



Call for Applications

The AATE Research Network (Network) invites applications from scholars to join our group, dedicated to advancing the research agenda of the Association for Athletic Training Education (AATE) research agenda. Our mission is to foster collaboration among researchers to address pivotal questions that enhance the education of healthcare professionals. Since its inception in 2016, the Network has consistently contributed to professional and post-professional education through scholarship. The current research agenda prioritizes scholarship in these areas (Appendix A):

- Recruitment and Retention
- Progressive Autonomy in Clinical Education
- Interprofessional and Collaborative Practice
- Specialization

The Network is a branch of the AATE and has voting representation on the AATE Board of Directors. Members of the network do not have to be faculty members of an institution with AATE membership. The AATE Board of Directors does not drive the research agenda and activities of the Network. An accounting of the Network's scholarly publications and presentations is located in Appendix C.

The Network is led by a director (Appendix B) who is responsible for strategic leadership, project management, vision planning, collaboration and networking, resource management, and administrative duties.

The Network invites early-career and more established scholars with a shared interest in the education of future and current healthcare professionals to apply.

Duration of Appointment: initial 3-year appointment; annual reappointment, which then requires affirmation by the majority of the Network members

Time Commitment: quarterly virtual meetings; biennial face-to-face meeting; variable effort when engaged in specific projects

Committee Member Qualifications and Attributes:

- A strong commitment to advancing educational research in healthcare
- A readiness to contribute to shaping and refining the ongoing research priorities of the Network
- A willingness to actively participate in and contribute to scholarly projects and initiatives

Application Process:

Submit completed biosketch by March 15, 2025 by 5:00 p.m. EST.

- Background (name, education, current position)
- Personal Statement of how you will contribute to and benefit from membership in the Network
- Positions and Honors (list in reverse chronological order positions held that are relevant to this group; list relevant achievements and awards)
- Contributions (relevant scholarship)
- Additional information (grants, ongoing research projects, etc.)



Appendix A: Research Agenda

Recruitment & Retention	Specialization	Interprofessional Education and Collaborative Practice	Progressive Autonomy in Clinical Education
<p><i>Global Aim: To improve recruitment and ensure retention in the profession of athletic training</i></p>	<p><i>Global Aim: To characterize and promote specialization in athletic training</i></p>	<p><i>Global Aim: To enhance interprofessional and collaborative practice in post-certification/licensure clinical practice through effective educational practices</i></p>	<p><i>Global Aim: To provide information to programs that shape and/or guide progressive autonomy in clinical practice</i></p>
<p><i>Specific Aim 1: To longitudinally observe characteristics promoting professional retention in athletic training</i></p> <ol style="list-style-type: none"> 1. What factors influence persistence in the study of athletic training? 2. What factors influence persistence in the professional practice of athletic training? 3. What are differences, if any, in the characteristics of athletic trainers across the career pathways in athletic training? 	<p><i>Specific Aim 1: To use expert consensus to characterize the ideal characteristics of an orthopedic specialist (Delphi study)</i></p> <ol style="list-style-type: none"> 1. What are the characteristics of an orthopedic specialist? 2. What is the perceived impact of an AT orthopedic resident on clinical practice? 	<p><i>Specific Aim 1: To explore the impact of interprofessional education on collaboration among providers in post-certification/licensure clinical practice</i></p> <ol style="list-style-type: none"> 1. What is the impact of clinical education setting on engagement in interprofessional and collaborative practice in post-certification/licensure clinical practice? 2. What is the impact of type/mode of interprofessional education on engagement in interprofessional and collaborative practice in 	<p><i>Specific Aim 1: To understand key stakeholders perceptions of student competence as a guide for progressive autonomy</i></p> <ol style="list-style-type: none"> 1. What are educators' perceptions of student competence? [COMPLETED] 2. What are preceptors' perceptions of student competence? [IN PROGRESS] 3. What are students'/residents' perceptions of student competence?

		post-certification/licensure clinical practice?	
	<p><i>Specific Aim 2: To identify the characteristics of athletic trainers seeking and successfully achieving specialty certification.</i></p> <ol style="list-style-type: none"> 1. What are the characteristics of those eligible and applying to take the orthopedic specialty certification exam? 2. What are the characteristics of applicants and those who successfully achieve orthopedic specialty status? [requires partnership with BOC] 	<p><i>Specific Aim 2: To explore the impact of interprofessional education on healthcare professionals' knowledge of the roles and responsibilities of other healthcare professionals.</i></p> <ol style="list-style-type: none"> 1. What do other healthcare professionals know about the roles and responsibilities of athletic trainers? 2. What do athletic trainers know about the roles and responsibilities of other health care professionals? 3. Does interprofessional and collaborative practice in clinical education improve the knowledge of athletic trainers about the roles and responsibilities of other healthcare professionals? 4. Are there differences in knowledge of roles 	<p><i>Specific Aim 2: To understand key stakeholders perceptions of progressive autonomy as a method to facilitate transition to practice.</i></p> <ol style="list-style-type: none"> 1. What are educators' perceptions of progressive autonomy? 2. What are preceptors' perceptions of progressive autonomy? 3. What are students'/residents' perceptions of progressive autonomy?

		<p>and responsibilities of other providers during professional preparation and after credentialing?</p>	
	<p><i>Specific Aim 3: To identify the characteristics of residents and past residents upon application in accredited and non-accredited residencies.</i></p> <ol style="list-style-type: none"> 1. What are the characteristics of applicants in accredited and non-accredited residencies? 2. In what ways, if any, have resident qualifications and residency minimal qualifications changed as more residencies have emerged? 3. What are the differences in applicant qualifications, if any, between programs of differing focused areas of practice? 	<p><i>Specific Aim 3: To characterize interprofessional and collaborative practice in athletic training.</i></p> <ol style="list-style-type: none"> 1. What are the ideal characteristics of interprofessional and collaborative practice in athletic health care? 	<p><i>Specific Aim 3: To understand factors that influence student competence and progressive autonomy.</i></p> <ol style="list-style-type: none"> 1. What type of clinical experiences, if any, promotes student competence and progressive autonomy? 2. What preceptor characteristics are more likely to facilitate progressive autonomy? 3. In what ways, if any, do preceptors integrate learners into clinical practice experiences? 4. How do newly certified athletic trainers identify progressive autonomy as a factor that influenced transition to practice?

	<p><i>Specific Aim 4: To explore the effectiveness of residency training in developing a specialist.</i></p> <ol style="list-style-type: none"> 1. What are the perceptions of the resident, upon graduation, about their effectiveness as a specialist? 2. What are the perceptions of the resident, upon graduation, about the effectiveness of the program in developing them as a specialist? 3. What are the perceptions of the interprofessional team working with a residency graduate about the effectiveness of the AT resident as a specialist? 	<p><i>Specific Aim 4: To understand measures of interprofessional and collaborative practice in athletic training education.</i></p> <ol style="list-style-type: none"> 1. How are programs measuring and ensuring quality in interprofessional and collaborative practice in athletic training education? 	<p><i>Specific Aim 4: To understand measures of progressive autonomy.</i></p> <ol style="list-style-type: none"> 1. What are AT educator perceptions and use of the AT Milestones in athletic training education? [IN PROGRESS]
	<p><i>Specific Aim 5: To determine athletic trainer knowledge of the post-professional pathways.</i></p> <ol style="list-style-type: none"> 1. What do athletic trainers know about specialization? 	<p><i>Specific Aim 5: To explore the intersections between DEI and IPCP accreditation standards in athletic training education</i></p> <ol style="list-style-type: none"> 1. In what ways can athletic training 	

	<p>2. What do athletic trainers know about the pathways to achieve specialization?</p>	<p>educators curate interprofessional and collaborative practice experiences that enhance diversity, equity and inclusion in clinical education?</p>	
		<p><i>Specific Aim 6: To explore the interprofessional and collaborative practice for the management of behavioral health conditions in collegiate athletics</i></p> <ol style="list-style-type: none"> 1. What are the characteristics and experiences of interprofessional teams that effectively recognize and manage routine and emergency behavioral health conditions? 2. Does a curated simulation experience enhance student confidence and competence in recognizing and managing routine and emergency behavioral health conditions? 	



Appendix B. Director, Job Description

A Director will be elected from among members of the Research Network.

Job Title: AATE Research Network, Director

Duration of Appointment: Full-time, 2-year term (renewable once)

Time Commitment: 5-8 hours quarterly in administrative duties; variable effort when engaged in specific projects

Overview: The AATE Research Network is seeking an organized and visionary Director. This leadership role is pivotal in driving the Network's strategic direction and research agenda. The Director will oversee project management, vision planning, and the development of a revised strategic plan to enhance the Network's impact and reach in health professions education. The Director serves as a voting member on the AATE Board of Directors.

Key Responsibilities:

1. Strategic Leadership:

- Collaborate with all members of the Research Network to develop and implement a comprehensive strategic plan for the Research Network
- Lead the Research Network in a research agenda that aligns with emerging trends and priorities in athletic training education
- Foster a culture of community and stewardship within the Network

2. Project Management:

- Oversee the planning, execution, and evaluation of research projects
- Ensure timely and successful completion of projects
- Coordinate with constituents (AATE Board of Directors, AATE-member institutions, donors, athletic training educators, etc.) to align project goals with the Network's strategic objectives

3. Vision Planning:

- Develop, in collaboration with Network members, a clear and compelling vision for the future of the Research Network
- Engage with members, partners, and external constituents to promote the Network's mission and goals
- Identify opportunities for growth and expansion of the Network's activities

4. Collaboration and Networking:

- Build and maintain strong relationships with academic institutions, industry partners, and other relevant organizations
- Facilitate collaboration and knowledge sharing among Network members
- Represent the network at conferences, meetings, and other professional events as needed

5. Resource Management & Administrative Duties:

- Manage the Network's resources, including personnel and infrastructure



- Facilitate quarterly virtual meetings and biennial face-to-face meetings, including documentation and record-keeping associated with meetings
- Identify funding and other resources to support the network's activities and facilitate applications to secure funding for research priorities

Director Qualifications and Attributes:

- Advanced degree in health care and/or education
- Proven experience in research management and strategic planning
- Strong leadership and project management skills
- Excellent communication and interpersonal abilities
- Ability to work collaboratively with diverse constituents
- Experience in securing and managing research funding

Nomination Process: Interested candidates should self-nominate with a cover letter and resume.



Appendix C. AATE Research Network Scholarly Productivity

Status	Manuscripts & Reports	DOI	Research Priority	Date Published
Published	Association for Athletic Training Education. Summary Data on Admissions Requirements and Institution Demographics in Athletic training Education. February 2023. (Anderson B, Brown S, Haverty C, Howard J, Peters H.)	Available at: https://aated.org/wp-content/uploads/2023/03/Professional-Residency-DAT-Program-Snapshot-Final-Feb-2023.pdf	Recruitment and Retention	2023
Published	Association for Athletic Training Education. Summary Data on Residency and Fellowship Trained Athletic Trainers and their Experiences since Training. August 2022. (Eberman LE.)	Available at: https://aated.org/wp-content/uploads/2022/09/Residency-Fellowship-Snapshot-7.28.2022.pdf	Specialization	2022
Accepted	Hankemeier DA, Wilkins NA, Williams R, Manspeaker SA, Young JP, Clements C, Walker SE, Eberman, LE. Interprofessional Collaborative Practice in Professional and Residency Athletic Training Programs: A Report from the Association of Athletic Training Education Research	TBD	Interprofessional Education and Collaborative Practice	TBD



	Network. Athletic Training Education Journal; anticipated submission Summer 2023.			
In Press	Manspeaker SA, Young JP, Wilkins NA, Clements C, Hankemeier DA, Williams R, Walker SE, Eberman LE. Preparing the Athletic Trainer for Interprofessional Collaborative Practice. International Journal of Athletic Therapy and Training. In Press.	TBD	Interprofessional Education and Collaborative Practice	TBD
In Press	Eberman LE, Armstrong TA, Neil ER, Kirby JL, Vanderhoof K, Walker SE. Interprofessional Team Collaboration for Routine and Emergent Mental Health Concerns Among Collegiate Student-Athletes: A Case Series. Journal of Athletic Training. In Press.	TBD	Interprofessional Education and Collaborative Practice	TBD
In Review	Walker SE, Cavallario JM, Van Lunen BL, Bay RC, Welch Bacon CE. Influence of student role on interprofessional education and collaborative practice during patient encounters: a report from the AATE	TBD	Progressive Autonomy in Clinical Education & Interprofessional and Collaborative Practice	TBD



	Research Network. Journal of Interprofessional Care; In Review.			
In Progress	Welch Bacon CE, Pike Lacy AM, Cavallario JM, Walker SE, Eberman LE. Assessment of student competence achievement in athletic training education. To be submitted to Athletic Training Education Journal; anticipated submission Spring 2025.	TBD	Progressive Autonomy in Clinical Education	TBD
In Review	Welch Bacon CE, Cavallario JM, Walker SE, Bay RC, Van Lunen BL. Athletic Training Students' Use of Health Information Technology Professional Behaviors During Clinical Experiences: A Report from the AATE Research Network. Journal of Athletic Training. In Review.	TBD	Progressive Autonomy in Clinical Education	TBD
Published	Welch Bacon CE, Cavallario JM, Walker SE, Bay RC, Van Lunen BL. Athletic training students' use of evidence-based practice professional behaviors during clinical experiences: A report from the AATE		Progressive Autonomy in Clinical Education	TBD



	Research Network. International Journal of Athletic Therapy and Training. 2024;29(5):285-290.			
Published	Welch Bacon CE, Anderson BE, Cavallario JM, Van Lunen BL, Eberman LE. Perceptions and use of the athletic training milestones in education: A report from the AATE Research Network. Clinical Practice in Athletic Training Journal. 2024;7(2):12-25.		Progressive Autonomy in Clinical Education	TBD
In Progress	Welch Bacon / Cavallario JM / Anderson BE - Systematic Review 1	Paused until further discussion		
In Progress	Welch Bacon / Cavallario JM / Anderson BE - Systematic Review 2	Paused until further discussion		
In Progress	Welch Bacon / Cavallario JM / Anderson BE - Systematic Review 3	Paused until further discussion		
In Progress	Welch Bacon / Cavallario JM / Anderson BE - Systematic Review 4	Paused until further discussion		
Published	Jones BC, Cavallario JM, Van Lunen BL, Walker SE, Welch Bacon CE. Athletic training student core competency professional		Progressive Autonomy in Clinical Education	TBD



	behavior implementation between immersive and non-immersive clinical experiences: A report from the AATE Research Network. Athletic Training Education Journal. 2023;18(3):114-121.			
Published	Cavallario JM, Van Lunen BL, Walker SE, Bay RC, Welch Bacon CE. The Influence of gender in preceptor-student dyads on student performance in clinical education: A report from the AATE Research Network. Journal of Allied Health. 2023;52(2):113-119.		Progressive Autonomy in Clinical Education	TBD
Published	Welch Bacon CE, Anderson BE, Cavallario JM, Van Lunen BL, Eberman LE. Content validation of the Athletic Training Milestones: A report from the AATE Research Network. Journal of Athletic Training. E-Pub Ahead of Print.	Available at: https://meridian.allenpress.com/jat/article/58/5/483/488564	Progressive Autonomy in Clinical Education	TBD
Published	Cavallario JM, Van Lunen BL, Walker SE, Bay RC, Welch Bacon CE. Implementation of patient-centered care by	10.3390/ijerph20085513	Progressive Autonomy in Clinical Education	2023



	athletic training students during clinical experiences; a report from the AATE Research Network. International Journal of Environmental Research and Public Health. 2023;20(8):5513.			
Published	Jones BC, Cavallario JM, Welch Bacon CE, Walker SE, Bay RC, Van Lunen BL. Characteristics of athletic training students' patient encounters during immersive and nonimmersive clinical experience: A report from the AATE Research Network. Athletic Training Education Journal. 2022;17(4):312-319.	10.4085/1062-6050-526-21	Progressive Autonomy in Clinical Education	2022
Published	Welch Bacon CE, Cavallario JM, Pike Lacy AM, Walker SE, Eberman LE. Educators' perceptions of student competence in athletic training education: A report from the AATE Research Network. Athletic Training Education Journal. 2022;17(3):241-249.	https://doi.org/10.4085/1947-380X-21-088	Progressive Autonomy in Clinical Education	2022
Published	Welch Bacon CE, Cavallario JM, Walker SE, Bay RC, Van Lunen BL. Characteristics of	10.4085/1062-6050-526-21	Progressive Autonomy in	2022



	patient encounters for athletic training students during clinical education: A report from the AATE Research Network. Journal of Athletic Training. 2022;57(7):640-649.		Clinical Education	
Published	Welch Bacon CE, Cavallario JM, Walker SE, Bay RC, Van Lunen BL. Core competency related professional behaviors during patient encounters: A report from the AATE Research Network. Journal of Athletic Training. 2022;57(1):99-106.	10.4085/542-20	Progressive Autonomy in Clinical Education	2022
Published	Cavallario JM, Welch Bacon CE, Walker SE, Eberman LE. Barriers to scholarship integration in professional athletic training programs and resources needed to overcome barriers: A report from the Association for Athletic Training Education Research Network. Athletic Training Education Journal. 2021;16(1):13-27	https://doi.org/10.4085/1947-380X-20-023	Pre-agenda	2021
Published	Mazerolle Singe S, Myers SL, Campbell M, Clements C, Eberman LE. Perceived	https://doi.org/10.4085/150118118	Pre-agenda	2020



	Challenges of Clinical Immersion in Professional Master's Programs: A Report from the Athletic Training Clinical Education Network. Athletic Training Education Journal. 2020;15(1):18-25.			
Published	Eberman LE, Walker SE, Cavallario JM, Welch Bacon CE. A report from the Athletic Training Clinical Education Network on scholarship requirements in professional athletic training programs. Athletic Training Education Journal. 2020;15(1):55-64.	https://doi.org/10.4085/150119053	Pre-agenda	2020
Status	Abstracts and/or Conference Proceedings		Research Priority	Date Published/ Presented
Accepted	Manspeaker S, Watkins N, Young JP. Preparing athletic trainers for interprofessional education and collaborative practice. Association for Athletic Training Education 2024 Symposium.		Interprofessional and Collaborative Practice	March 2024
Presented	Brown S. Recruitment and Retention in AT Education. March 2023.		Recruitment and Retention	March 2023



Presented	Manspeaker S, Watkins N, Young JP. Preparation and Practice of Interprofessional and Collaborative Practice: A Preliminary Report from the Association for Athletic Training Education Research Network. Eastern Athletic Trainers' Association Annual Meeting and Clinical Symposium.		Interprofessional and Collaborative Practice	January 2023
Published/ Presented	Jones BC, Cavallario JM, Welch Bacon CE, Walker SE, Bay RC, Van Lunen BL. Athletic training student core competency professional behavior implementation between immersive and non-immersive experiences: A report from the AATE Research Network. Journal of Athletic Training. 2021;56(6):S87.		Progressive Autonomy in Clinical Education	June 2021
Published/ Presented	Cavallario JM, Welch Bacon CE, Walker SE, Bay RC, Van Lunen BL. Influence of preceptor/ student gender bias on the implementation of core competency professional behaviors during clinical experience: A report from the AATE Research Network. Journal		Progressive Autonomy in Clinical Education	June 2021



	of Athletic Training. 2021;56(6):S272.			
Published/ Presented	Welch Bacon CE, Walker SE, Cavallario JM, Bay RC, Van Lunen BL. Athletic training student application of health information technology based on their role during patient encounters: A report from the AATE Research Network. Athletic Training Education Journal. 2021;16(4):323-324.		Progressive Autonomy in Clinical Education	June 2021
Published/ Presented	Welch Bacon CE, Cavallario JM, Walker SE, Bay RC, Van Lunen BL. Athletic training student application of the core competencies during clinical education: A report from the Athletic Training Clinical Education Network. Journal of Athletic Training. 2020;55(6):S81.		Progressive Autonomy in Clinical Education	July 2020
Published/ Presented	Jones B, Cavallario JM, Welch Bacon CE, Walker SE, Van Lunen BL. Athletic training student patient encounter characteristics during immersive and non-immersive experiences:		Progressive Autonomy in Clinical Education	July 2020



	A report from the Athletic Training Clinical Education Network. Journal of Athletic Training. 2020;55(6):S85.			
Published/ Presented	Cavallario JM, Welch Bacon CE, Walker SE, Bay RC, Van Lunen BL. The influence of student/preceptor gender dyads on the role of the athletic training student during clinical experience: A report from the Athletic Training Clinical Education Network. Journal of Athletic Training. 2020;55(6):S82.		Progressive Autonomy in Clinical Education	July 2020
Published/ Presented	Van Lunen BL, Welch Bacon CE, Walker SE, Cavallario JM, Bay RC. Characteristics of patient encounters for professional athletic training students: A report from the Athletic Training Clinical Education Network. Journal of Athletic Training. 2020;55(6):S86.		Progressive Autonomy in Clinical Education	July 2020
Published/ Presented	Pike Lacy AM, Welch Bacon CE, Cavallario JM, Walker SE, Eberman LE. Educators' Perceptions of Student Competence in Athletic Training Education: A Report		Progressive Autonomy in Clinical Education	July 2020



	from the Athletic Training Clinical Education Network. Journal of Athletic Training. 2020;55(6)Supplement: S-341.			
Published/ Presented	Myers SL, Campbell M, Mazerolle SM, Clements C, Eberman LE. Challenges Associated with Clinical Immersion in Athletic Training Education: A Report from the Athletic Training Clinical Education Network. Journal of Athletic Training. 2019;54(6)Supplement:S-65.		Pre-agenda	June 2019
Published/ Presented	Welch Bacon CE, Walker SE, Cavallario JM, Bay RC, Van Lunen BL. Athletic training student application of health information technology during clinical education: A report from the Athletic Training Clinical Education Network. Athletic Training Education Journal. 2018;13(4):390-391.		Pre-agenda	June 2019
Published/ Presented	Henning JM, Brown S, Taylor L, Anderson BE, Walker SE, Eberman LE. Elevating Undergraduate to Graduate Education Through the Substantive Change		Pre-agenda	June 2018



	Process: A Report from the Athletic Training Clinical Education Network. Journal of Athletic Training. 2018;53(6)Supplement:S-237.			
Published/ Presented	Welch Bacon CE, Cavallario JM, Walker SE, Van Lunen BL, Lindley TR, Eberman LE. Program directors' perceived barriers and resources necessary to conduct student scholarship within a professional athletic training program: A report from the Athletic Training Clinical Education Network. Journal of Athletic Training. 2018;53(6):S179		Pre-agenda	June 2018
Published/ Presented	Cavallario JM, Welch Bacon CE, Walker SE, Van Lunen BL, Lindley TR, Eberman LE. Perceptions of scholarship requirements in professional athletic training programs: A report from the Athletic Training Clinical Education Network. Journal of Athletic Training. 2018;53(6):S178.		Pre-agenda	June 2018
Published/ Presented	Cavallario JM, Welch Bacon CE, Walker SE, Bay RC, Van		Pre-agenda	Feb 2018 / June 2018



	Lunen BL. Athletic training student application of patient centered care during clinical education: A report from the Athletic Training Clinical Education Network. Athletic Training Education Journal. 2018;13(4):392.			
Published/ Presented	Walker SE, Cavallario JM, Welch Bacon CE, Bay RC, Van Lunen BL. Athletic training student application of interprofessional education during clinical education: A report from the Athletic Training Clinical Education Network. Athletic Training Education Journal. 2018;13(4):391-392.		Pre-agenda	Feb 2018 / June 2018
Published/ Presented	Jones BC, Welch Bacon CE, Cavallario JM, Walker SE, Bay RC, Van Lunen, BL. Athletic training student application of quality improvement during clinical education: A report from the Athletic Training Clinical Education Network. Athletic Training Education Journal. 2018;13(4):392-393.		Pre-agenda	Feb 2018 / June 2018
Published/ Presented	Van Lunen BL, Cavallario JM, Walker SE, Bay RC,		Pre-agenda	Feb 2018 / June 2018



<p>Welch Bacon CE. Athletic training student application of evidence-based practice during clinical education: A report from the Athletic Training Clinical Education Network. Athletic Training Education Journal. 2018;13(4):390.</p>			
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