Fall Colloquium and Orientation
Thursday August 27 & Friday, August 28, 2009
College of Health Sciences Commons Room 127 (unless otherwise noted)

Key:
Students:
Everyone:

Thursday, 8/27/2009

Thursday Morning and Afternoon:
An opportunity to schedule time to meet with faculty,
Committees, or use resources on campus. This is time that is not required
but optional.

For those students who are enrolled:
3:00 – 4:50  RHB 770 Professional Seminar in Rehabilitation Sciences (Higher Education)
Dr. Judith Page and Dr. Doris Pierce, CTW Room 216

5:00 – 6:45  RHB 720 Research Design in Rehabilitation Sciences, Dr.’s Richie Andreatta, Dana
Howell & Carl Mattacola, CTW Room 216
Note: All students on campus- no distance connections

For Everyone:
7:00- 9:00pm  Social Gathering for all Faculty and Students at Puccini’s Smiling Teeth
(silly name- decent pizza)
   Puccini’s Smiling Teeth
   3191 Beaumont Centre Cir. #110
   Lexington, KY 40513-1830
   (859) 219-0101
Friday, 8/28/2008

7:45-9:30  Meeting with RHB PhD Students: CTW 127 (Commons)
Carl G. Mattacola, PhD, ATC
Note: light breakfast fare included

9:30 – 10:15  New Electronic Resources available for Rehabilitation Sciences Doctoral Students focusing on Accessing Literature & Distance Learning
CTW 127 (Commons)
Carla Cantagallo, Librarian Distance Learning Services

10:30 – 12:00  Mentoring: Considerations for Improving the Experience of Mentee and Mentor!
Dr. FRANCISCO H. ANDRADE, Ph.D.
Department of Physiology

DIANE M. SNOW, Ph.D.
Spinal Cord and Brain Injury Research Center (SCoBIRC)

Doris Pierce, Ph.D.
Department of Occupational Therapy

Charlotte Peterson, Ph.D.
Department of Rehabilitation Sciences

12:30-1:15  Lunch with RHB Faculty and All Students
CTW 127 (Commons)

1:30 – 2:30  Faculty Meeting
CTW 127 (Commons)

1:30 – 2:30  Student Peer Meeting
CTW 403
**CHS UK RHB Faculty Meeting**

*Location:* CTW216  
*Time:* 12:00 – 1:30  
*Dates:*
  - September 18, 2009  
  - October 16, 2009  
  - November 20, 2009 (ASHA cancel??)  
  - December 18th, 2009  
  - January 15th, 2010  
  - February 19th, 2010  
  - March 19th, 2010  
  - April 16th 2010

**Rehabilitation Sciences Doctoral Program Faculty Meetings**

*Time:* 1:30 – 2:30  
*Location:* CON 102A  
Carl your faculty meetings are scheduled in CON 102a. As before please have remote site participants reserve rooms at their sites for these. We will make the connections as needed. Thanks  
Please send request to:  
dltech@lsv.uky.edu

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  - September 18, 2009  
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  - November 20, 2009 (ASHA cancel??)  
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- **RHB PhD Spring Colloquium**  
  (Wednesday April 21, 2010 and Thursday April 22, 2010)
RHB Fellowship Funding $250,000.

<table>
<thead>
<tr>
<th>REHABILITATION SCIENCES DOCTORAL PROGRAM Fellowships</th>
<th>Year</th>
<th>Institution/Position</th>
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<tbody>
<tr>
<td>Stephanie Moore (AT)</td>
<td>2009</td>
<td>The Lexington Clinic</td>
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<tr>
<td>Jennifer Howard (AT)</td>
<td>2007</td>
<td>UK Sports Medicine with Dr. Christian Lattermann</td>
</tr>
<tr>
<td>Carrie Silkman (AT)</td>
<td>2008</td>
<td>Jennifer McKeon's</td>
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<tr>
<td>Matt Hoch (AT)</td>
<td>2008</td>
<td>Patrick McKeon</td>
</tr>
<tr>
<td>Megan Danzl (PT)</td>
<td>2008</td>
<td>Cardinal Hill Rehabilitation Hospital</td>
</tr>
<tr>
<td>Nicole Etter (CSD)</td>
<td>2009</td>
<td>Cardinal Hill Rehabilitation Hospital</td>
</tr>
<tr>
<td>Dai Sagamoto (AT)</td>
<td>2009</td>
<td>Cincinnati Children's Hospital</td>
</tr>
<tr>
<td>Johanna Hoch (AT)</td>
<td>2009</td>
<td>DJ Ortho &amp; UK Sports Medicine with Dr. Darren Johnson</td>
</tr>
<tr>
<td>Ashwini Joshi (CSD)</td>
<td>2009</td>
<td>College of Health Sciences Rehabilitation Sciences Doctoral Program</td>
</tr>
<tr>
<td>Lisa Hill (CSD)</td>
<td>2009</td>
<td>Central Baptist Hospital</td>
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<tr>
<td>Katie Yancesek* (OT)</td>
<td>2007</td>
<td>US Army</td>
</tr>
<tr>
<td>Brian Noehren start-up</td>
<td>2010</td>
<td></td>
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<tr>
<td>Scott Livingston start-up</td>
<td>2010</td>
<td></td>
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<tr>
<td>Dr. Kamineni, Srinath (Orthopaedics)</td>
<td>2010</td>
<td></td>
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<tr>
<td>Butterfield lab</td>
<td>2010</td>
<td></td>
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<tr>
<td>Child development Center</td>
<td>2010??</td>
<td>Potential positions for PT and OT and</td>
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RHB Faculty Symposium: Faculty and Students are invited

August 7, 2009

To: Division Chairpersons (Judy Page, Carl Mattacola, Tony English)

The Rehabilitation Science Research Colloquium has been going for 2 years. It’s hard to believe. I spoke with Dean Gonzalez about some possible changes for the coming. My reason for doing this was to try and boost the attendance for the event, and see about scheduling it at a time when more people would attend. Specifically we agreed to do the following:

1. We agreed to have the colloquium in the Robinson Commons. Dean Gonzalez agreed to provide modest support for food. This will be simple fare, probably pizza.
2. We decided to have the event at noon and to limit the number of colloquia for each semester to a total of three.
3. The Commons has been reserved for September 14, October 13, and November 9 for the fall semester. The colloquium will run from 12-1 PM.

If there are any questions about this, please give me a call or send me an email.

Rehabilitation Science Doctoral Program External Review:
Arrive October 5th
ON-campus October 6 and 7th
Depart at 3:00pm on October 7th

Dr. Jane Case-Smith
Dr. Kathy Coufal
Dr. Carl Kukulka

Summary of Spring Evaluation of Rehabilitation Science Doctoral Program
Led by Dr. Gilson Capilouto

Evaluations of programmatic course sequence and student and faculty expectations is something that many of our graduates will be called upon to assist or lead. Therefore we have outlined the process and summary from the spring colloquium below.

Process:

1. Established goals for the FG:
   a. prepare for external review of the RHB doctoral program;
   b. to align the RHB doctoral program goals with required coursework; and,
   c. to develop an assessment plan for the RHB doctoral program that measures student learning outcomes
2. Decided on a format for the FG- faculty facilitated (2) and student facilitated (2); audio recorded
3. Discussed how students might be grouped to enable more in depth interpretation of results;
4. Students were divided into two groups, a priori. The groups contained the diversity we were looking for: place in the program, discipline, distance vs local full time vs part time
5. Established ground rules; confidentiality, safety, respect, option to stop recording
6. Developed questions for the FG- faculty facilitated (2)
   a. Class by class (60 Minutes)
      i. What were the strengths of the class?
      ii. How can the class be improved?
      iii. For those of you who have not taken the class- What do you expect to learn in the class
      iv. For those who have taken the class- Did you have any expectations for the course that were not met?
   b. Please describe your mentoring experiences thus far in the program. (20 minutes)
      i. What experiences are particularly useful?
      ii. How can mentoring be improved?
7. Student facilitated
   a. Which core course has had the most positive impact on your preparation as a doctoral candidate? Why?
   b. For those of you who have taken summer courses:
      i. Did you find the content useful? Why or why not?
      ii. Did you find the logistics of the courses (structure, time frame) useful? Why or why not?
   c. Most of you are considering pursuing a career in academia. If you were given a magic wand, what would you change add or revise; i.e. what overall suggestions to you have for the program?
8. Results were orthographically transcribed and checked for transcription reliability; if there was disagreement – a third person listened to the recording
9. Transcription truncated into themes
10. Themes and comments located on the RHB blog; summarized here

Summary matrices were developed and then summarized from the faculty meeting (see below “What Should Graduates of the RHB Program Know”) A summary of student responses was compiled (see below “Summary of Student Responses from Focal groups Conducted Spring 2009”) A complete list of the comments is posted on the Blog.
What should graduates of the Rehabilitation Sciences Ph.D. program know or be able to do?

Conduct independent research
- Design research – actively participating/developing
- Knowledge of literature in field/area
- Value all forms of research
- Focused content area
- Data analysis methods
- Adapt to work settings
- Knowledge of human subjects review board
- Support research of colleagues
- Mentoring/advising students in research
- Participation in grant development and submission
- Eligible for post-doctoral experience

Dissemination of research findings
- Peer review journals
- Presentations at conferences
- Writing publishable/quality manuscripts
- Apply new evidence to profession/area of specialization

Teaching/Academia
- Mentoring/advising students (formative and summative)
- Design, develop, deliver appropriate course content
- Conduct appropriate student assessments
- Curriculum development
- Lab management
- Understanding three part load of academia (teaching, research, service)
- Articulate teaching philosophy
- Integrating students into line of research

Leadership/citizenship
- Knowledge of public policy and legislation
- Advocacy and lobbying
- Knowledge of health and social systems
- Independent action/motivation/passion/enjoyment
- Focus area of knowledge/specialization

Interprofessionalism
- Mediate collaboration of ideas
- Collegiality
- Understand interdisciplinary knowledge base
- Organizational citizenship behavior
• Patient centered service delivery
• Use theory to guide research
• Communication, negotiation, debate

Knowledge and Integration of Ethical Practices
• Content knowledge around ethical practice
• Practical application through problem solving and observations

Important topics more difficult to measure or assess
• Sustainability/life balance
• Professional ethics in practice
• Passion/enjoyment
• Being a change agent/facilitating change
• Communication/negotiation/mediation skills
• Appreciation for Interprofessionalism

Other questions
• What indices of accomplishment should students have?
• Possible minimums
  ▪ Research
    o Manuscript
    o Book chapter
    o Grant proposal
  ▪ Teaching
    o Apprenticeship/teaching experience
    o Syllabus creation/revision
  ▪ Presentations
    o National/regional conferences
• What happens when a student doesn’t meet the established expectations?
Summary of Student Responses from Focal groups Conducted Spring 2009

Teaching Apprenticeship

In general students expressed concern over the course sequence; they felt this experience would be enhanced if it were consistently preceded by the pedagogy course. Another recurring theme was the wide variation of what was required for the TA; some students taught a series of guest lectures while others were responsible for entire courses. There appeared to be significant discrepancy in the level of mentorship for the TA with some students having ‘incredible mentorship’ while others felt that had ‘no mentorship’ (this was irrespective of full time versus part time or in house versus distance).

Issues in Teaching and Learning in Higher Education

Students expressed the need for faculty to look at this requirement creatively given that many of our students have had extensive teaching experience when they enter our doctoral program. There was concern that the level of work was inconsistent with the credit hours for the seminar and that the requirements did not always reflect diverse learning styles. Students also expressed the feeling that labeling this a ‘seminar’ may be inaccurate as it more closely resembled a didactic course.

Surviving and Thriving

- Students expressed the feeling that this particular course was a true seminar. Students did comment on the fact that instructors should have taught more vs. the students teaching the class. They felt they missed out a tremendous amount of expertise because of that.

Introduction to Grant Writing

Students expressed the idea that they would like to prepare a real grant for this class- with no restriction on type (research versus personnel preparation) or funding agency. Ongoing feedback needs to be emphasized and the course should take advantage of the expertise of the College. Consideration should be given to increasing the credit hours for the course given the work load.

Professional Seminars 5/6

The more senior students felt the pro sems had lost the faculty presentation idea and that was a drawback. It was suggested that first year/first semester students take it for ZERO credits first and then after that take it for one credit. This would provide the opportunity for them to learn from more seasoned student researchers and faculty.

Rehabilitation Theories Class

Students felt this should be the FIRST class all entering students take. There was concern that theories of particular interest were not included in course content and this should be reconsidered. Students expressed a desire to have diverse group of faculty teaching the class.

Introduction to Research
For new students this was a difficult experience. Students felt unprepared to discuss research and research design as they had not experience being critical appraisers of research. A particular strength was the inclusion of experts coming in and talking about their respective areas. More Department faculty involvement was requested.

**RESEARCH DESIGN IN REHAB SCIENCES** (Carl asked the students to tell him what they would expect from a course with this title):
- Overview of different research designs.
- How to review research articles.
- Analysis piece.
- Faculty in the rehab sciences program come in and present their research.
- Data analysis and statistics in rehab sciences. UK stats is too parametric based and there needs to be more insight on what will be used in student projects.

**GENERAL:**

Course sequencing was a theme that repeated throughout the entire conversation- seems this is a particular issue for distance students since only certain course are offered distance. (This was also repeated in Carl’s group).

The idea of a course vs. a seminar was also repeated and needs to be considered across the core.

Consider alternative/additional assessments for those courses where student to student instruction predominates.

New students do not understand the fact that the program of study is THEIR design- maybe include an orientation class that goes over info we get during colloquium- this idea was also followed by the suggestion of a formal student mentorship program instead

The directive to “Thinking like a doc student” is felt to be in direct conflict with the prescriptive nature of the core course requirements.

Faculty need to do a better – more consistent job mentoring students.

Instructors should know their students better, where they are in the sequence or where they are in their classes etc.

Courses in general are too product oriented.

Disciplines should be required to meet together and a) go over their current research as a group and b) find out what the students are doing in order to ensure everyone is being used to their fullest extent. Also, this should serve as a time for the students to go over what is being done in their field in general.
Upcoming Dissertations:

Name: Somaya Malkawi
Title of Dissertation: PARTICIPATION IN PLAY ACTIVITIES OF CHILDREN WITH CEREBRAL PALSY
Date: September 21, 2009
Room: CTW 216
Time: 3:00 - 5:00 pm
RHB Outcomes were developed from the faculty and student feedback and from discussion in faculty meetings and from meetings between Rena Murphy, Gilson Capilouto and Carl Mattacola.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Educational Strategies (Courses)</th>
<th>Assessment Methods - Exam, Demonstration, Activity</th>
<th>Criteria for Evaluation</th>
<th>Time Frame of Data Collection</th>
<th>Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will design and conduct research studies in their area of professional study.</td>
<td>RHB 701, RHB 770: Pro Sems 1, 2, 4, 5, and 6, RHB 789</td>
<td>Completion of IRB process, sample manuscript from dissertation, evidence of competent writing for publication</td>
<td>Rubric for evaluating IRB; rubric for evaluating sample manuscript from dissertation (competent writing included)</td>
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<tr>
<td>Students will design, develop, and deliver course content and conduct appropriate assessments.</td>
<td>RHB 770: Pro Sems 3, 4, 5, and 6, RHB 787</td>
<td>Syllabus and course outline; bullet paper outlining lesson content and anticipated discussions, questions, and applications of material; sample lectures and assessments</td>
<td>Rubric for bullet paper, lectures, and assessments</td>
<td></td>
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</tr>
<tr>
<td>Students will synthesize theoretical principles to develop a conceptual framework for interdisciplinary rehabilitation science.</td>
<td>RHB 701, RHB 770: Pro Sem 1</td>
<td>Conduct independent study and literature review to develop a conceptual model of practice and research for rehabilitation science.</td>
<td>Paper on theory application (rubric).</td>
<td></td>
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General Academic Calendar

September

- September 1 – Tuesday - Last day to add a class for the 2009 Fall Semester
- September 1 – Tuesday - Last day to officially withdraw from the University or reduce course load and receive an 80 percent refund
- September 7 – Monday - Labor Day - Academic Holiday
- September 16 – Wednesday - Last day to drop a course without it appearing on the student's transcript
- September 24 – Thursday - Last day for filing an application for a December 2009 graduate degree in the Graduate School

October

- October 19 – Monday - Midterm of 2009 Fall Semester

November

- November 2 - 24 – Monday through Tuesday - Priority registration for the 2010 Spring Semester
- November 6 – Friday - Last day to withdraw from the University or reduce course load. Students can withdraw or reduce course load after this date only for urgent non-academic reasons.
- November 19 – Thursday - Last day for candidates for a December degree to schedule a final examination in The Graduate School
- November 25 - 28 – Wednesday through Saturday - Thanksgiving - Academic Holidays

December

- December 2 - 21 – Wednesday through Monday - Add/Drop for registered students for the 2010 Spring Semester
- December 3 – Thursday - Last day for candidates for a December graduate degree to sit for a final examination
- December 7 – Monday - Deadline for applying for admission to the Graduate School for the 2010 Spring Semester.
- December 11 – Friday - Last day of classes
- December 14 - 18 – Monday through Friday - Final Examinations
- December 18 – Friday - Last day for candidates for a December degree to submit a thesis/dissertation to The Graduate School
- December 18 – Friday - End of 2009 Fall Semester
- December 21 – Monday - Final deadline for submission of grades to the Registrar’s Office by 4 p.m.
*These dates are under review and are subject to change.*

Accessing the Musculoskeletal Laboratory (MSL) Sharepoint Calendar and Documents:

1. Go to [http://academics.uky.edu/cohs](http://academics.uky.edu/cohs)
   a. Enter in your user name and password (use appropriate ad\ or mc\ domain prefixes.
2. On the top menu bar of Sharepoint page, go to Laboratories.
   a. Select MSL
3. On the MSL page select the appropriate folder on the left of the screen.
   a. Calendar – schedule events and equipment in the MSL.
   b. Tasks – schedule or view upcoming tasks that need to be performed in the MSL.
   c. Shared Documents – view, upload, and download relevant documents associated with studies in the MSL.
4. Announcements
   a. Please add any announcements relevant to the maintenance and function of the MSL.
   b. If there are equipment problems or maintenance issues, please list them under announcements.
   c. Please also email Dr. Tim Uhl and Dr. Patrick McKeon about any MSL problems/issues.

Scheduling the MSL and equipment:
In order to schedule the laboratory, click the "New" icon at the top left of the calendar.

In the next dialogue box please enter the following information:

**Title:** Your User Name, the equipment you will be using.

**Location:** Musculoskeletal Lab or where the equipment will be used (outside lab testing).

**Start and End Times set as appropriate.**

**Description:** Please enter 1) the study, 2) the investigator name, and 3) the faculty advisor (for students).

**All Day Event:** Not applicable
**Recurrence:** As applicable

**Workspace:** Not applicable

Click "OK" and check calendar to make sure information is appropriately logged.

If checking equipment out of the lab, please also fill out the appropriate section in the equipment sign out book located in the Musculoskeletal Lab.