The faculty member is encouraged to use a range of evidence demonstrating instructional accomplishment, which can be included in portfolios or compendia of relevant materials.

1. **Undergraduate and Graduate Credit Instruction:**
   Record of instructional activities for at least the past six semesters. Include only actual participation in credit courses (on- or off-campus instruction) or virtual university on-line courses. In determining the “past six semesters,” the faculty member may elect to exclude any semesters during which s/he was on leave; additional semesters may be included on an additional page. Fill in or, as appropriate, attach relevant print screens from CLIFMS*.

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*Notes:
- Undergraduate Independent Study – Research Experience
- This course does not have a separate lab class, therefore I have to combine both the didactic and lab portion into one 3 credit class.
- This course entails both the organization and administration of athletic training (AT), and due to a lack of AT courses it also has numerous other AT competencies instructed in this course.
- Undergraduate Independent Study – Research Experience
- This was a 3 credit independent study on CAATE accreditation and CAATE standards. I met with students 1 day a week for 1.5-2.0 hours.
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**KIN 421: Lower Body Injury Evaluation (3 credits)**

This course is designed to serve as an advanced course for athletic training students. The content of this course focuses on the clinical evaluation techniques of injury assessment of the lower body. An emphasis is placed on the identification and palpation of bony landmarks, soft tissue structures, and ability to administer the proper special tests for various sports-related injuries. Laboratory experiences emphasizes hands-on techniques in evaluating lower body injuries. There are a total of 33 CAATE clinical competencies instructed and evaluated in this course.

**KIN 421: Lower Body Injury Evaluation SIRS**

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*I mistakenly took the Basic Instructional Program SIRS instead of the Teaching SIRS. Although the questions are slightly different, the composite scores for Instructor Involvement and Student Interest are the same (although slight variation of questions to get these composite).
This is an advanced course in organization and administration of athletic training program. The purpose of this course is for the student to gain knowledge in management techniques in athletic training including personnel management, insurance, leadership, daily operations, finance, facility design, and information management. This course also instructs students on the NATA Code of Ethics and Principles of Practice, how to develop a preparticipation physical exam and understand emergency procedures. In addition, this course focuses on the athletic trainer’s liability, measures which safeguard the athletic trainer in an event of a lawsuit, and how to manage burnout, conflict, and stress in athletic training. There are a total of 88 CAATE clinical competencies instructed and evaluated in this course. The increase in CAATE competencies is due to the lack of athletic training courses, therefore, we use this course to cover other CAATE competencies.

KIN 425 Organization and Administration in Athletic Training SIRS

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*I mistakenly took the Basic Instructional Program SIRS instead of the Teaching SIRS. Although the questions are slightly different, the composite scores for Instructor Involvement and Student Interest are the same (although slight variation of questions to get these composite).

2. Non-Credit Instruction:

List other instructional activities including non-credit courses/certificate programs, licensure programs, conferences, seminars, workshops, etc. Include non-credit instruction that involves international, comparative, or global content delivered either to domestic or international groups, either here or abroad.

a) I am responsible for at least 2 honors students in the Fall (KIN 425-1 student and KIN 421-1 student). Each student writes a 10-15 page paper on a selected topic of choice that coincides with the course. I am responsible for approving the outline, providing feedback and the final grade.

b) Every semester I teach at least 4 KIN 427 Clinical Rotations in Athletic Training classes which are a 1 credit class separated into 2 sections (2 classes per section=4) based upon educational level in the athletic training program. Classes meet on Tuesday and Wednesday nights from 7:00-9:00pm. I always teach spine boarding and the concussion evaluation class, as well as help out on 2 other classes. In addition, I lectured in the KIN 227 (Observations of Athletic Training) on the AT profession and requirements for admissions into MSU’s athletic training course.

c) Instructor of Record (IOR) – I am always IOR for 7 courses in the Spring (IOR-126, 127, 227, 422, 424, 426, 427) and 6 courses in the Fall semester (IOR-126, 127, 227, 423, 424, 427). A further breakdown of these courses is as follows: KIN 126 (2 sections 3 credits each), KIN127 (2 sections, 1 credit each), KIN 227 (2 sections, 1 credit each), KIN 423 (1
section, 3 credits), KIN 424 (1 section, 3 credits), KIN 427 (2 sections, 1 credit each). I am responsible for ensuring that we are covering all the required competencies in each of these courses to maintain CAATE accreditation. There are a total of 130 competencies for these courses that I am IOR. I meet with the instructors numerous times throughout the semester to talk about issues in the course, competencies and I also observe their teaching.

d) The past few years I have submitted an application to be a College of Education iPAD course. I used the iPads for KIN 421 (Lower Body Injury Evaluation) to show them anatomy and special tests. I would use the iPad in the front of the room and show them anatomical structures using the visible anatomy app. I then had the class take the iPad to the back of the room where they do their lab portion of the class. Students used it to help them palpate (anatomy app) and practice special tests (lower body special tests app: they used it as I could not help everyone in the class at the same time). They also had some fun and videotaaped their athletic training skills. The students also felt the iPad was very beneficial when studying for their KIN 217 anatomy lab class.

e) Every year I take a group of athletic training students (n~14) to participate in the Michigan Athletic Training Society (MATS) Student Conference held at Grand Valley State University or Central Michigan University. At the end of the conference, the annual MATS Quiz Bowl is held to determine the University that will represent the State of Michigan at the annual Great lakes Athletic Training Conference in March. We entered 2 teams of 3 students/team each year. There are typically 26 teams competing in the MATS quiz bowl. We won the MATS bowl one year, but have placed second and third the past few years. But the students have fun and that is all that counts!

3. Academic Advising:

a. Faculty member’s activity in the area of academic advising. The statement may include commentary on supplementary materials such as recruitment activities, international student advising, evidence of peer recognition, and evidence of student recognition.

Undergraduate: I try to get undergraduate students involved in research. Since my last reporting period (2010) I have had 9 Professorial Assistants and had 31 undergraduate students present at MSU’s Undergraduate Research Arts and Forum (URAF), including 3 students who won for their URAF lecture presentation. In addition, from 2011-2017 I have mentored over 100 undergraduate students. These undergraduate students are responsible for helping me collect data on studies and attend meetings every 2 weeks. For our bi-weekly meetings I mentored the students on IRB procedures (they all do IRB training), data collection procedures, administration of concussion tests such as the Immediate Post-Concussion Assessment and Cognitive Testing (ImPACT), Balance Error Scoring System (BESS), Standardized Concussion Assessment Test (SCAT5), and how to clean a large database. Four undergraduate students have been co-authors on publications since 2010.

I have had 14 students who have been on the Michigan Athletic Trainers Society (MATS) student committee or MATS Leadership Seminar. These students have helped MATS organize the yearly student conference which has over 200 Michigan Athletic Training students coming from 14 different Michigan Universities.

received the Dorothy Widick Memorial award, was awarded the Phi Kappa Phi National Honors award, and received the National Athletic Trainers Association (NATA) Student Scholarship for his commitment to education and research.

Graduate: I have add numerous graduate students receive external funding. From 2010-2017 I had 3 doctoral students who have been co-investigators on foundation grants for a total of $89,500.

1. PI (2016). USA youth football study. Datalyst research center. Funded: $18,000
FORM D – IV A  INSTRUCTION, continued


In addition, two doctoral students have received the Blue Cross Blue Shields graduate grant ($3000 each).
1.  Investigating the psychological differences between collegiate student-athletes with and without a previous history of sports-related concussion. *Blue Cross Blue Shield Student Award Program Grant*. $3,000
2.  Knowledge of Concussion and Reporting Behaviors of High School Athletes in Michigan. *Blue Cross Blue Shield Student Award Program Grant*. $3000.

Three doctoral students ( ) received the College of Education Dissertation Fellowship ($6000 each) and five doctoral students ( ) have received the College of Education Summer Research Fellowship for a total of $23,000. Six doctoral students ( ) have received the College of Education Research scholarship for a total of $12,900 and four doctoral students ( ) received the MSU graduate research enhancement award totaling $4000.

In our department we count graduate students who publish a manuscript up to 1 year post graduation due to them having time to publish their dissertation. From 2010-2017, 5 of my doctoral students have first authored a total of 6 publications and 8 doctoral students have been co-authors on 19 publications in the past 6 years. The majority of these publications are in high impact journals including the *American Journal of Sports Medicine* (Impact Factor= 4.36) and the *Journal of Athletic Training* (Impact Factor = 2.02).

1.  Association between personality traits and sport-related concussion history in collegiate students. *Sport, Exercise and Performance Psychology*. [Impact Factor = 1.75]
7.  (In Press). Clinical use of the step-wise progression among athletic trainers to make return to play decisions following concussion. *Journal of Sports and Health Sciences* [Impact Factor= 2.24, Citations=0]

17


24. Factors influencing the risk and recovery from sport-related concussion. *Chinese Journal of Sports Medicine*, 1, 82 – 89. [Citations =0]

FORM D – IV A  INSTRUCTION, continued

Four doctoral students have also co-authored a book chapter.


Finally, 11 doctoral students have presented as first author at a national conference and have been on 45 national conference presentations.

Graduate/Professional:

Other:

b. Candidate’s undergraduate advisees (if applicable to individual under review):

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<td>Number of current undergraduate advisees</td>
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c. Candidate’s graduate/graduate-professional advisees (limit to principal advisor or committee chairpersonship status):

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<td>Number of students currently enrolled or active</td>
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<td>5</td>
<td>0</td>
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<tr>
<td>Number of graduate committees during the reporting period</td>
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<td>17*</td>
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<tr>
<td>Degrees awarded during the reporting period</td>
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<tr>
<td>Degrees awarded during career</td>
<td>31</td>
<td>10</td>
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*This include doctoral dissertation chair and doctoral dissertation committee member
** This include master thesis/project chair and master thesis committee member
DOCTORAL DISSERTATION CHAIR

Admitted Fall 2017

ABD: Exploratory evaluation for factors of social support for concussed athletes during recovery and return

Completing comprehensive exams Fall 2017. Expected graduation May 2019

Completing comprehensive exams Fall 2017. Expected graduation May 2019

Completing comprehensive exams Fall 2018. Expected graduation May 2020

Examining age and sex normative values, and concurrent validity of the impact quick test-pediatric version and the impact pediatric. Graduated 2017

Vestibular and ocular motor baseline concussion assessment in youth athletes. Graduated 2016

Exploring psychological variables between collegiate student-athletes with and without a history of sport-related concussion. Graduated 2016

Exploring differences that may contribute to high school athletes’ knowledge of concussion and reporting behaviors. Graduated 2015

Implicit memory in high school athletes with a history of concussion. Graduated 2015

Examining the perceptions of wellness, stress, and social support among collegiate student-athletes and non-athletes. Graduated 2015

Challenges for the implementation of evidence-based research protocol into the outpatient physical therapy setting. Graduated 2015

Examination of test-retest reliability of a computerized neurocognitive test battery. Graduated 2013

Exploring brain activation patterns in asymptomatic athletes with and without a history of two or more Concussions. Graduate 2010

DOCTORAL DISSERTATION COMMITTEE MEMBER

University of the Rockies. Graduated 2016

Graduated 2013

Temple University. Graduated 2013

Graduated 2012

MASTER’S THESES/PROJECT CHAIR

Admitted Fall 2017

Admitted Fall 2017

Examining sex and sport differences in competitive trait anxiety among collegiate athletes. Graduation expected 2018
Examining balance in collegiate athletes using the balance tracking system. Graduation expected 2018

An examination of return to learn protocols following diagnosed concussions in NCAA athletic institutions. Graduation expected 2018

Exploring the relationship between depression and seasonal affective disorder in collegiate athletes. Graduated 2017

To examine certified athletic trainers perceptions of female athletic trainers working in male professional sports. Graduated 2016

To examine sex differences in injury rates, incidence and mechanism of NCAA cross country and track and field athletes. Graduated 2016

To examine incidence and injury rates in high school male and female lacrosse athletes. Graduated 2016

The fear of returning to sport among NCAA athletes due to previously sustaining a concussion. Graduated 2016

Effects of continuous ultrasound treatment Immediately before stretching on achilles tendon flexibility. Graduated 2016

Exploring knowledge of NCAA banned drugs, dietary supplements and drug education in the collegiate athlete. Graduated 2014

The effects of base layer clothing designed for cold weather environments on athlete core temperature. Graduated 2014

Compex use with delayed onset muscle soreness: a comparison to Cryotherapy. Graduated 2014

The use of the nintendo wii fit balance program compared to a traditional balance program in physically active individuals. Graduated 2014

Gluteal and hip muscle strength of physically active collegiate students following a six week exercise program. Graduated 2013

High school and middle school coaches’ knowledge and recognition of common overuse injuries. Graduated 2013

Examining the self-efficacy of certified athletic trainers in their use of mental skills techniques with injured athletes. Graduated 2012

ACL prevention program and there effectiveness in reducing the rate of injury in the college and high school athlete. Graduated 2012

Determining what factors cause stress and anxiety in first year graduate assistant athletic training students. Graduate 2012

Depression symptoms and cognitive function in high school and collegiate athletes. Graduate 2010

A comparative study of student-athletes satisfaction with the quality of sport health care received in trinidad & tobago to the athletic training services provided in the United States of America. Graduate 2010

Graduate assistant athletic trainers' time commitments and cognitive a appraisals. Graduate 2010
The effects of static and dynamic stretching on range of motion and performance. Graduate 2010

THESIS COMMITTEE MEMBER

- Graduated 2013
- Graduated 2012
- Graduated 2011
- Graduated 2011
- Graduated 2011

4. **List of Instructional Works:**
   List publications, presentations, papers, grants received (refer to Form D-IVE), and other works that are primarily in support of or emanating from instructional activity.

5. **Other Evidence of Instructional Activity:**
   Cite other evidence of instructional productivity such as works/grants in progress or under review (refer to Form D-IVE). Address instructional goals and approaches; innovative methods or curricular development; significant effects of instruction; and curatorial and patient care activities, etc. Include evidence of instructional awards and peer recognition (within and outside the university).
1. **List of Research/Creative Works:**
   Attach a separate list of publications, presentations, papers, and other works that are primarily in support of or emanating from Research and Creative Activities. Indicate how the primary or lead author of a multi-authored work can be identified. The list should provide dates and, in particular, accurately indicate activity from the reporting period. Items to be identified:
   1) Books
   2) Book chapters
   3) Bulletins or monographs
   4) Articles
   5) Reviews
   6) Papers and presentations for learned professional organizations and societies
   7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.)
   8) Reports or studies

   Indicate peer-reviewed or refereed items with a “**”.

   Indicate items with a significant outreach component with a “**” (determined by the faculty member)

2. **Quantity of Research/Creative Works Produced:**
   For each of the categories listed in question one above, list the number of research and creative works produced.

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*Everything reported below for research is for the current reporting period*

**BOOK CHAPTERS**

1. Concussion: Predicting recovery. *Return to Play in Football. An Evidence-Base Approach*


PUBLICATIONS

   - Research design: [X] Statistical analysis  [X] Drafted manuscript  [X] Revised manuscript  [X] Data collection  
   - Citations: 0

   - Research design: [X] Statistical analysis  [X] Drafted manuscript  
   - Journal Metrics: Neurology 225/342  3rd Quartile  Impact Factor = 2.295  Citations: 0

   - Research design: [] Statistical analysis  [X] Drafted manuscript  [X] Revised manuscript  
   - Journal Metrics: Health Professions/Sport Science 30/129  1st Quartile  Orthopedics and Sports Medicine 38/218  1st Quartile  Impact Factor = 2.01  Citations: 0

   - Research design: [] Statistical analysis  [X] Drafted manuscript  [X] Revised manuscript  
   - Journal Metrics: Physical Therapy, Sports Therapy, and Rehabilitation 5/169  1st Quartile  Impact Factor = 4.04  Citations: 0

   - Research design: [X] Statistical analysis  [X] Drafted manuscript  [X] Revised manuscript  
   - Journal Metrics: Emergency Medicine 23/76  Impact Factor =1.49  Citations: 0

   - Research design: [X] Statistical analysis  [X] Drafted manuscript  [X] Revised manuscript  
   - Citations: 0

   - Research design: [X] Statistical analysis  [X] Drafted manuscript  [X] Revised manuscript  
   - Citations: 0

   - Research design: [X] Statistical analysis  [X] Drafted manuscript  [X] Revised manuscript  
   - Journal Metrics: Health Professions/Sport Science 17/81  Impact Factor = 2.51  Citations: 0
9. Association between personality traits and sport-related concussion history in collegiate students. *Sport, Exercise and Performance Psychology*. 6(3), 252-261 [Impact Factor = 1.93, Citations=0]

[X] Research design  [ X ] Statistical analysis  [ X ] Drafted manuscript  [X] Revised manuscript  [X] Data collection
Journal Metrics  31/80 Psychology-Applied  Impact Factor = 1.93  Citations=0


[X] Research design  [ X ] Statistical analysis  [ X ] Drafted manuscript  [X] Revised manuscript  [] Data collection
Journal Metrics  31/80 Psychology-Applied  Impact Factor = 1.93  Citations=0

11. Effort and perceived utility of the ImPACT assessment in college athletes. *Sport, Exercise and Performance Psychology*. 6(3), 243-251 [Impact Factor = 1.93, Citations = 0]

[X] Research design  [ X ] Statistical analysis  [ X ] Drafted manuscript  [X] Revised manuscript  [] Data collection
Journal Metrics  31/80 Psychology-Applied  Impact Factor = 1.93  Citations=0

12. Sex differences in knowledge of concussion and reporting behaviors among high school student athletes. *Journal of Athletic Training*. 52(7), 682-688 [Impact Factor = 2.34]

[X] Research design  [ X ] Statistical analysis  [ X ] Drafted manuscript  [X] Revised manuscript  [X] Data collection
Journal Metrics  Health Professions/Sport Science 30/129  1st Quartile  Orthopedics and Sports Medicine 38/218 1st Quartile Impact Factor = 2.34  Citations=0

13. Concussion knowledge and reporting behaviors differences between high school athletes at urban and suburban high schools. *Journal of School Health*. 87(9), 665-674

[X] Research design  [X] Statistical analysis  [X] Drafted manuscript  [X] Revised manuscript  [X] Data collection
Journal Metrics  44/235 (Education & Educational Research Impact Factor = 1.75  Citations 5


[X] Research design  [X] Statistical analysis  [X] Drafted manuscript  [X] Revised manuscript  [] Data collection
Journal Metrics  Health Professions/Sport Science 30/129  1st Quartile  Orthopedics and Sports Medicine 2/218 1st Quartile Impact Factor = 6.57 Citations=0

15. Knowledge of concussion and reporting behaviors in high school athletes with or without access to an athletic trainer. *Journal of Athletic Training*. 52(3), 228-235 [Impact Factor = 2.34, Citations=1]

[X] Research design  [X] Statistical analysis  [X] Drafted manuscript  [X] Revised manuscript  [X] Data collection
Journal Metrics  Health Professions/Sport Science 30/129  1st Quartile  Orthopedics and Sports Medicine 38/218 1st Quartile Impact Factor = 2.34  Citations 1

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Data collection: [ ]
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- Orthopedics and Sports Medicine 50/240 1st Quartile
- Impact Factor: 2.18
- Citations: 4


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- Health Professions/Sport Science 30/129 1st Quartile
- Orthopedics and Sports Medicine 38/218 1st Quartile
- Impact Factor: 2.34
- Citations: 17


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Revised manuscript: [X]
Data collection: [ ]
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- Orthopedics and Sports Medicine 38/218 1st Quartile
- Impact Factor: 2.34
- Citations: 81


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Revised manuscript: [ ]
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- Orthopedics and Sports Medicine 38/218 1st Quartile
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- Citations: 1


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Statistical analysis: [ ]
Drafted manuscript: [X]
Revised manuscript: [X]
Data collection: [X]
Journal Metrics:
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- Orthopedics and Sports Medicine 38/218 1st Quartile
- Impact Factor: 2.34
- Citations: 0


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Drafted manuscript: [X]
Revised manuscript: [X]
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Journal Metrics:
- Pediatrics and Perinatology and Child health 3/271 1st Quartile
- Impact Factor: 9.5
- Citations: 12


Research design: [ ]
Statistical analysis: [ ]
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Revised manuscript: [X]
Data collection: [X]
Journal Metrics:
- Health Professions/Sport Science 1/129 1st Quartile
- Impact Factor: 5.67
- Citations: 81

FORM D - IV B  RESEARCH AND CREATIVE ACTIVITIES


### FORM D - IV B  RESEARCH AND CREATIVE ACTIVITIES

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#### Research Articles


FORM D - IV B  RESEARCH AND CREATIVE ACTIVITIES

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Journal Metrics  Health Professions/Sport Science 30/129  1st Quartile Orthopedics and Sports Medicine 38/218 1st Quartile Impact Factor = 2.48  Citations 102

56. [ ] Research design   [ ] Statistical analysis   [X] Drafted manuscript   [X] Revised manuscript   [ ] Data collection
Journal Metrics  Health Professions/Sport Science 30/129  1st Quartile Orthopedics and Sports Medicine 38/218 1st Quartile Impact Factor = 2.48  Citations 102


57. [ ] Research design   [ ] Statistical analysis   [X] Drafted manuscript   [X] Revised manuscript   [ ] Data collection
Journal Metrics  Psychiatric Mental Health 193/589  2nd Quartile Impact Factor = 1.43  Citations 10


58. [ ] Research design   [ ] Statistical analysis   [X] Drafted manuscript   [X] Revised manuscript   [ ] Data collection
Journal Metrics  Health Professions/Sport Science 1/129  1st Quartile Impact Factor = 4.44  Citations 135


59. [ ] Research design   [ ] Statistical analysis   [X] Drafted manuscript   [X] Revised manuscript   [ ] Data collection
Journal Metrics  Neurology 145/342  2nd Quartile Impact Factor = 1.75 Citations 43


60. [ ] Research design   [ ] Statistical analysis   [X] Drafted manuscript   [X] Revised manuscript   [ ] Data collection
Journal Metrics  Neurology 145/342  2nd Quartile Impact Factor = 1.75 Citations 43


61. [ ] Research design   [ ] Statistical analysis   [X] Drafted manuscript   [X] Revised manuscript   [ ] Data collection
Journal Metrics  Neurology 69/342  1st Quartile Impact Factor = 2.87 Citations 82


62. [ ] Research design   [ ] Statistical analysis   [X] Drafted manuscript   [X] Revised manuscript   [ ] Data collection
Journal Metrics  Neurology 69/342  1st Quartile Impact Factor = 2.87 Citations 82


63. [ ] Research design   [X ] Statistical analysis   [X] Drafted manuscript   [X] Revised manuscript   [X ] Data collection
Journal Metrics  Impact Factor = Citations 58

FORM D - IV B  RESEARCH AND CREATIVE ACTIVITIES

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[X] Research design   [ X ] Statistical analysis   [X] Drafted manuscript   [X] Revised manuscript
[ X ] Data collection   Journal Metrics   Impact Factor =  Citations 7

PRESENTATIONS

INTERNATIONAL CONFERENCES


32
FORM D - IV B  RESEARCH AND CREATIVE ACTIVITIES


10. ([2012]) Effect of physical activity and hours of sleep on symptoms scores following migraine. *European Headache and Migraine Trust International Congress*, Copenhagen, Denmark Sept. 2014


NATIONAL CONFERENCES


6. ([2017]) Examining self-efficacy of certified athletic trainers in the use of concussion assessment and management. Sport Neuropsychology Concussion Conference Cleveland, OH, April 2017

7. ([2017]) Sex differences for concussion mechanism of injury in high school athletes. Sport Neuropsychology Concussion Conference Cleveland, OH, April 2017
FORM D - IV B  RESEARCH AND CREATIVE ACTIVITIES


FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES


40. (invited 2014). Update on sex differences in concussion outcomes. Think Tank Concussion Meeting, Lincoln, Nebraska, September 2014


44. (2014). The role of ADHD and concussed athletes? Sport Neuropsychology Concussion Conference, Dallas, TX, April 2014


49. (invited 2013). Overview of MSU sports-concussion research. Big Ten/Ivy League TBI Summit. Chicago, IL, July 2013


52. (Invited 2013). Gender differences: Considerations for sports-related concussion outcomes and management. American Medical Society for Sports Medicine, San Diego, CA, April 2013


FORM D - IV B  RESEARCH AND CREATIVE ACTIVITIES


REPORTS

3. **Number of Grants Received** (primarily in support of research and creative activities; refer to Form D-IVE):
   During the reporting period: 10
   During career: 15

4. **Other Evidence of Research/Creative Activity:***
   Cite other evidence of research and creative productivity such as: seminars, colloquia, invited papers; works/grants in progress or under review (refer to Form D-IVE); patents; formation of research-related partnerships with organizations, industries, or communities; curatorial and patient care activities, etc. Include evidence of peer recognition (within and outside the university).

None
1. **Service within the Academic Community**

   a. **Service to Scholarly and Professional Organizations:**
      
      List significant committee/administrative responsibilities in support of scholarly and professional organizations (at the local, state, national, and international levels) including: elected and appointed offices held; committee memberships and memberships on review or accreditation teams; reports written and submitted; grants received in support of the organization (refer to Form D-IVE); editorial positions, review boards and ad hoc review requests; and programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session. Include evidence of contributions (e.g., evaluations by affected groups or peers).

**Professional Organizations**

1. Commission of Athletic Training Education (CAATE) Site Visitor: 2016-Present. I have completed two site visits.
2. Committee Member NATA Research and Education Foundation: 2013-Present. Participate in 1 yearly in-person review of NATA grants. We have approximately 25 grants to review of which I am typically a lead reviewer on 4 grants.
3. Vice Chair Student Grants NATA Research and Education Foundation: 2015-Present. Responsible for coordinating all MS and PhD grants submitted to the NATA.
4. Institute of Medicine (IOM) and National Research Council Committee Member: 2013
   
   *Sports-related concussions in youth: Improving the science, changing the culture.* Washington, DC: The National Academies Press – I was on this committee for a year. We were tasked with writing the report in less than a year due to the time constraints of Congress to get the report out in a year (including peer-review). We met in Washington DC five times to discuss this report, hear outside presentations, and complete final recommendations.
5. Reviewer for NATA Conference Presentation Abstracts 2012-present
6. Grant reviewers for the CDC Injury Control Centers: 2012. I was responsible for reviewing 2 outside CDC Center grants which were over 200 pages each. I then met at the CDC to discuss the grants.

**Editorial Boards**

1. Editorial Board Member Frontiers in Neuroscience: 2010-Present
2. Editorial Board Member for Journal of Athletic Training: 2006-present
3. Editorial Board Member for Developmental Psychology: 2016-Present

**Ad-Hoc Journal Reviewer (Typically review approximately 24 manuscripts per year)**

1. Journal of Sport and Exercise Psychology: 2014 – Present
17. Journal of Adolescent Health: 2005 – Present
Professional Society Service

1. External Reviewer for Promotion and Tenure – I was an external reviewer for 4 faculty members.

b. Service within the University:
List significant committee/administrative responsibilities and contributions within the University. Include service that advances the University’s equal opportunity/affirmative action commitment. Committee service includes: appointed and elected university, college, and department ad hoc or standing committees, grievance panels, councils, task forces, boards, or graduate committees. Administrative responsibilities include: the direction/coordination of programs or offices; admissions; participation in special studies or projects; collection development, care and use; grants received in support of the institution (refer to Form D-IVE), etc. Describe roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured. Include evidence of contributions (e.g., evaluations by peers and affected groups).

UNIVERSITY

1. Teacher-Scholar Committee Member: 2013 – 2014
2. Student Affairs Committee Member: 2010 – 2014
3. Athletic Council Committee Member: 2010 – 2012

COLLEGE OF EDUCATION

1. Seed Grant Committee Member: 2016-Present
2. Faculty Advisory Committee Member: 2014 – 2016
3. Curriculum Committee Member: 2016-2017
5. Curriculum Committee Member: 2010 – 2013

DEPARTMENTAL

1. Personnel Committee: 2016-Present
2. Faculty Advisory Committee Chair: 2015 – 2016
3. Faculty Advisory Committee Member: 2014 – 2015
5. Youth Sport Search Committee Member: 2013 – 2014
7. Kinesiology Search Committee Chair: 2012 – 2013
8. Graduate Studies Committee Member: 2011 – 2012
9. Department of Kinesiology Chair Search Committee Member: 2011 – 2012
10. Faculty Advisory Committee Member: 2009 – 2011
11. Athletic Training Education Endowment Chair: 2005 – Present
Athletic Training Program Director

Undergraduate AT Program Director: Twenty-five percent of my load time is my administrative role as a Program Director. I spend approximately 10 hours each week dealing with administration of our CAATE accreditation, meeting with students, attending staff meetings and dealing with student and preceptor problems.

As the Program Director I am responsible for ~45 undergraduate athletic training students and ~100 pre-athletic training students. My responsibilities include directing and coordinating all aspects of the athletic training education program to ensure maintenance of all CAATE standards and guidelines. The following is a further breakdown of my Program Director responsibilities.

In August, I am responsible for organizing our 1 day orientation meeting. This is an 8 hour day where we bring students back to campus prior to the start of school to go over CAATE requirements and re-certify students in CPR. We have students sign required CAATE paperwork including technical standard form, confidentiality form, contact information, communicable disease form, turn in their fingerprinting record, supervision form, and clinical agreement form. After their orientation day, I am also responsible for collecting their CPR/AED card, physical examination paperwork, immunization form, ORCBS, liability paperwork, and transcript from the following semester.

I am responsible for tracking their CGPA each semester to make sure they stay above our minimum CGPA. Some of the paperwork (ORCBS, transcripts, supervision, clinical agreement) we have the students sign in both the fall and spring semester.

I am required to make sure all students (N~45 complete their athletic training competencies. Each student has a total of 335 competencies and clinical integrated proficiencies to check off throughout their 2 years in the athletic training program. For example here is an example of a clinical evaluation competency “CE-13 - Obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient’s perceived pain, and the history and course of the present condition.” And an acute care competency “AC-25 - Perform patient transfer techniques for suspected head and spine injuries utilizing supine log roll, prone log roll with push, prone log roll with pull, and lift-and-slide techniques.” Each competency is either taught in an assigned class (KIN 421), a night clinical class (KIN 427), taught in the clinical athletic training room or fit in when (weekend, nighttime) and where ever we can in order to meet the needs of CAATE.

February and March consists of processing all potential new undergraduate athletic training student applications. Students must submit the following for admission into the Athletic Training Major: Athletic training application, athletic training essay, official transcripts, and three letters of recommendation. I compile an excel spreadsheet that includes AT courses which are then combined to represent an AT score out of 10, CGPA which gets transferred into a score out of 30, KIN 227 clinical observation class which is out of 20 and based on their clinical evaluations, essay and 3 letters of recommendation which are worth 10 points and an interview score which is combine (at least 3 people interviewing) and averaged out of 30. A committee which includes myself, interview all eligible athletic training students (last year N=60, 20 minute interview per student). Interviews in February usually take up 2-3 weeks of my time in the morning and afternoons as we have so many students apply. Processing and compiling the spreadsheet takes a few weeks of my time on top of the in-person interviews.

Affiliation Agreements - I oversee our 14 affiliation agreements at local high schools, physician offices, Sparrow ER, and PT clinics. Each affiliation agreement must be signed by the certified athletic trainer and athletic director at each high school. Each PT clinic, Sparrow Hospital or physician office must be signed by the Director of that institution. Each affiliation agreement must be signed by myself, Department Chair, Dean, Provost, and lawyer at MSU.

CAATE requires we complete each of the 109 standards each year. For example, OUTCOMES– CAATE requires we develop a plan for assessment and outcomes. Out of the 109 CAATE standards, outcomes represent 10 of these standards which state (actual standard number): “4) Develop a plan: There must be a comprehensive assessment plan to evaluate all
in the program’s BOC examination aggregate data for the most recent three test cycle years must be provided and include the following metrics: Number of students graduating from the program who took the examination, number and percentage of students who passed the examination on the first attempt, and overall number and percentage of students who passed the examination regardless of the number of attempts. 8) Assessment measures: Program must post the data from Standard 7 on the program’s home page or a direct link to the data must be on the program’s home webpage. 9). Collect the Data: Programs must obtain data to determine program outcomes as indicated in Standards 6-8 (above). 10). Data Analysis: Programs must analyze the outcomes data to determine the extent to which the program is meeting its stated mission, goals, and objectives. 11. Data Analysis: Programs must meet or exceed a three year aggregate of 70 percent first-time pass rate on the BOC examination. 12. Action Plan: The results of the data analysis are used to develop a plan for continual program improvement. This plan must:
a. Develop targeted goals and action plans if the program and student learning outcomes are not met; and
b. State the specific timelines for reaching those outcomes; and
c. Identify the person(s) responsible for those action steps; and
d. Provide evidence of periodic updating of action steps as they are met or circumstances change.
13). Action Plan: Programs that have a three-year aggregate BOC first-time pass rate below 70% must provide an analysis of the deficiencies and develop an action plan for correction.”

In order to fulfill 10 out of the 109 CAATE standards I do the following:

a) We have preceptors complete clinical evaluations of the students twice a semester. Preceptors then review each clinical evaluation with the student to discuss their strengths and weaknesses.
b) We collect BOC first time pass rate as well as overall pass rate regardless of attempts. Last year we had 17/20 students pass on the first attempt. Our 3 year first time pass rate is 94% and our overall pass rate (taking the test as many times as they want to pass it) is 100%.
c) As previously mentioned, I collect transcripts from students each semester to track their CGPA.
d) We track retention and graduation rates each year.
e) We conduct competency checkoffs for each student (as mentioned above).
f) After each semester our AT students complete surveys on their clinical site and preceptors. At the end of the academic year I make reports for each clinical site (n=19: 14 outside, 5 on campus) and preceptor (n=26). The reports are time consuming due to the number of clinical sites and preceptors (see below one preceptor report, one clinical site evaluation). All these reports (n=55 last year) are extremely time consuming and I feel like I have completed several different projects by the time I am done with these reports. All reports are then sent to the preceptor and discussed if there are problems.
g) Students complete a senior exit survey to state their level of competence in specific AT areas as well as strengths and weaknesses of the overall program. I compile a report similar to the clinical site and preceptor evaluation.
h) After I analyze the data I have to complete an action plan. The action plan includes ways to continue to improve the program. As previously indicated this represents 10 out of the 109 standards I have to meet each year.

7) Annual Report - Each year CAATE requires all schools to submit an annual report. Last year CAATE changed for the third time, to a new data entry system. The new system is called e-accreditation and big pain in the butt! We are responsible for entering in all information from the students the past 3 years. This includes: PID number, BOC ID number, if they graduated, year they graduate and where they went after graduating (entered graduate school for AT, other program, employed as AT, etc) which then matches up to the BOC and states if they passed on the first attempt. The system then calculates the BOC pass rate. This is done so we cannot cheat on our website as CAATE then verifies our website with the BOC for the first time pass rate. After we enter in the students information, we then complete the annual report which consists of 6 sections. The following are some things (definitely not everything) we have to include in these six sections: 1) General Program Information – total males, females, race of each student, 2) Applicants and Enrollment -
how many students we interviewed, accepted, how many students are enrolled in program, percentage of students employed as an AT, 3) Faculty - program director information, core faculty in ATEP, vacancies we have for faculty, ratio of clinical education to students, contact hours of teaching for faculty, 4) Program Operations - in and out of state tuition, personnel costs, operational costs, any changes to AT budget, 5) Outcomes - we have to state one outcome of our program, how we measure the outcome, assess the outcome, how our benchmarks were met and/or not met, how we made changes to meet this benchmark, and 6) Access to Information and Compliance – access to URL for specific website areas for AT, overall compliance with program. This annual report consists of a total of 45 questions in addition to entering the student information

8) I also speak to incoming students and their parents in person, via e-mail, during the KIN 126 and KIN 227 classes, and tour potential high school candidates.

2. Service within the Broader Community:
As a representative of the University, list significant contributions to local, national, or international communities that have not been listed elsewhere. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. Appropriate contributions or activities may include technical assistance, consulting arrangements, and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants (refer to Form D-IVE), of activity that is primarily in support of or emanating from service within the broader community.

1. Evidence of Other Scholarship:
Cite evidence of “other” scholarship as specified on p. 2 in the “summary rating” table (i.e., functions outside of instruction, research and creative activity, and service within the academic and broader community). Address the scholarship, significance, impact, and attention to context of these accomplishments.

2. Integration across Multiple Mission Functions:
Discuss ways that your work demonstrates the integration of scholarship across the mission functions of the university—instruction, research and creative activities, and service within the academic and broader community.

My work directly relates to the College of Education through my research in the Mid-Michigan high schools. I work closely with Athletic Directors, coaches, and students to educate them about the signs and symptoms of concussion, dangers of playing with a concussion, and return to play protocols. I go to parent meetings at local high schools, youth football, soccer and lacrosse, and explain what to look for if their child has a concussion. I also work with over 14 licensed athletic trainers in local high schools who are affiliated with Sparrow Hospital, McClaren Hospital, and various physical therapy clinics. I help these schools administer baseline tests and post-concussion tests. My students and I have administered baseline tests to over 500 youth athletes under the age of 13 years old. Moreover, we have administered over 5000 baseline tests to Mid-Michigan high school athletes over the past 5 years. I also bring my scholarly research into my athletic training classes. We discuss the various concussion position statements, do hands-on learning by having my students administer and take all the various concussion assessment tools, and integrate these into my undergraduate research laboratory meetings. In addition, I collaborate with colleagues in the Departments of Radiology, Neurology, Osteopathic Medicine, and Intercollegiate Athletics on various concussion research projects.

3. Other Awards/Evidence:
Cite other distinctive awards, accomplishments of sabbatical or other leaves, professional development activities, and any other evidence not covered in the preceding pages. (If the reporting period differs from the usual review period, then justify and support that period here.)
FORM D - IV D  ADDITIONAL REPORTING

I was awarded NATA Fellow in 2016. According to the NATA “The NATA Fellows program recognizes professional achievement in research and/or education, combined with service to the profession. Only the most accomplished scholars in the athletic training profession earn this distinction and are allowed to use the prestigious designation of “FNATA.”
List grant proposals submitted during reporting period relating to teaching, research and creative activities, or service within the academic and broader community. Include grants in support of outreach, international, urban, and extension activities.*

<table>
<thead>
<tr>
<th>Name of Granting Agency (Grantor:)</th>
<th>Focus of Grant (Focus:)</th>
<th>Date Submitted</th>
<th>$ Amount Requested</th>
<th>Status</th>
<th>$ Amt Funded</th>
<th>Not Funded</th>
<th>$ Amount Assigned to Faculty Candidate (if Applicable)</th>
<th>Principal/Co-Investigators (if not faculty candidate)</th>
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<tbody>
<tr>
<td>I. Instruction NONE</td>
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<tr>
<td>II. Research/Creative Activity</td>
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<tr>
<td>Grantor: Center for Disease Prevention and Control (CDC)</td>
<td>March 2017</td>
<td>$1,500,000</td>
<td>X</td>
<td>$262,879</td>
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<tr>
<td>Focus: Randomized control trial evaluating the effectiveness of the get ahead soccer heading intervention for improving safe play and reducing concussion in youth soccer players. My role for this 3 year study is site PI. Funds awarded to MSU would be $262,879 (total grant $1,500,000) which will be spent on salary savings (10% of my time), 1 graduate assistant, and participant remuneration.</td>
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<tr>
<td>Grantor: BrainScope</td>
<td>Jan 2017</td>
<td>$158,978</td>
<td></td>
<td></td>
<td>$158,978</td>
<td>X</td>
<td>$158,978</td>
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<tr>
<td>Focus: Validation of brain function assessment algorithm of mtbi from injury to rehabilitation in collegiate athletes. I am lead PI on this 1 year grant. I am responsible for day-to-day operations of the grant, supervising data collection, data entry, and budget. Funds awarded to MSU is $158,978 which is currently being spent on my salary savings and summer pay (35% of my time), Co-PI salary savings, 4 graduate assistants (1/4 for AY), and participant remuneration.</td>
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<tr>
<td>Grantor: BrainScope</td>
<td>Jan 2016</td>
<td>$146,230</td>
<td>$146,230</td>
<td>$146,230</td>
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<tr>
<td>Focus: Objective Brain Function Assessment of mTBI from Initial Injury to Rehabilitation and Treatment Optimization in Collegiate Athletes. I was lead PI on this 1 year grant. I was responsible for day-to-day operations of the grant, supervising data collection, data entry, and budget. Funds awarded to MSU was $146,230 which was spent on my salary savings and summer pay (15% of my time), Co-PI salary savings, 2 graduate assistants (1/4 for AY), hourly pay, and participant remuneration.</td>
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<tr>
<td>Grantor: BrainScope</td>
<td>May 2016</td>
<td>$138,991</td>
<td>$138,991</td>
<td>$138,991</td>
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<tr>
<td>Focus: Objective Brain Function Assessment of mTBI from Initial Injury to Rehabilitation and Treatment Optimization in Collegiate Athletes. I was lead PI on this 1 year grant. I was responsible for day-to-day operations of the grant, supervising data collection, data entry, and budget. Funds awarded to MSU was $138,991 which was spent on my salary savings and summer pay (20% of my time), Co-PI salary savings, 3 graduate assistants (1/4 for AY), hourly pay, and participant remuneration.</td>
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<th>Not Funded</th>
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<th>Principal/Co-Investigators (if not faculty candidate)</th>
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<tbody>
<tr>
<td><strong>Grantor: BrainScope</strong></td>
<td><strong>Sept 2016</strong></td>
<td><strong>$273,687</strong></td>
<td>Pending</td>
<td><strong>$273,687</strong></td>
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<tr>
<td><strong>Focus:</strong> Objective Brain Function Assessment of mTBI from Initial Injury to Rehabilitation and Treatment Optimization in High School Athletes. I was lead PI on this 1 year grant. I was responsible for day-to-day operations of the grant, supervising data collection, data entry, and budget. Funds awarded to MSU was $273,687 which was spent on my salary savings and summer pay (40% of my time), Co-PI salary savings, 4 graduate assistants (1/4 for AY), MRI scan time, hourly pay, and participant remuneration.</td>
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<tr>
<td><strong>Grantor: USA Football/Datalyst Research Center</strong></td>
<td><strong>June 2016</strong></td>
<td><strong>$18,000</strong></td>
<td>Pending</td>
<td><strong>$18,000</strong></td>
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<tr>
<td><strong>Focus:</strong> Examining youth football injuries in Leagues that completed the USA Football Head-Ups course compared to Leagues that did not complete the USA Football Head-Ups course. I was lead PI on this 1 year grant. I was responsible for day-to-day operations of the grant, supervising data collection, data entry, and budget. Funds awarded to MSU was $18,000 which supported my salary savings (12%) and athletic training stipend for data collection.</td>
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<tr>
<td><strong>Grantor: USA Football/Datalyst Research Center</strong></td>
<td><strong>January 2016</strong></td>
<td><strong>$10,000</strong></td>
<td>Pending</td>
<td><strong>$10,000</strong></td>
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<tr>
<td><strong>Focus:</strong> Epidemiology of youth boy’s and girl’s lacrosse injuries. I was lead PI on this 1 year grant. I was responsible for day-to-day operations of the grant, supervising data collection, data entry, and budget. Funds awarded to MSU was $10,000 which supported an athletic trainer for data collection.</td>
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47
List grant proposals submitted during reporting period relating to teaching, research and creative activities, or service within the academic and broader community. Include grants in support of outreach, international, urban, and extension activities. In the description please indicate your role, the total fund allocated to MSU, and the extent to which those funds would support salary savings in terms of percent effort, summer pay, graduate assistant support, and equipment.

<table>
<thead>
<tr>
<th>Name of Granting Agency</th>
<th>Date Submitted</th>
<th>Funding Requested</th>
<th>Status</th>
<th>Funding Amount Assigned to Faculty Candidate (if Applicable)</th>
<th>Principal/Co-Investigators (if not faculty candidate)</th>
</tr>
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<tbody>
<tr>
<td><strong>1. ALL RESEARCH</strong></td>
<td></td>
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<tr>
<td>Grantor: BrainScope</td>
<td>2015</td>
<td>$134,191</td>
<td>$134,191</td>
<td>$134,191</td>
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<tr>
<td>Focus: Objective Brain Function Assessment of mTBI from Initial Injury to Rehabilitation and Treatment Optimization in High School Athletes. I was lead PI on this 1 year grant. I was responsible for day-to-day operations of the grant, supervising data collection, data entry, and budget. Funds awarded to MSU was $273,687 which was spent on my salary savings and summer pay (30% of my time), salary savings, 4 graduate assistants (1/4 for AY), MRI scan time, hourly pay, and participant remuneration.</td>
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<tr>
<td>Grantor: Joe Pentecost</td>
<td>2015</td>
<td>$44,000</td>
<td>$44,000</td>
<td>$44,000</td>
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</tr>
<tr>
<td>Focus: Prospective examination of neurocognitive function, balance, and symptom reporting in youth and high school athletes with sport-related concussion. I was lead PI on this 2 year grant. I was responsible for day-to-day operations of the grant, supervising data collection, data entry, and budget. Funds awarded to MSU was $44,000 which was spent on my salary savings and summer pay (20% of my time), 1 graduate assistants (1/4 for AY), hourly pay, and participant remuneration.</td>
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<tr>
<td>Grantor: USA Football/Datalyst Research Center</td>
<td>2015</td>
<td>$18,000</td>
<td>$18,000</td>
<td>$18,000</td>
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<tr>
<td>Focus: Examining youth football injuries in Leagues that completed the USA Football Head-Ups course compared to Leagues that did not complete the USA Football Head-Ups course. I was lead PI on this 1 year grant. I was responsible for day-to-day operations of the grant, supervising data collection, data entry, and budget. Funds awarded to MSU was $18,000 which supported my salary savings (13%) and athletic training stipend for data collection.</td>
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<table>
<thead>
<tr>
<th>Grantor</th>
<th>Year</th>
<th>Amount</th>
<th>x</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Collegiate Athletic Association (NCAA) Mind Matters Research Challenge</td>
<td>2015</td>
<td>$400,000</td>
<td></td>
<td>$175,000</td>
</tr>
<tr>
<td>Focus: Concussion culture change APP (CAPP): Transtheoretical approach to improving concussion knowledge, attitudes and reporting behaviors among collegiate student-athletes. I was lead writer and developer of CAPP program. Funds awarded to MSU would have been $175,000 (2 years) which would have been spent on my salary savings (10% of my time), 1 graduate assistants (1/2 for AY), computer consultant for concussion app, smart phones, and participant remuneration.</td>
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<tr>
<td>National Institutes for Neurological Disorders and Stroke (NINDS). R01 application</td>
<td>2015</td>
<td>$2,494,593.00</td>
<td>x</td>
<td>$1,412,530</td>
</tr>
<tr>
<td>Focus: Validation and application of self-powered piezo-floating-gate sensing technology for long-term measurements of head impacts in high school football athletes. I was lead PI on this 5 year grant and primary grant writer. Funds awarded to MSU would have been $1,412,530 which would have been spent on my salary savings (40% of my time), 2 graduate assistants (1/2 for AY), football helmets, and participant remuneration.</td>
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<tr>
<td>National Science Foundation</td>
<td>2015</td>
<td>$1,435,678</td>
<td>x</td>
<td>$587,184</td>
</tr>
<tr>
<td>Focus: Collaborative Research: Self-powered Helmet Sensor Technology for Long-term Monitoring of Head Impacts and Concussions in Youth Sports. I was lead on this 4 year grant. I wrote 35% of this grant and the funds would have been $587,184 to MSU. Funds would have been spent my salary savings (20% of my time), 1 graduate assistants (1/2 for AY), football helmets, GForce Tracker sensors, and participant remuneration.</td>
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<tr>
<td>Center for Disease Prevention and Control (CDC)</td>
<td>2015</td>
<td>$587,402</td>
<td>x</td>
<td>$587,402</td>
</tr>
<tr>
<td>Focus: A randomized control evaluation of the effectiveness of the CDC head’s up concussion initiative in youth sport: a multi-site investigation. We were all Co-PIs on this 3 year grant. I wrote 25% of this grant and the funds would have been $587,402 to MSU. Funds would have been spent my salary savings (20% of my time), 1 graduate assistants (1/2 for AY), and participant remuneration.</td>
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</table>

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**Grantor:** National Operating Committee on Standards for Athletic Equipment  
**Year:** 2015  
**Amount:** $242,253  
**Role:** x  
**Funds:** $242,253

**Focus:** A Prospective Examination of Neurocognitive Function, Balance, Symptom Reporting and Mood Disturbances Reporting in Youth Athletes with Sport-related Concussion. I was lead on this 2 year grant and wrote 60% of this grant. The funds would have been $242,253 to MSU. Funds would have been spent my salary savings (20% of my time), 1 graduate assistants (1/2 for AY), and participant remuneration.

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**Grantor:** National Operating Committee on Standards for Athletic Equipment  
**Year:** 2015  
**Amount:** $247,942.00  
**Role:** x  
**Funds:** $76,836

**Focus:** A prospective examination of vestibular and oculomotor functioning, neurocognitive performance, balance, and symptom reporting in high school athletes with concussion. I was lead on this 2 year grant and I wrote 30% of this grant. The funds would have been $76,836 to MSU. Funds would have been spent my salary savings (10% of my time), 1 graduate assistants (1/4 for AY), and participant remuneration.

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**Grantor:** National Operating Committee on Standards for Athletic Equipment  
**Year:** 2014  
**Amount:** $243,589  
**Role:** x  
**Funds:** $118,893

**Focus:** Comparing the acute and sub-acute sensitivity and specificity of clinical tools used for the assessment of sport-related concussion. I was lead on this 2 year grant and I wrote 35% of this grant. The funds would have been $118,893 to MSU. Funds would have been spent my salary savings (15% of my time), 1 graduate assistants (1/2 for AY), and participant remuneration.

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**Grantor:** NineSigma Proposal for Head Health Challenge 2  
**Year:** 2014  
**Amount:** $400,000  
**Role:** x  
**Funds:** $400,000

**Focus:** Piezo-floating-gate sensors and data-loggers for battery-less monitoring of repeated head-impacts in high school football athletes. I was lead on this 1 year grant and I wrote 70% of this grant. The funds would have been $400,000 to MSU. Funds would have been spent my salary savings (37.5% of my time), 2 graduate assistants (1/2 for AY), helmet sensor materials, and participant remuneration.

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**Grantor:** National Institutes for Neurological Disorders and Stroke (NINDS). R21 application  
**Year:** 2013  
**Amount:** $419,546  
**Role:** x  
**Funds:** $419,546

**Focus:** Factors affecting compliance with cognitive and physical rest and outcome following concussion. I was lead on this 2 year grant and I wrote 65% of this grant. The funds would have been $419,546 to MSU. Funds would have been spent on my salary savings (37.5% of my time), 1 graduate assistants (1/2 for AY), concussion tools, and participant remuneration.

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**Grantor: National Operating Committee on Standards for Athletic Equipment**  
2013 | $388,295.00 | x | $388,295.00

Focus: Examining factors that predict short-term and long-term recovery from sport-related concussion in NCAA athletes. I was lead on this 2 year grant and I wrote 60% of this grant. The funds would have been $388,295 to MSU. Funds would have been spent on my salary savings (37.5% of my time), 1 graduate assistant (1/2 for AY), equipment, and participant remuneration.

**Grantor: NFL/GE Brain Challenge**  
2013 | $300,000 | x | $300,000

Focus: Feasibility of virtual reality and neurocognitive tests in acutely identifying concussions and assist with return-to-play decisions in high school athletes. I was lead PI on this 1 year grant. The funds would have been $300,000 to MSU. Funds would have been spent on my salary savings (37.5% of my time), Co-PI salary savings, 2 graduate assistants (1/2 for AY), equipment, and participant remuneration.

**Grantor: Joe Pentecost**  
2013 | $9,500 | $9,500 | $9,500

Focus: Concussion education and management among urban high school athletes, parents and coaches. I was lead on this 1 year grant. Funds were spent on participant remuneration, meals for high school athletes and concussion tools.

**Grantor: NFL/GE Brain Challenge**  
2013 | $300,000 | x | $300,000

Focus: Assessing brain connectivity alterations in sports-related mTBI as measured with sequential resting-state fMRI and DTI. I was lead PI and wrote the majority of this 1 year grant. The funds would have been $300,000 to MSU. Funds would have been spent on my salary savings (20% of my time), Co-PI salary savings, 2 graduate assistants (1/2 for AY), MRI scan time, and participant remuneration.

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**FORM D - IV E  GRANT PROPOSALS**

<table>
<thead>
<tr>
<th>Grantor: NINDS</th>
<th>2013</th>
<th>$153,500</th>
<th>x</th>
<th>$153,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus: Assessing brain connectivity alterations in sports-related mTBI as measured with sequential resting-state fMRI and DTI.  was lead PI and worked the majority of this 2 year grant. The funds would have been $153,500 to MSU. I had no salary savings on this grant, funds were for Lead PI salary savings, MRI scan time, and participant remuneration.</td>
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<table>
<thead>
<tr>
<th>Grantor: NFL Charities</th>
<th>2011</th>
<th>$99,042</th>
<th>x</th>
<th>$99,042</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus: Is there a better way to identify concussions at time of injury? A new brief vestibular on-field test for concussion. I was lead on this 1 year grant. Funds were for salary savings (10%), 1 graduate assistant (1/2 time), and participant remuneration.</td>
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<table>
<thead>
<tr>
<th>Grantor: National Operating Committee on Standards for Athletic Equipment</th>
<th>2011</th>
<th>$283,554</th>
<th>x</th>
<th>$283,554</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus: Concussion Surveillance System for Youth Sports. I was lead on this 2 year grant. Funds were for salary savings (12.5%), 1 graduate assistant (1/2 time), athletic trainer pay and participant remuneration.</td>
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**III. b Service – Broader Community - NONE**

<table>
<thead>
<tr>
<th>ii. Professional/Patient Care Activities</th>
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<tbody>
<tr>
<td>Grantor: NONE</td>
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<td>Focus:</td>
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<table>
<thead>
<tr>
<th>vi. Urban Affairs Programs</th>
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<tbody>
<tr>
<td>Grantor: NONE</td>
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<td>Focus:</td>
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<table>
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<tr>
<th>v. Other</th>
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<tbody>
<tr>
<td>Grantor: NONE</td>
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</table>

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