manage, and provide basic treatment for sports injuries.
3. Manage an athletic program including leadership, budget, and facility management.
4. Acquire the skills necessary to apply psychological components to sports participation.
5. Develop an understanding of how an athlete's psyche changes during sports participation and the ability to manage different personalities and psychological issues.
6. Understand the various offensive and defensive strategies of football, soccer, basketball, softball, track and field, and cross country.
7. Assess players and design practices and drill to instruct proper techniques.
8. Understand the various philosophies and approaches to the arrangement of practice sessions and off season programs.
9. Apply various game strategies and how to scout opponents
10. Identify and describe the rules and officiating of football, soccer, basketball, volleyball, baseball, softball, track and field and cross country at the secondary level.

Coaching Minor Program Objectives Matrix

Class	Obj. 1	Obj. 2	Obj. 3	Obj. 4	Obj. 5	Obj. 6	Obj. 7	Obj. 8	Obj. 9	Obj. 10
ATR 230		IRM								
ATR 231		RMA								
PED 104	IRMA									
PED 401				IR		IRMA	IRMA	IRMA	IRMA	IRMA
PED 402				IR		IRMA	IRMA	IRMA	IRMA	IRMA
PED 403				IR		IRMA	IRMA	IRMA	IRMA	IRMA
PED 404				IR		IRMA	IRMA	IRMA	IRMA	IRMA
PED 406			IRMA	IR		IRMA	IRMA	IRMA	IRMA	IRMA
PSY 401				MA	IRMA					

I=Introduced R= Reinforced M=Mastered A=Assessed

*All courses are offered on a 2 year cycle, so they will be assessed when offered in the rotation.

***Assessed in Fall**, **Assessed in Spring**, **Assessed every semester**, **Assessed every other Fall**

Program Objectives and Assessment Strategies

Objective 1	Develop the skills needed in basic first aid and CPR/AED to properly provide emergency care to athletes of all ages.
Methods	Emergency Scenario Performance Assessment
Benchmark	80% or better on rubric
Sample Information	All students in PED 104 class; For each of the three
Who	Mike McElhinney
When	Every Semester
Data Collected	Final Performance and Written Exam for Red Cross Certification
Results/Outcome	Fall: Class 1: 102.09/120 B (15 students) Class 2: 107.6/120 B (15 students) Class 3: 102/120 B (9 students) Goal of 80% was achieved Spring: Class 1: 97.88/120 B (16 students) Class 2: 97.47/120 B (15 students) Class 3: 99.12/120 B (16 students)
Proposed Changes	None
Budget needs	None

Objective 2	Obtain the knowledge and skills needed to help prevent, manage, and provide basic treatment for sports injuries.
Methods	Sports Injury Skills Lab
Benchmark	80% average on 15 proficiency labs
Sample Information	24 students
Who	Cindy Robb
When	Spring Semester
Data Collected	The average of their proficiencies (15), which are labs that are conducted on first aid response scenarios to assess students' performance outcomes in prevention and basic treatment.
Results Outcome	14/24 students had an 80% or above on this averaging of the assessments. They included
Proposed Changes	None
Budget needs	None

Objective 3	Manage an athletic program including leadership, budget, and facility management.
Methods	Budget/Facility Portfolio: Two assignments
Benchmark	80% or better on rubric
Sample Information	All students in PE 406
Who	Anthony Lungstrum
When	Every other fall
Data Collected	Assignment information was collected for budget and facility assignments, which were collected in week 8 and week 15.
Results Outcome	Budget Assignment: 23 students; 47.78/50 A average Facility Assignment: 23 students; 44.61/50 B average Goal Achieved
Proposed Changes	None
Budget needs	None

Objective 4	Acquire the skills necessary to apply psychological components to sports participation.
Methods	Sport Psychology Performance Assessment Presentation
Benchmark	80% or better average on final presentation project
Sample Information	All students in class
Who	Tim Hanrahan
When	Every semester
Data Collected	19 students; 21 students
Results Outcome	Fall: 83.54/100; B Spring: 90.54/100 A Goal Achieved
Proposed Changes	None
Budget Needs	None

Objective 5	Develop an understanding of how an athlete's psyche changes during sports participation and the ability to manage different personalities and psychological issues.

Methods	Sport Psychology Portfolio 2
Benchmark	80% or better average assignment
Sample Information	All students
Who	Tim Hanrahan
When	Every semester
Data Collected	Fall: 19 students Spring: 21 students
Results Outcome	78.59/100 C 88.4/100 B Did not reach goal, but one student failed to turn in assignment. If they would have just done something, this number would have made it. The second
Proposed Changes	None
Budget Needs	None

Objective 6	Understand the various offensive and defensive strategies of football, soccer, basketball, softball, track and field
Methods	Theory of sport portfolio assignment
Benchmark	80% or better on all assignments
Sample Information	All students in theory class
Who	All faculty except Anthony Lungstrum and Tim Hanrahan
When	When course is taught

Commented [HTR4]: This is what the coaches are working on now. I will have data over these next semester, but currently we are without for Objecitves 6-10.

Commented [HTR3]: The coaches trained this semester and we will implement this for PED 401/402 in fall and 403/404 in spring for objectives 6-10.

Objective 7	Assess players and design practices and drill to instruct proper techniques.
Methods	Theory of sport portfolio assignment
Benchmark	80% or better on all assignments
Sample Information	All students in theory class
Who	All faculty except Anthony Lungstrum and Tim Hanrahan
When	When course is taught

Objective 8	Understand the various philosophies and approaches to the arrangement of practice sessions and off season programs.
Methods	Theory of sport portfolio assignment
Benchmark	80% or better on all assignments
Sample Information	All students in theory class
Who	All faculty except Anthony Lungstrum and Tim Hanrahan
When	When course is taught

Objective 9	Apply various game strategies and how to scout opponents
Methods	Theory of sport portfolio assignment
Benchmark	80% or better on all assignments
Sample Information	All students in theory class
Who	All faculty except Anthony Lungstrum and Tim Hanrahan
When	When course is taught

Objective 10	Identify and describe the rules and officiating of football, soccer, basketball, volleyball, baseball, softball, track and field and cross country at the secondary level.
Methods	Theory of sport portfolio assignment
Benchmark	80% or better on all assignments
Sample Information	All students in theory class
Who	All faculty except Anthony Lungstrum and Tim Hanrahan
When	When course is taught

Analysis of Assessment:

One of the big pieces that we began this semester was getting the ball rolling on the data collection process and setting objectives for objectives 6-10, which are the courses that are taught as Theory of Coaching classes by our full time sports

coaches. This process required them to formalize what they had been doing already into a system that allowed them to not only track data, but also to better align their activities with the new learning targets they created in the fall. The goal of this process was to then help them create encompassing activities that they could try in the Spring and coming fall and then begin the data collection process that will allow us to track student progress over time, which had previously not been done for this minor.

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

The goal of this assessment plan is to really focus on the first 5 objectives. Currently, staff members have identified key assignments that embody the work of the whole class and objectives that need to be met at the end to enable our students to become better coaches in the field. Based on these pieces, I am pleased with what is going on currently. We have created a system in which all members of the team submit their data at the end of semester so that it can be archived and analyzed each year. Next semester, Dr. Woojun Lee will take over the assessment of this minor and will work to implement curriculum changes based on the data he collects over time.

Program Changes Based on Assessment:

Since the collection process is just beginning, we do not have a sufficient amount of evidence to base any changes at this time, but I do anticipate that with the addition of Dr. Woojun Lee as our new sport management faculty and coaching minor assessor, he will implement some change very similar to what I did in the Physical Education major based on his expertise.

General Education Assessment:

Communication- Students will transmit information effectively in written or spoken form.

The communication GE requirement serves as the foundation for all of our coaching minors. Written and verbal communication skills are necessary for the practice of being a coach, and therefore are used on a daily basis. Students enhance written communication skills in each course through reflective writing and research papers specifically using APA format in Sport Psychology. Students also deliver numerous teaching and presentation pieces throughout the curriculum. Finally, students practice interviewing skills and techniques as part of the curriculum.

Mathematics, - Students will solve problems through an analysis of quantitative relationships.

The GE requirement of math serves as a foundation for our research sequence specifically understanding statistics. In being coach in the 21st century, you must validate what you teach, what the students are learning, and how well they are learning it, as well as the analytics behind certain coaching decisions. In all theory classes student's take, they must learn how to collect, analyze, and evaluate data based on sport performance.

Meaning –Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning.

The meaning GE is supported throughout our curriculum by students using current topics and journal articles to write annotated bibliographies that help them sort and

quickly retrieve information that can help them collect and analyze research quickly and effectively in order to prove points they make.

Historical Perspective – Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present.

The History GE is supported throughout the coaching minor curriculum in that students learn of the history of each sport in the US and worldwide in all theory of coaching courses.

Critical Thinking-Students will use the principles of logic to develop analytical and reasoning skills.

Critical thinking and analytical reasoning is another necessary skill for a coach. Critical thinking is expected in each course and is assessed throughout all the courses, especially in Sport Psychology, to determine if students are using upper level Bloom's Taxonomy components to engage students at a higher level.

Diversity – Students will analyze the traditions and values of a variety of cultures.

Diversity is a key foundation for coaches because of the numerous cultures they will experience in their field. Students analyze how sport is viewed in different cultures as well how they can handle differences in opinion with parents of students that view this differently because of cultural differences.

Creative and Aesthetic Sensibility –Student will examine the products of human creativity in such endeavors as painting, sculpture, theatre and music.

Creativity is a foundation for expression and is reinforced in the assignments students do in all classes that create ways for students to interact with parents and other players through websites, Twitter, etc.

Natural Science-Students will understand the natural world through systematic observation, by analyzing data and by forming, testing and revising hypotheses.

Biology serves as a foundation for understanding human development and biological processes. The GE requirement for biology specifically for coaching minor students, as it serves as a pre-requisite for our Anatomy and Kinesiology components.

Social Science- Students will study the behavior of people and employ the principles of science to explain both group and individual behavior.

Students are expected in coaching to have a wide variety of knowledge in social sciences, taking multiple psychology classes that will help students to understand the minds of students better each year they develop.

Program Activities:

Not done for minors

Service Learning Activities:

I would like this to be a point of emphasis for Dr. Lee, but nothing has been done here.

Program Sponsored LEAD Events:

None

Student Accomplishments:

Jim Ball was named NAIA pitcher of the year.

Faculty Accomplishments:

The biggest accomplishment for me was being named Division Chair of the education department. I really want to turn our program into a very competitive program and a top 20 institutions in the state of Missouri. I am also going to work with Fulton Public schools this summer to rewrite both their physical and health education curriculum, as well as to create a performance based outcome assessment portfolio for the district. I hope that our department can do these things in all areas and begin to truly grow our education department into the type of teacher training college I know it can be. We have also hired Dr. Woojun Lee from Texas A&M University to become the harbor of change for this minor and the Sport Management major.

Alumni (Recent Graduates) Accomplishments (past year graduating class):

None at this time..

Objective 1:

Exam #3 – Final Exam

Name: _____ (1 point)

Multiple Choice (One Point Each): Choose the best answer to each question and write the corresponding letter in the blank provided.

____1. A ___ is a physical condition that requires immediate medical attention?
A. Sudden Illness
B. Injury
C. Barrier to action
D. Citizen responder

____2. Which of the following are roles of a citizen responder?
A. Recognizing that an emergency exists
B. Deciding to act
C. Taking action by calling 911 or the local emergency number
D. All of the above

____3. Match each term to the correct definition: (8 points)

A: CPR B:Cholesterol C:Heart Attack D: Angina Pectoris E:Heart F: Coronary Arteries G: Cardiac Arrest
H:Cardiovascular Disease

__C__A sudden illness involving the death of heart muscle tissue caused by insufficient O_2
__H__The leading cause of death of men and women in the US
__E__ A muscular organ that circulates blood throughout the body
__G__Condition that results when the heart stops beating or beats too inefficiently
__D__Temporary chest pain caused by lack of O_2 to the heart
__F__Blood vessels that supply the heart with O_2
__B__A fatty substance that builds up in the inner walls of arteries
__A__A combination of chest compressions and rescue breaths

____4. CPR artificially takes over functions of which two body systems?
A. Circulatory system
B. Nervous system
C. Respiratory system
D. Both A and C

____5. Which of the following can cause shock?
A. Heart attack
B. Bee sting
C. Bleeding
D. All of the above

____6. Match each term with the correct definition (6 points)
A: Pressure bandage B: Veins C: Internal Bleeding D: External Bleeding E: Arteries F: Direct Pressure

__B__Vessels that carry blood from the body back to the heart
__C__The escape of blood from an artery, vein, or capillary into the spaces inside the body
__A__A bandage applied snugly to maintain pressure on the wound to control bleeding
__E__Vessels that transport blood to the capillaries for distribution to the cells
__F__Using your gloved hand to apply pressure on the wound to control bleeding
__D__Bleeding that can be seen coming from a wound

____7. Match each injury type to the proper example (8 points)
A: Hypoglycemia B: Diabetic Emergency C: Epilepsy D: Seizure E: Stroke F: Fainting G: Hyperglycemia
H: Transient Ischemic Attack I: Insulin

__A__ A condition in which too little sugar is in the bloodstream

__D__ Disruption of the brains; electrical activity, which may cause loss of consciousness & body control
__C__ A chronic condition characterized by seizures and usually controlled by medication
__B__ Situation which a person becomes ill because of an imbalance of glucose & insulin in bloodstream
__F__ A temporary reduction of blood flow to the brain, resulting in loss of consciousness
__H__A mini-stroke
__I__A hormone that enables the cells to use sugar
__E__A disruption of blood flow to the brain that causes brain tissue damage

____8. True or False? You are to place an object in a seizure victim's mouth to open their airway?
A. True
B. False

____9. When shock occurs, the body prioritizes its need for blood. Where does it send blood first?
A. The arms and legs
B. The skin
C. The spinal cord
D. The brain, heart, and lungs

____10. Controlling high blood pressure can reduce your risk of?
A. Heart Disease
B. Seizures
C. Stroke
D. Cataracts
E. A & C

____11. When obtaining consent to treat a victim you must tell them ____?
A. Who you are
B. Level of training
C. The care you are going to give
D. All of the above

____12. Which could swelling and discoloration indicate?
A. Closed wound
B. Damage to underlying tissue
C. Internal Bleeding
D. All of the above

13. Match each item with the correct definition? (6 points)
A: Anaphylaxis B: Poison Control Center C: Inhaled poison D:Ingested Poison E: Injected poison F: Absorbed Poison

__B__ A center staffed by professionals who can tell you how to give care for a poisoning emergency
__C__ A poison that enters through breathing
__F__ A poison that enters through contract with skin
__A__ A life threatening allergic reaction
__E__ A poison that enters that being bitten or stung
__D__ A poison that enters through swallowing

14. Match each item with the correct answer? (3 points)
A: Call B: Check C: Care

__B__ (__?__) the scene
__A__ (__?__)911
__C__ (__?__) for the victim

15. Match each item with the correct definition? (5 points)
A: Heat stroke B: Hypothermia C: Heat cramps D:Heat exhaustion E: Frostbite

__D__ The early stage and most common form of heat related illness
__C__ Painful spasms of skeletal muscle that develops after heavy exercise in warm temperatures
__E__ The freezing of body tissues caused by overexposure to the cold
__A__ Life threatening condition that develops when the body's cooling system fails
__B__ Life threatening condition that develops when the body's warming system fails

____16. How much liquid chlorine bleach do you add to a gallon of water to clean up blood?
A. 1 cup
B. ½ cup
C. 1.5 cups

____17. How many known species of bacteria have been identified in the human mouth?
A. 21
B. 15
C. 42
D. 36

Short Answer: Answer each of the following questions as completely but concisely as possible.

18. Your friend is suffering from heat exhaustion what do you do? (5 points)

- **Remove from heat**
- **Remove clothing**
- **Begin cooling of body**
  - **Cold water if conscious and drink slowly**
- **Call 911**
- **Prevent shock and provide reassurance**

19. What were the two types of spiders we discussed in class? What were the 4 types of snakes we discussed in class? (6 points) This was discussed during the Bites and Stings lecture.

- **Brown Recluse**
- **Black widow**
- **Rattle Snake**
- **Copperhead**
- **Water Moccasin**
- **Coral Snake**

20. Describe the "Good Samaritan Laws"? (2 points- ***No answer is right or wrong if you can justify it with sound principles from our class)***

21.Name 5 of the 8 body systems we discussed in class? (5 points)

- Respiratory
- Circulatory
- Nervous
- Musculoskeletal
- Integumentary
- Endocrine
- Digestive
- Genitourinary

22. In class I mentioned a theory called the "Flash to Bang Theory." Please describe this theory. 3 points)

- After the flash of lightening begin counting until you hear the thunder (bang) then divide that number by five. This will give you and estimated distance the flash or storm is.

23. What is Hypovolemic shock and what causes it? (3 points)

- Sever bleeding or loss of blood plasma
- Internal or external wounds
- Burns

24. What 4 conditions must be met for blood borne pathogens to be spread? (4 points)

- Pathogen is present
- Enough pathogen is present
- Pathogen pass through the correct entry site
- Person is susceptible

25. Name five things you would want in a first aid kit? (5 points)

26. Identify which type of poisonous spider this is? (1 point)
- Brown Recluse

27. Identify which type of poisonous spider this is? (1 point)
- Black Widow

28. Identify which type of poisonous snake this is? (1 point)
- Coral Snake

29. Identify which type of poisonous snake this is? (1 point)
- Rattle snake

30. Identify which type of poisonous snake this is? (1 point)
- Water Moccasin

31. Identify which type of poisonous snake this is? (1 point)
- Copper Head

32. What is the difference in the treatment of pit viper snake bites and elapid snake bites? (2 points)
- Care for a bite from an elapid snake, such as a coral snake, is the same as for a pit viper, except that after washing the wound you should apply an elastic roller bandage

33. Name the four ways to be poisoned? (4 points)
- Inhaled
- Ingested
- Injected
- Absorption

34. In proper order list the three progressions of heat illness? (3 points)
- Heat Cramps
- Heat Exhaustion
- Heat Stroke

35. What are & Describe the two types of frostbite? (4 points)

- Superficial
  - Skin is frozen but the tissues below are not
- Deep
  - Freezing of the skin and the underlying tissues

CPR – Adult

1. Check scene _____
2. Check patient _____ (no response)
3. Consent (type… Implied) _____
4. Call 911 _____
5. Check breathing _____
6. 30 Compressions _____
7. 2 Rescue Breaths _____
   a. Repeat steps 6-7 unill…..
8. When can they stop?
   a. Scene becomes unsafe _____
   b. Too tired _____
   c. EMS/Trained responder arrives and takes over _____
   d. AED Arrives _____
   e. Shows signs of Life _____

CPR – Child/Infant

1. Check scene _____
2. Check patient _____ (no response)
3. Consent (type… Implied if no parent/guardian or Expressed if from parent/guardian) _____
4. Call 911 _____
5. Check breathing _____
6. 2 Rescue Breaths _____
7. 30 Compressions _____
8. 2 Rescue Breaths _____
   a. Repeat steps 7-8 unitl…
9. When can they stop?
   a. Scene becomes unsafe _____
   b. Too tired _____
   c. EMS/Trained responder arrives and takes over _____
   d. AED Arrives _____
   e. Shows signs of Life _____

AED

1. Stop CPR to set up AED
2. Turn AED on
3. Place pads according to pictures on pads (Pt. Upper right and left chest)
    a. Make sure skin is bare and dry
4. Plug in connector
5. Follow AED instructions
6. Resume CPR if told to do so

Unconscious Choking – Adult

1. Check scene _____
2. Check patient _____ (no response)
3. Consent (type… Implied) _____
4. Call 911 _____
5. Check breathing _____
6. 30 Compressions _____
7. 2 Rescue Breaths _____ (don't go in…. re-tilt and try again…. If still don't go in assume choking)
8. 30 Compressions _____
9. Look in Mouth _____ (sees object)
10. Remove object(s) _____ (one attempt)
11. 2 Rescue Breaths _____ (if go in proceed… if not repeat 8-11)
12. Check breathing _____ (if breathing proceed….. if not see below)
    - CPR
        - 30 Compressions _____
        - 2 Breaths _____ (repeat until 14)
13. Monitor Patient _____
14. When can they stop?
    - Scene becomes unsafe _____
    - Too tired _____
    - EMS/Trained responder arrives and takes over _____
    - AED Arrives _____
    - Shows signs of Life _____

Unconscious Chocking Child/Infant

1. Check scene _____

2. Check patient _____ (no response)
3. Consent (type… Implied) _____
4. Call 911 _____
5. Check breathing _____
6. 30 Compressions _____
7. 2 Rescue Breaths _____ (don't go in…. re-tilt and try again…. If still don't go in assume choking)
8. 30 Compressions _____
9. Look in Mouth _____ (sees object)
10. Remove object(s) _____ (one attempt)
11. 2 Rescue Breaths _____ (if go in proceed… if not repeat 8-11)
12. Check breathing _____ (if breathing proceed….. if not see below)
    - 30 Compressions _____
    - 2 Breaths _____ (repeat until 14)

13. Monitor Patient_____
14. When can they stop?
    - Scene becomes unsafe _____
    - Too tired _____
    - EMS/Trained responder arrives and takes over _____
    - AED Arrives _____
    - Shows signs of Life _____

Conscious Choking Adult

1. Check the Scene _____
2. Check the patient _____
3. Get consent _____
4. Call 911 _____
5. Encourage them to continue coughing _____
6. Place yourself behind the patient. One arm under theirs and place in center of sternum just above the breast. _____
    a. Tilt them forward… don't drop them
7. Do 5 back blows _____
    a. Stand them back up straight
8. Place your fist thumb side inward _____
9. Do 5 abdominal thrusts _____
    a. Repeat steps 6-8 until……
10. When can they stop?
    a. Scene becomes unsafe _____
    b. Too tired _____
    c. EMS/Trained responder arrives and takes over _____
    d. Object is cough up _____

Conscious Choking Child

1. Check the Scene _____
2. Check the patient _____
3. Consent (type… Implied if no parent/guardian or Expressed if from parent/guardian) _____
4. Call 911 _____
5. Encourage them to continue coughing _____
6. Place yourself behind the patient. Will need to be positioned at the child's level. One arm under theirs and place in center of sternum just above the breast. _____
    a. Tilt them forward… don't drop them
7. Do 5 back blows _____
    a. Stand them back up straight
8. Place your fist thumb side inward _____
9. Do 5 abdominal thrusts _____
    a. Repeat steps 6-8 until……
10. When can they stop?
    a. Scene becomes unsafe _____
    b. Too tired _____
    c. EMS/Trained responder arrives and takes over _____
    d. Object is cough up _____

Conscious Choking Infant

1. Check the Scene _____
2. Check the patient _____
3. Consent (type… Implied if no parent/guardian or Expressed if from parent/guardian) _____
4. Call 911 _____
5. Encourage them to continue coughing _____
6. Do 5 back blows _____
    a. Infant resting on forearm head lower than chest
    b. Roll infant to opposite arm facing up head lower than chest
7. Do 5 Chest thrusts _____
    a. Repeat steps 6-8 until……
8. When can they stop?
    a. Scene becomes unsafe _____
    b. Too tired _____
    c. EMS/Trained responder arrives and takes over _____
    d. Object is cough up _____

EpiPen Use

1. Check the Scene _____

2. Check the patient _____
3. Consent _____
4. Call 911 _____
5. State PPE is on _____
6. Have patient identify their EpiPen _____
7. Check the window to verify med is clear _____ (if cloudy or has floater… No Good)
8. Check expiration date _____
9. Administer medication in side of the thigh _____ (if steps 5-7 are good)
    a. Hold in place for 10 sec.
10. Document time of administration _____
11. Monitor patient until EMS arrive _____
12. Be prepared to do CPR _____

Wound Care

1. Check the scene _____
2. Check the patient _____
3. Consent _____
4. Call 911 if needed _____
5. State PPE is on _____
6. Check for warmth, Sensation Color _____
7. Apply direct pressure with dressing _____
8. Bandage the wound _____
9. Re-check for warmth, sensation, color
10. If bleeds through add more pressure and dressings
    a. Bandage
    b. Re-check for warmth, sensation, color
11. Monitor until EMS arrives if activated _____

Splinting

1. Check the scene _____
2. Check the patient _____
3. Consent _____
4. Call 911 if needed _____
5. State PPE is on _____
6. Choose the correct splint _____ (soft, rigid, anatomical, sling)
7. Check for warmth, sensation, color _____
8. Place splint to the body or appendage in position found _____
9. Secure splint to the patient _____
10. Recheck for warmth, sensation, color _____
11. Monitor until EMS arrives if activated _____

Glove Removal

You must be able to remove gloves without getting fake blood on your skin. Every spot of blood on your skin is minus 1 point.

Manual Stabilization

1. Check the scene _____
2. Check the patient _____
    a. Instruct them not to move _____
3. Consent _____
4. Call 911 _____
5. Apply stabilization to the head in the position it is found _____

Objective 2:

William Woods University – Athletic Training Education Program
Proficiency Evaluation Form

Achilles Tendon Taping **Name:** _____

Evaluation Scale: *0 - Student omitted the skill or step*
1-Student completed skill with guidance/ completed with low quality
2-Student completed skill w/o help/ completed with adequate quality
3-Student completed skill with confidence and mastery/ completed with high quality

***Student must have a score of 80% on Test 1 to pass. Students who do not achieve an 80% must be retested (Test 2) until they do achieve at least an 80%. If needed, an additional evaluation form can be used.*

	Date of Proficiency Evaluation:		
Steps	**Required Skill Components:**	Test 1	Test 2
1	Properly positions athlete (either lying down prone or foot relaxed in supine position)		
2	Checks skin for cleanliness, cuts and rashes		
3	Applies tape adherent, heel and lace pads, and pre-wrap, taping to skin will give more support		
	Correctly and neatly applies the following:		
4	2-3 anchor strips at the base to belly of the gastrocnemius, or uses light-duty adhesive tape		
5	Anchor strip at ball of foot to mid-foot		
6	Using "Spartan" technique, splits ends of heavy duty elastic tape along center longitudinally, attaches one end around the anchor strip…		
7	Positions foot at endpoint of desired ROM and places other end of heavy duty elastic tape on mid-foot anchor		
8	Closes with stretch tape, distally to proximally, preventing inversion ankle sprains, pulling from medial to lateral		

	Student's Total:		
	24 points are possible. Students must score at least a 19 (80%). Student's percentage:		

Lab/Classroom testing:___ Clinical Mock Scenario:___ Clinical Real life Scenario:___

Reference:

Student:_____ Date:_____

Preceptor:_____ Date:_____

Objective 3:
See attached PDF files

Objective 4:

Performance Assessment 4
Presentation of Research

During the last week of class and finals day, you will present information related to a topic of sport and psychology. You and your group will draw a topic and present your research in that area in a 40 minute presentation.

The qualifications for work are as follows:

- Each group member will be responsible for presenting 10 minutes of information to the group.
- The presentation must have at least one hands on activity that allows us the opportunity to really interact with the information.
- Your information needs to be rooted in research from various sites. You may use journal articles, textbooks, websites, etc. to guide your process.
- Your presentation may be Prezi or PPT based, but must include clean graphics and easy to read material. Handouts are welcomed.
- Group 1 will begin their presentations on November 24th and we will continue until finals.
  Name of group member(s):_____

Rubric for Group Presentations of Chapter Content

Element:	Excellent:	Good:	Satisfactory:
Information	"Big Ideas" and key points from the assigned research are presented completely,	Presentation is mainly a review and/or summary of the information from the	Information from the research is presented, but it is not complete and/or

	clearly and in a well-organized manner. Presentation helps learners understand how these important ideas impact them as classroom teachers and/or parents. They contain research citations and allows the audience to really feel immersed in the research. 20 points	research, and/or presentation does not make implications clear and/or organization does not facilitate good understanding. 10 points	it is not clear. 0 points
Facilitation style	Exploration of the material researched is energetic and interesting. Handouts, visual aids, etc. are used to clarify key points or provide organizational support. 20 points	The text material is shared with some interest but there is little to motivate learning or engage class participants with the material. 10 points	The material from the text is addressed in lackadaisical manner with very little enthusiasm shown. 0 points
Discussion	Discussion of text material is promoted. Good questions lead to engaging conversation and practical connections are made to theoretical elements. The information on the slides is clean and easy to read. 20 points	Questions are asked that guide discussion but the conversation remains superficial in nature. Some pieces of the presentation are hard to read and are cluttered 10 points	There is very little discussion of the research material promoted. Most slides are cluttered and not easy to read with not personality. 0 points
Activities	Meaningful activities, either individual or group, help promote a deeper understanding of the material being	Activities used are unrelated to the topic/ not engaging, and/or poorly planned.	There is no activity to enhance learning.

	explored. 20 points	10 points	0 points
Group members and time	Each presentation lasted the full 45 minutes depending on teacher instruction. Each group member presents the same amount of information as the others. 20 points	Presentation is short by 2 or less minutes. Not all group members have equal share. 10 points	Presentation is 3 or more minutes short and group members left it up to one or two people. 5 points
Total Points out of 100			

Objective 5:

Project 2: Analysis of Flow

Instructions

You will be conducting a mini-study of a qualitative nature. In this project, you will be interviewing three athletes or former athletes about the concept of flow and their experiences with flow. Each interview should last approximately 15 minutes. Be sure to arrange a quiet place to meet. Either tape record the interviews or take notes during the interviews so that you can write up your summary. Tape recording the interviews is a good idea so that you can refer to the tape afterward. Have the athletes or former athletes sign the agreement to participate form linked to the end of this assignment. Turn this in with your lab report.

Lab report format:

- 1-inch margins on all sides

- Double-spaced
- Times New Roman, 12-point font
- Page numbers in upper right corner (except on cover page)
- Staple in upper left corner
- Include an APA cover page with your name, course number and name, and the due date.
- Proofread final lab report—including spelling and grammar.
- Submit this paper with a Turnitin.com report. How to access:
    - Go to www.turnitin.com. Click on join account. Our class user code is 7614279 and the password is hanrahan.

Interview Guide

Before the interview, take this section and create your own interview form so that you can document the data. To start the interview, ask the athlete to think of a time when she or he was totally involved or absorbed in an athletic experience (or when she or he felt "in the zone"), when everything came together to allow the athlete to have an optimal performance. During the interview, it may help to explain flow as being "in the zone."

The interview should include the following questions or probes (you can put these in your own words on your interview sheet if you like):

- Describe one of your best athletic experiences, when you felt in flow or "in the zone." (Try to get specific details about the experience—what the situation was, when it was, where it occurred, etc.)
- How do you feel when you are in flow? (Try to find out what characteristics of flow the person has experienced.)

- Are any characteristics more prevalent than others? (Put this question in your own words.)
- When experiencing flow, how do you feel physically?
- What are you thinking about?
- How often do you experience flow?
- Are there certain situations or factors that make it easier to get into flow?
- Are there situations or factors that disrupt your flow?
- Do you feel like you can control getting into flow? Why or why not?

Project Format

Introduction. This should include a description of the phenomenon of flow, a summary of previous research on flow, and a rationale and purpose for your project. Use information from the textbook, research articles, or both; use at least two references, with one being your textbook. (1–1.5 pages)

Method. Indicate how you chose your participants and arranged the interviews. Report the descriptive characteristics for each athlete (e.g., age, gender, sport, competitive experience, where they come from, background, etc.) and the length of the interviews. Use pseudonyms (not real names) for your participants—this is to protect the participants' privacy. (.5 - 1 page)

Results. After completing the three interviews, you need to analyze your results. Closely examine the data you collected from each of the athletes in order to compare and contrast their responses (a) between one another and (b) to the characteristics of flow reported in the literature. Your goal is to present a summary of each athlete's responses in a way that

highlights for the reader how these athletes view the flow experience. It is a good idea to include several quotes from the athletes to support your findings. (2.5–3 pages)

Discussion. In this section, you will interpret your results and explain your findings. Highlight interesting or surprising findings, as well as presenting implications of the results (e.g., Why is this important and does this information match what you found in the literature?). (1.5–2 pages)

References. Include a reference page using APA format and in text citations.

PSY 401 Assignment 2 Rubric

Content and Organization 60/100 Points possible	***Points Earned:***	**Comments:**
Name:		
All key elements of the assignment are covered in a substantive way. You will be conducting a mini-study of a qualitative nature. In this project, you will be interviewing three athletes or former athletes about the concept of flow and their experiences with flow.		
The content is comprehensive, accurate, and/or persuasive.		
The paper develops a central theme or idea, directed toward the appropriate audience.		
The paper links theory to relevant examples of current experience and industry practice and uses the vocabulary of the theory correctly.		
Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically: Using the situation presented in class, answer these questions based on your knowledge of the following: 1. Introduction. This should include a description of the phenomenon of flow, a summary of previous research on flow, and a rationale and purpose for your project. Use information from the textbook, research articles, or both; use at least two references, with one being your textbook. (1–1.5 pages) 2. Method. Indicate how you chose your participants and arranged the interviews. Report the descriptive characteristics for each athlete (e.g., age, gender, sport, competitive experience) and the length of the interviews. Use pseudonyms (not real names) for your participants—this is to protect the participants' privacy. (.5 - 1 page)		

3. Results. After completing the three interviews, you need to analyze your results. Closely examine the data you collected from each of the athletes in order to compare and contrast their responses (a) between one another and (b) to the characteristics of flow reported in the literature. Your goal is to present a summary of each athlete's responses in a way that highlights for the reader how these athletes view the flow experience. It is a good idea to include several quotes from the athletes to support your findings. (2.5–3 pages) 4. Discussion. In this section, you will interpret your results and explain your findings. Highlight interesting or surprising findings, as well as presenting implications of the results (e.g., Why is this important and does this information match what you found in the literature?). (1.5–2 pages) 5. References. Include a reference page using APA format and in text citations.		
The introduction provides sufficient background on the topic and previews major points.		
The conclusion is logical, flows from the body of the paper, and reviews the major points.		
Readability and Style 20/100	***Percent Earned***	**Comments:**
Paragraph transitions are present and logical and maintain the flow throughout the paper.		
The tone is appropriate to the content and assignment.		
Sentences are complete, clear, and concise.		
Sentences are well-constructed, with consistently strong, varied sentences.		
Sentence transitions are present and maintain the flow of thought.		

Mechanics ***20/100***	***Points Earned***	**Comments:**
The paper, including the title page, reference page, tables, and appendices, follow APA guidelines for format.		
Citations of original works within the body of the paper follow APA guidelines.		
The paper is laid out with effective use of headings, font styles, and white space.		
Rules of grammar, usage, and punctuation are followed.		
Spelling is correct.		
Total Points possible out of 100	***Points Earned***	**Comments:**

Analysis of Assessment:

One of the critical elements that was installed this year was meeting with our coaching group that teaches PED 401-406 and learning how to develop common objectives and learning targets that are specific to the Minor Objectives that we have and working on developing common assessments that will measure these pieces in their classes on a bi annual basis. Objectives 1-5 were streamlined and a new data collection process occurred with myself, Cindy Robb, Anthony Lungstrum, and Mike McElhiney. This process involved looking at the core objectives, developing an end of course or mid and end of course assessment that was product based and driven to prove that students had learned the objective at an 80% rigor rate as measured by that assessment. For Objectives 6-10, the coaches were asked to focus on using the 5 objectives to develop common learning targets to their class and use this year to pilot assessments that were driven towards these goals and develop a system to get the assessment data to me. Next year in the fall, we will meet again, review the system they came up, and implement this for the fall of 2015. Dr. Woojun Lee, who is the new sports management faculty, will also pick up this report in the spring and begin working on the second group as his major ties into this project perfectly.

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

Using this data analysis plan, we will effectively be able to see how students are progressing each year by creating a data collection process and common objectives/assessments that can be used on an ongoing basis. Since the data analysis procedure is new, we do not have a big enough N to really look at the data and focus on how we can make the process better. Currently, there is absolutely no outside coaching certification test that students have to take in which data can be reported back to us. In Missouri, coaches are asked to take a rules test online within their given field, as well as be CPR/AED certified (which they are after PED 104), but the data on the rules test is not sent to us and this varies from state to state. For youth coaching, no tests are asked to be taken in the state of Missouri and only public school coaches are asked to do the above.

Program Changes Based on Assessment:

Since this program has not been assessed rigorously in the past, the goal this year was to make the transition into really looking at how rigorous the objectives were and how the data can be collected. After next fall, Dr. Woojun Lee will pick up from where we have gotten to this point and begin to compare data from each year in order to make decisions that will impact the design of those courses and the success of the current system. Dr. Lee did a similar project at Texas A&M and will do an excellent job with this report and minor.

General Education Assessment:

Communication- Students will transmit information effectively in written or spoken form.

The communication GE requirement serves as the foundation for all of the coaching minor participates. Written and verbal communication skills are necessary for the practice of being a coach, and therefor are used on a daily basis. Students enhance

written communication skills in each course through reflective writing and creation of coaching plans. Students also deliver numerous teaching and presentation pieces throughout the curriculum. Finally, students practice interviewing skills and techniques in order help them be successful during coaching interviews when they are looking for a job in the future.

Mathematics, - Students will solve problems through an analysis of quantitative relationships.

The GE requirement of math serves as a foundation for our research sequence, specifically understanding statistics. In being an educator in the 21st century, you must validate what you coach, what the students are learning during your coaching time, and how well they are learning it. In all four coaching theory classes as well as student's take, they must learn how to collect, analyze, and evaluate data in order to make better coaching decisions and present that information to students.

Meaning –Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning.

The meaning GE is supported throughout our curriculum by students using current topics and journal articles to write reviews that help them sort and quickly retrieve information that can help them collect and analyze new coaching techniques quickly and effectively in order to prove points they make in class and help them stay current on new coaching techniques.

Historical Perspective – Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present.

The History GE is supported in the coaching minor curriculum in the sense that students learn of the history of their individual sport, the rules associated with them and how they have come to where they are today, both in the US and worldwide.

Critical Thinking-Students will use the principles of logic to develop analytical and reasoning skills.

Critical thinking and analytical reasoning is another necessary skill for a coach. Critical thinking is expected in each course and is assessed throughout all the courses, especially in the coaching and sport psychology course to determine if students are using upper level Bloom's Taxonomy components to engage their players at a higher level in order to create a player that not only can perform the skills necessary, but analyze and evaluate game plans and strategy that will make the team highly successful.

Diversity – Students will analyze the traditions and values of a variety of cultures.

Diversity is a key foundation for coaches because of the numerous cultures they will experience in their field. Students analyze how coaching is viewed in different cultures as well how they can handle differences in opinion with parents of students that view this differently because of cultural differences, which is becoming and even bigger part of the job, not just about the X's and O's. In sport psychology, students are exposed to the many different types of reasons why players and parents behave the way that they do and develop strategies to really meet the needs of ALL players and parents.

Creative and Aesthetic Sensibility –Student will examine the products of human creativity in such endeavors as painting, sculpture, theatre and music.

Creativity is a foundation for expression and is reinforced in the assignments students do in their methods classes that create ways for students to interact with parents and other coaching members through websites, Twitter, etc. I believe that

this will be a point of emphasis for Dr. Lee, as his research interests include the use of Mass Media on cultural trends in recreation activities, which will really support the basics that students learn in this area in the future.

Natural Science-Students will understand the natural world through systematic observation, by analyzing data and by forming, testing and revising hypotheses.

Biology serves as a foundation for understanding human development and biological processes of motor learning and basic anatomy. Coaches must understand these principles in order to understand the how and why their athletes move and what they can do to help better this process. Starting next semester, Anatomy and Physiology will be offered as a General Education Science course, which is something we worked on last year, and I believe will be a great option for anyone considering coaching.

Social Science- Students will study the behavior of people and employ the principles of science to explain both group and individual behavior.

Students are expected in teaching to have a wide variety of knowledge in social sciences, taking multiple psychology classes that will help students to understand the minds of students better each year they develop.

Program Activities:

Student Performance Day Activities (Assessment Day):

None currently, but this topic could be explored. I would love to have students practice interview skills during this time, but with most faculty tied up during this time in major activities, this could be hard.

Senior Achievement Day Presentations:

None required.

Service Learning Activities:

Currently there are none that are being done in the minor classes, but I think it would be great if students went out and observed coaches in the field and helped them with their day to day operations, but this would be a challenge since many of our minor students are athletes who are in season during the time of the theory classes. It may be something worth exploring in the future.

Program Sponsored LEAD Events:

None at this time.

Student Accomplishments:

None at this time.

Faculty Accomplishments:

The hiring of Dr. Woojun Lee has been significant accomplishment for me and I hope as the person in charge of the Sport Management major and Coaching minor, that he does great work in growing this program.

Alumni (Recent Graduates) Accomplishments (past year graduating class):

None reported at this time.

Assessment Rubric Annual Assessment Report					
Assessment Component	**Assessment Reflects Best Practices**	**Assessment Meets the Expectations of the University**	**Assessment Needs Development**	**Assessment is Inadequate**	**Comments:**
Learning Outcomes	☐ Program learning outcomes are aligned to national standards	☐ Measurable program learning outcomes. ☐ Learning outcomes are clearly articulated.	☐ Program learning outcomes have been identified and are somewhat measurable	☐ Program learning outcomes are not clear or measurable	☐ Can any of the objectives be combined? 10 is a lot.
Assessment Measures	☐ Multiple measures are used to assess a student-learning outcomes. ☐ Rubrics or guides used are provided. ☐ All measurements are clearly described.	☐ Specific measures are clearly identified ☐ Measures relate to program learning outcomes. ☐ Measures can provide useful information about student learning.	☐ Some measurements are described, but need further description.	☐ Assessment measures do not connect to learning outcomes (objectives). ☐ Assessment measures are not clear. ☐ No assessment measures are established.	☐ Make sure to provide the course numbers in the data to help with clarification.
Assessment Results	☐ All learning outcomes are assessed annually; or a rotation schedule is provided. ☐ Data are collected and analyzed to evaluate prior actions to improve student learning. ☐ Standards for performanc	☐ A majority of learning outcomes assessed annually. ☐ Data collected and aggregated are linked to specific learning outcome(s). ☐ Standards for student performance and gaps in student learning are recognized.	☐ Data collected and aggregated for at least one learning outcome (objectives). ☐ Data collection is incomplete ☐ Standards for student performance and gaps in student learning are not identified.	☐ Learning outcomes are not routinely assessed. ☐ Routine data is not collected. ☐ N/A Program is too new to have collected assessment data.	☐ The first 5 obj. were assessed with a plan for the last 5 to begin assessment in the fall.

	e and gaps in student learning are clearly identified.				
Assessment Component	**Assessment Reflects Best Practices**	**Assessment meets the expectations of the University**	**Assessment needs Development**	**Assessment is Inadequate**	**Comments:**
Faculty Analysis and Conclusions	☐ All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome. ☐ Includes input from adjunct faculty. ☐ Includes input from outside consultant.	☐ Program faculty receive annual assessment results and meet to discuss assessment results. ☐ Specific conclusions about student learning are made based on the available assessment results.	☐ Some program faculty receive annual assessment results ☐ Faculty input about results is sought	☐ Faculty input is not sought. ☐ Conclusions about student learning are not identified. ☐ N/A Program recently started or too few graduates to suggest any changes.	☐ No discussion on student learning as a result of assessment
Actions to Improve Learning and Assessment	☐ A comprehensive understanding of the program's assessment	☐ Description of the action to improve learning or assessment is specific and relates directly to faculty	☐ Adjustments to the assessment plan are proposed but not clearly connected to data ☐ Minimal discussion of the	☐ No actions are taken to improve student learning. ☐ Actions discussed are	☐ No recommendations for changes ☐ Still developing the

	plan and suggestions for improvement. ☐ Clearly stated adjustments in curriculum as a result of assessment data. ☐ Actions are innovative in approach in attempt to improve student learning.	conclusions about areas for improvement. ☐ Description of action includes a timetable for implementation and identifies who is responsible for action ☐ Actions are realistic, with a good probability of improving learning or assessment.	effectiveness of the assessment plan; minimal discussion of changes, if needed.	not connected to data results or analysis. ☐ N/A Program recently started or too few graduates to suggest any changes.	assessment

Additional Comments:
Out of curiosity… does the minor really need 10 objectives? This is more than most of the majors on campus?? It just seems like a lot for a stand alone minor…
Is the data in chart 1: Class 1, Class 2, Class 3- the 3 sections of PED 104? Those classes can be combined for the data if you wanted…

For objective 2: Are the proficiency assessments administered in ATR231? That is the assumption, but it is not clearly articulated on the data report.
Objectives 4 and 5: I am assuming that is part of PSY401?, but this is not clearly stated on the data chart. Why did 2 of the students not do the final presentation?

Let me know if the coaches need assistance in developing/implementing what they are doing for assessment for the theory classes. The section of the program needs to be implemented this fall. I know the assessment is just starting on this program and we are making great strides.