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Cadaver Lab

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PSU Integrated Cluster (IC) Project Funding Process & Proposal Form

Project Proposal Submittal Process: All IC projects requesting funding will require the completion and submittal of three (3) forms:

- ☒ **Project Proposal Form – project scope & outcomes** (*included in this document*)
- ☒ **Project Guidelines Form – reflective document outlining desirable IC project attributes**
- ☒ **Project Budget Form – Excel spreadsheet to facilitate budget planning**

Instructions for Submitting Project Proposals:

- ✓ Download the 3 forms to your computer
- ✓ Complete the forms and save them; including the title of your project in the file name
- ✓ Forward the 3 files via email to the IC Project Manager, Ross Humer rhumer@plymouth.edu
- ✓ Project Proposal will be logged & forwarded to the appropriate IC Guide Team

If not reviewed in advance of the submission, it is important to discuss the Project with the IC Guides to review, refine, and rework (if necessary) to obtain funding approval.

Project Funding Review Process: All proposed projects will be reviewed by the Cluster Guide team. Depending on the level of funding amounts being requested, the proposal request will follow the process outlined as follows:

- **Level 1:** Any project with a proposed budget of less than or equal to \$1,000 can be approved by the Cluster without additional review
- **Level 2:** Any project with a proposed budget of \$1,000 but less than \$5,000 can be approved by the IC Project Review Team, which is made up of representatives from each of the 7 Clusters (*see release time exception directly below*)
- **Level 3:** Any project with a proposed budget of \$5,000 or greater **or** requires faculty release time, must be first endorsed by the IC Project Review Team and submitted to the Academic Deans for review and approval

The project funding approvals are limited to one academic year; projects which require additional funding in subsequent years will need to be resubmitted annually for review and approval.

Deliverables: At the conclusion of the academic year, a deliverable to the Integrated Cluster Proposal Review Team and Academic Deans is required in order for the project director/coordinator, artist, or author and collaborator(s) to be eligible for future funding. This reporting requirement may be met by numerous means which will be identified as this process matures. It is anticipated that awardees will present their works before a wide public gathering to be scheduled during the upcoming Academic Year.

Instructions for the PSU Integrated Cluster Project Proposal Form: Please complete all of the elements of the following form in the spaces provided before saving and then submitting the document.

PSU Integrated Cluster Project Proposal Form

Title: Cadaver Lab

Project Leadership: (Identify Project Director/Manager or Co-Manager/s: Linda Levy

Project Description: Student from the Athletic Training and Exercise & Sport Physiology programs will travel to the New Hampshire Musculoskeletal Institute (NHMI) in Manchester, NH to participate in a cadaver lab.

Project Goals and Outcomes:

1. **Project Goals – Briefly identify and describe the objectives of this project** The objectives are:

- (1) To introduce students to the cadaver dissection process.
- (2) To identify specific anatomical structures.
- (3) To apply the evidence learned in the classroom.
- (4) To gain an understanding and to value interprofessional education.

2. **Student Learning Outcomes – Outline the expected student learning outcomes** At the conclusion of the lab, students will be able to:

- (1) State the steps required of cadaver dissection.
- (2) Recognize and label the bones, ligaments, tendons, muscles, nerves and other soft tissue structures.
- (3) Integrate didactic learning into evidence based practice.
- (4) Formulate an interprofessional team approach to sportsmedicine.

Rationale and Impact:

Considering the questions below, please write your project rationale and impact statement.

Include how this project will further the Mission and Vision of PSU with respect to 1) fostering collaboration across disciplines; 2) addressing a relevant societal issue, and 3) establishing relationships with community partners, external institutions, companies, non-profits, schools, government agencies, etc. and 4). Making an impact

How does this proposed project advance the Integrated Cluster mission and vision? How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student engagement and partnership involvement, and real world problem exploration? What are the anticipated impacts of this project?

Is this project an extension of work already in progress, or an entirely new endeavor? Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?

Project Rationale and Impact Statement: The impact of an interprofessional educational cadaver lab are many. The cadaver lab will be presented by a Physician's Assistant at the New Hampshire Musculoskeletal Institute (NHMI) and will be open to a maximum of 15 students. The mission of "NHMI is dedicated to advancing knowledge in musculoskeletal care and sports medicine and to promoting and providing a safe sports environment for athletes" (<http://www.nhmi.net/misson-and-core-values.html>). One of the three principles that guides their mission is collaboration. This collaborative partnership will support the Health & Human Enrichment mission of integrating the "application of project-based education, research, evidence-based practices, and transdisciplinary exploration advancing science" (<https://www.plymouth.edu/clusters/health-human-enrichment/>).

The relationship between Plymouth State University and NHMI began several years ago when faculty attended conferences and workshops hosted by NHMI. As the relationship grew, so did the relationship between the President of NHMI's Board of Directors, Dr. James Vailas (a PSU alumnus), and our faculty. Currently, Dr. Margie King sits on the board and is a frequent speaker at NHMI events. To further foster this relationship, students were invited to attend NHMI symposia, workshops and cadaver labs. Students truly loved participating in all of these events, but the expense of attendance has limited their ability to go. Now, with the development of clusters and open labs, faculty and students alike see the possibility of fostering the advancement of this partnership.

Our proposal is to pilot a program for 15 students from Athletic Training and Exercise & Sport Physiology to participate in the cadaver lab as a means of working together to share their common understanding and to further their recognition of anatomic structures that affect their academic learning and career goals. In order to expand the number of students who are able to participate, we will be submitting an additional proposal in the spring to offer similar cadaver labs so that Physical Therapy and Nursing students can be included in this interprofessional education experience.

The value of taking part in a cadaver lab can be summarized by simply saying that students will be able to take 2 dimensional drawings from anatomic-type textbooks and transfer that knowledge into the multi-dimensional application gained from seeing, touching, and testing the strength and integrity of cadaveric samples. This level of learning brings classroom theory into real life, high impact practical, useful application. Students will be able to use the information gained through this cadaver lab as they work with clients who have injuries, who have had surgery or who are interested in improving their physical fitness. Students will gain the ability to synthesize previously learned didactic knowledge with the reality of the human condition.

Project Team

PSU Project Participants (essential core team participants including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Linda Levy	Athletic Training Program Director Chair, HHP Dept.	Coordinator	Athletic Training	levy@plymouth.edu
Students	Undergraduate	Participant	Athletic Training	
Students	Graduate	Participant	Athletic Training	
Students	Undergraduate	Participant	Exercise & Sport Physiology	

Non-PSU Project Participants (stakeholders; partners; academic institution; etc.)

Name	Organization	Project Role	Discipline/ Specialty	Email
James Vailas	New Hampshire Musculoskeletal Institute	NHMI President	Orthopedic Surgeon	info@nhmi.net
Bethany Roun	New Hampshire Musculoskeletal Institute	Lab coordinator	Orthopedics	beth@nhmi.net

Student Participant Profile (Identify the student population/s to be engaged in the project.

Identify if this has been or is planned to be incorporated into curricula)

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
Athletic Training majors	Participant	Undergraduate and graduate	Athletic Training	10

Exercise & Sport Physiology majors	Participants	Undergraduate	Exercise & Sport Physiology	5
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IRB (Institutional Review Board) Compliance

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance
 This project DOES require IRB compliance (*complete below*)

IRB Approval Status:

IRB Approval Date:

Any funding approvals of IRB-required projects are contingent on obtaining IRB approval.

Project Management: Timeline and Milestones

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

Project Start Date: 3/8/2017

Project Complete Date: 3/8/2017

Project Milestone	Milestone Description	Target Completion Date
Memo of Understanding	Creating and signing an MOU with NHMI	2/15/2017
Cadaver Lab completion	Attending and participating in the Cadaver Lab	3/8/2017
Student Survey	Favorable student scores on a satisfaction survey indicating a desire to continue this project	3/10/2017

Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements: The only training that would be required, which I am happy to do, is orient the students to the cadaver lab process (what the room will look like, how it might smell, what the body part might look like, the attire that must be worn, and appropriate lab etiquette).