

Health Science Fieldwork Manual

A description of the SUNY Cortland Health
Department's Fieldwork program to help guide
agency supervisors, faculty, and students

Revised February 4, 2009

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Introduction

The value of pre-professional education lies with the ability of the individual to apply the knowledge and skills gained in the academic setting. The fieldwork experience provides students with an opportunity to apply that which was gained in the classroom, and to further develop competence, professional skills, and insight into the health field.

Fieldwork experiences are the culmination of the undergraduate student's education via the Health Department at SUNY Cortland. As such, the faculty considers the experience to be of paramount importance. Consequently, with consultation from individuals at various health agencies, we strive to make the experience as professionally worthwhile as possible.

Noted developmental psychologists have described how individuals go through different stages in their lives. The transition from high school to college marks the end of one aspect of one's life and the beginning of another. Similarly, the Fieldwork Studentship characterizes another end and another beginning. At this point in one's own development, one progresses from the role of student to that of a health professional. Fieldwork Students should recognize that this fieldwork experience intends to serve as a springboard for future service in the health field. May the beginning of the next change in your life, that of being a Fieldwork Student, be fulfilling and stimulating.

Field Experience Guidelines

We believe that by placing a student in a community health or health service setting, he/she will receive the following as minimal experiences:

1. Insight into the functions of public health agencies, official, voluntary and health services.
2. Knowledge of the work of this particular agency and others in the community.
3. Understanding of the relationships among the agencies in the community directly or indirectly involved with the health of the people.
4. Observation of the various methods and procedures used in communication with administration, other agencies, as well as the clientele of the agency.
5. A chance to experience in depth the principal work of the agency.

We hope that the placement will be a mutually beneficial arrangement for the student, agency and its clientele. These criteria have been kept general so that the uniqueness of the agency and the Fieldwork Student's talents may be taken into consideration to maximize the experience for all.

By the end of the Fieldwork Experience, Fieldwork Students should be completely familiar with:

- A. The purpose and functions of the agency
- B. Duties of each staff member
- C. Relationship with other community and government agencies
- D. The organization's financial framework
- E. The rationale for his/her position in the agency

Requirements For Beginning The Field Experience

Students enrolled in the Health Science program are required to complete two quarters of Fieldwork Experience. Students may choose two functionally and structurally different types of agencies for eight weeks each or one agency for the entire semester. The choice of one or two agencies often depends on the student's interests and the needs of the various agencies.

The Coordinator of Field Experiences in Health is responsible for placements in all community health agencies. Agencies are selected on the basis of student's career interests, relation to community health, facilities and personnel. Only those agencies that have an approved internship program with the Health Department at SUNY Cortland can be considered for a Fieldwork Experience.

Student Eligibility Requirements:

1. Grade point average of 2.50
2. No "incomplete" courses
3. All required health courses must be completed
4. One cannot be on academic probation

Health Department

Fieldwork GPA Eligibility Policy

1. A cumulative GPA of 2.5 is required to participate in Fieldwork
2. Preliminary **fall** semester placements are made during the spring of the previous academic year and in order for such a preliminary placement to be made, the student must be eligible for Fieldwork by the end of the first summer session. That is, when grades are reviewed in May and/or at the end of the first summer session, the student must have a 2.5 cumulative GPA. Any student who has not achieved GPA eligibility by that time will not be allowed to participate in fall Fieldwork.
3. Preliminary **spring** placements are made during the fall of the academic year in which Fieldwork is desired and in order for such preliminary placements to be made, the student must be eligible for Fieldwork by the end of the fall semester. That is, when fall grades are reviewed in January, the student must have a 2.5 cumulative GPA. Any student who has not achieved GPA eligibility by that time will not be allowed to participate in spring Fieldwork. Winter session grades cannot be counted in determining eligibility for spring fieldwork.
4. Preliminary **summer** placements are made during the fall of the academic year in which summer Fieldwork is desired and in order for such preliminary placements to be made, the student must be eligible for Fieldwork by the end of the fall semester. That is, when fall grades are reviewed in January, the student must have a 2.5 cumulative GPA. Winter session grades can be used to determine eligibility for summer fieldwork. Any student who has not achieved GPA eligibility by that time will not be allowed to participate in summer field work.
5. Any student who is eligible for Fieldwork at the time of preliminary placement, but whose GPA falls below 2.5 subsequent to the preliminary placement becomes ineligible and will not be permitted to begin Fieldwork as originally planned.

Please note: the term “preliminary placement” is used above to indicate that the Fieldwork placement is not actually made until the student has cleared all eligibility requirements. This includes completion of all required course work, achievement of GPA, removal of any incompletes, etc.

**** This document only discusses the GPA requirement related to Fieldwork. There are a variety of other academic requirements that must also be met prior to a student receiving permission to register for Fieldwork experience.***

Approved February 2, 2005, Revised April 30, 2005.

Responsibilities and Expectations of the Fieldwork Student

- 1) The Field Work Student is expected to contact their college supervisor prior to beginning their Fieldwork Experience.
- 2) The Fieldwork Student is expected to work a full 7-8 hour day and 35 - 40 hours a week in the agency for the duration of the experience. Fieldwork Students are to follow agency schedules and not the college calendar. Evening and/or weekend work is an integral part of many agencies and therefore the Fieldwork Student may be required to exchange daytime hours for evening work.
- 3) The Fieldwork Student is responsible for any confidentiality required by his/her position and should be aware of the consequences of violating that confidentiality. Discuss with your immediate supervisor what the agency considers confidential.
- 4) The Fieldwork Student is financially independent of his/her agency and is not expected to receive any monetary stipends for the work performed while in that agency's service. Travel expense incurred while working for the agency should be remunerable by the agency.
- 5) The Fieldwork Student is responsible for submitting a detailed log (diary) to his/her college supervisor with a copy submitted to the agency supervisor at the end of each week of the Fieldwork Experience.
- 6) The Fieldwork Student is responsible for being on the job each day of the week. There are no unexcused absences during a field experience and all absences due to illness must be reported to the appropriate agency before 7:00 a.m. of the day in question. For other anticipated absences, the "Request for Absence" form must be submitted to the college supervisor at least one (1) week prior to the intended absence.
- 7) At the end of each semester, the Fieldwork Student is responsible for submitting the "Summary Record of Absences During Fieldwork" form to the college supervisor. This summary will include all of the dates of absence from the job, full or half day and the reasons for the absence.
- 8) All assigned work must be typed, double-spaced, prior to submission. Email correspondence is encouraged. (See college supervisor contact information)

The Team Triangle Concept (student, agency, college supervisor)

The fieldwork experience involves a partnership between the student, the agency supervisor, and the college supervisor. Each member of the fieldwork “team” plays an integral role in fostering a successful student fieldwork experience. The student will bring to the agency a foundation of knowledge gained from their classroom career. In turn, the agency supervisor will provide the student with an opportunity to build upon this foundation by developing professional skills and experiences. The college supervisor will serve as a liaison between the student and the agency supervisor throughout the fieldwork experience.

Expected Outcomes

The Fieldwork Student from SUNY Cortland is expected to display the following professional characteristics at all times while representing his/her community health agency and SUNY Cortland:

- A. Openness to suggestions and constructive criticism
- B. Sensitivity to the needs of the agency, fellow workers and clients
- C. Punctuality
- D. Initiative
- E. Professional appearance
- F. Thoroughness in the performance of responsibilities
- G. Confidentiality

Sole responsibility rests upon the Fieldwork Student for:

- A. Development of knowledge pertinent to his/her position.
- B. Development of required skills necessary to carry out his/her job.
- C. Completion of ALL assigned duties.
- D. Professionalism in all matters concerning the agency.
- E. Adherence to protocol of the agency.
- F. Development of a professional working relationship with college and immediate supervisors, administrators within the agency, fellow professionals, volunteers and clients.

Job Description

Each Fieldwork Student is responsible for developing a job description of his/her duties during the Fieldwork Experience. This should be approved by the agency supervisor and forwarded to the College supervisor by the end of the third week of the Fieldwork Experience. Job description examples can be found in the appendices.

Logs

Students will keep a daily log throughout the fieldwork experience. The daily log will document the tasks performed by the student. In addition, the student is encouraged to reflect upon their experiences, and include commentaries within their daily logs. The daily log will be word-processed, and be mailed (via email) to the college supervisor every Monday. **See example**

Project

During Fieldwork, each student will pursue a major project and/or several minor projects related directly and integrally with the agency's mission. Each project must receive prior approval of the college supervisor and agency supervisor, accomplished through the **proposal** process. A **sampling of acceptable projects** is included in this manual. This project must be complete by the end of the Fieldwork Experience.

In a few agencies, the project is not feasible. This will be handled by the Coordinator of Field Experience in Health (in consultation with the agency supervisor).

Field Experience Summary Report

A report with the following contents is required of each Fieldwork Student.

Title: The Organization and Operation of (Agency name)

- I. Documentation of the history and development of the agency.
- II. Description of the goals, objectives, and services of the agency. (An account of the relationship of this agency to other community health programs is to be included.)
- III. Description of the administrative and operational aspects of the agency.
- IV. Description of the financial aspects of the agency.
- V. Analysis of the political forces which influence agency programs and operations.
- VI. Presentation of actual and potential problems confronting the agency.

An **example of the Summary Report** is provided in the appendices.

College Supervisor Roles And Responsibilities

Fieldwork Students should expect college supervisor visits once every semester. Students who are at an extended distance from campus will not have a supervisory visit, but will maintain regular telephone or email contact with the college supervisor.

The college supervisor is also expected to maintain correspondence with the Fieldwork Student and the agency supervisor several times during the quarter.

The college supervisor will make final decisions for grading the Fieldwork Student **in consultation with the agency supervisor**. These pending decisions will be made known to the Fieldwork Student within a reasonable time period to allow the Fieldwork Student to make adjustments where deemed necessary. The grading system used in the Fieldwork Experience program is the approved college system of Highly Satisfactory, Satisfactory and Unsatisfactory, H, S and U. (If any of the final requirements, or projects, or other materials are not submitted by the due dates, a grade of incomplete will be registered.)

Agency Supervisor Roles And Responsibilities

Minimum Expectations For Agencies Regarding Student Fieldwork Experiences

1. Provide and develop **job description** with the Fieldwork student.
2. Encourage appropriate student attendance and/or participation in departmental meetings, workshops and conferences.
3. Encourage Fieldwork student initiative on agency projects (new or ongoing).
4. Encourage Fieldwork student observation/participation in official protocols for example, report writing and grant activities.
5. Enable Fieldwork student to become familiar with federal, state and local legislation pertaining to agency's areas of responsibility.
6. Acquaint the Fieldwork student with agency's mission, goals and roles in the community and the general public health scene.
7. Explain the role of the various departments within the agency in relation to the agency as a whole.
8. Assist the Fieldwork student when feasible in identifying and developing a **special project** related to the mission of the agency.
9. Complete **Fieldwork Student Performance Evaluations** once per quarter.
10. Agree to meet with the college supervisor within the first four weeks of the experience (this applies only to agencies within visiting distance).
11. Clarify what the agency considers confidential for the Fieldwork Student.
12. Submit appropriate **college supervisor checklist**.

Evaluations

The Fieldwork Student will be **evaluated** formally at least twice during the experience by the agency supervisor. Evaluations should be completed midway into the Fieldwork Experience and during the last week of the placement. The agency supervisor should discuss each evaluation with the Fieldwork Student so as to help the student in understanding strengths as well as areas where improvement is desirable. The evaluation will be forwarded to the college supervisor at the end of the Fieldwork Experience for purposes of assigning a final grade.

Appendices

How to Establish an Internship Relationship with the Health Department at SUNY College at Cortland

Agencies wishing to establish an internship relationship with the Health Department at SUNY College at Cortland should do the following:

1. Review our Internship Manual online and be particularly familiar with the “Minimum Expectations for Agencies Regarding Student Fieldwork Experiences.
2. Send a letter of interest including a copy of your agency’s brochure to the Coordinator of Field Experiences in Health
3. The Coordinator will contact the agency representative to discuss affiliation agreements and other logistical issues
4. If this is a clinical internship, a Clinical Affiliation Agreement will be executed between the agency and SUNY College at Cortland before placements are made. Non-clinical placements will be handled in-house.

Please send all correspondence to:

*Dr. Ben E. Wodi,
Coordinator of Field Experiences in Health
206 Moffett Center*

P. O. Box 2000 Cortland, NY. 13045

E-mail: wodib@cortland.edu

Telephone: (607) 753-2989

JOB DESCRIPTION (Example 1)

Name:

Job Title: Student Intern

Status: Field Intern Student from State University College at Cortland Cortland, New York 13045

Agency: General Electric

Reporting to: Mr. Charles Moleski, Manager of Safety and Employee Services

The Safety Department at General Electric is responsible for maintaining a safe and healthy environment for every employee in the company, whether they are workers in the plant or in administrative positions. This is done through the use of personal protective equipment, (goggles and respirators), employee education engineering control of toxic chemical and fire prevention. Routine inspections conducted by the government and the company, ensure that these measures are enforced and effective.

General Responsibilities:

1. Expand G. E. Binghamton toxic substance inventory.
2. Obtain acute and chronic health and safety information for the expanded toxic substance inventory.
3. Gain exposure to industrial hygiene surveys.
4. Gain exposure to respiratory protection training.

Specific Duties:

1. Maintain the inventories compliance with Federal OSHA health regulations.
2. Make sure all necessary substances and information are included in and comply with the "Right to Know Law."
3. Make sure the inventory is maintained in a manner that complies with G. E. Company's Health Hazard Education requirements.
4. Expand the inventory from 60 major items to include additional materials used by the G. E. employees.
5. Gather information to be added to the Health Hazard Education Program.
6. Obtain data from the manufacturers regarding the health hazards of their chemicals.
7. Attend Department of Labor inspections of the plant.
8. Attend surveys conducted by the company's Industrial Hygienist.
9. Review G. E. Environmental Health Management Program information.
10. Review previous G. E. Health Hazard Information Workshops and G. E. Health Bulletins.
11. Update and organize the Material Safety Data Sheets currently on file.
12. Maintain the inventories compliance with Federal OSHA health regulations.
13. Make sure all necessary substances and information are included in and comply with the "Right to Know Law."
14. Make sure the inventory is maintained in a manner that complies with G. E.

- Company's Health Hazard Education requirements.
15. Expand the inventory from 60 major items to include additional materials used by the G. E. employees.
 16. Gather information to be added to the Health Hazard Education Program.
 17. Obtain data from the manufacturers regarding the health hazards of their chemicals.
 18. Attend Department of Labor inspections of the plant.
 19. Attend surveys conducted by the company's Industrial Hygienist.
 20. Review G. E. Environmental Health Management Program information.
 21. Review previous G. E. Health Hazard Information Workshops and G. E. Health Bulletins.
 22. Update and organize the Material Safety Data Sheets currently on file.

JOB DESCRIPTION (Example 2)

1. Agency: Cortland County Health Department
2. Job Title: Student Intern from SUNY Cortland
3. Student Name:

GENERAL RESPONSIBILITIES

1. Insight into the general functions of the Cortland County Health Department and the specific functions of the division of Environmental Health.
2. Knowledge of the Department's role in the community and general public health scene.
3. Understanding of the direct and indirect relationships between the Cortland County Health Department and other agencies in the community.
4. Observation of the various programs involved in the Department and the Division, including the methods and procedures used to implement these programs.
5. Investigate in depth where possible, the principal work of the Division through on the job experience.

SPECIFIC DUTIES

1. Keep a daily log of activities for the Agency and College supervisors.
2. Observation and participation in various office activities including report writing, form completion, filing methods, telephone use.
3. Observe and participate in field activities where possible.
4. Perform visitations and interviews of persons and divisions within the Health Department, and various agencies within the community.
5. Review pertinent reading materials such as:
 - State Sanitary Code
 - Public Health Laws
 - Periodicals
 - Office and field procedures and technical manuals

Sample Field Experience Summary Report

AGENCY: New York State Department of Health
 ADDRESS: Empire State Plaza, Corning Tower, Albany, New York 12237
 ADMINISTRATOR: Philip C. Nasca, Ph.D.
 AGENCY SUPERVISOR: Holly L. Howe, Ph.D.
 STUDENT INTERN: Steve Littman
 DATE: September 4 through December 19, 1990

The Organization And Operation Of The Cancer Surveillance Program

I. Documentation of the history and development of the agency:

The Cancer Surveillance Program was established in 1981 due to a growing concern regarding Love Canal and other environmental/cancer related situations. In 1981, the Cancer Surveillance Committee was formed and was organized by Philip C. Nasca and later by Mark Baptiste. In April of 1983, Susan Standfast became the first full time director, followed by Edward Fitzgerald in March of 1985 and then by Holly Howe in June of 1985. The number of requested cluster investigations has increased rapidly since the committee was originally formed

II. Description of the goals, objectives, and services of the agency:

The Cancer Surveillance Unit attempts to investigate cancer clusters in order to determine if there is a higher than normal incidence or risk of cancer in a given area, usually a town. If there is a high incidence, further phases of investigations are conducted in order to locate a possible source or cause of the high incidence. The Cancer Surveillance Unit works closely with county and local health departments.

III. Description of the administrative and operational aspects of the agency:

The Cancer Surveillance Unit contains a Director, four to five staff members, three statisticians, and a secretary. Most of the staff work on clusters but also have other non-related projects

IV. Description of the financial aspects of the agency:

The Cancer Surveillance Program is funded by a Preventive Block Grant from the Federal Government channeled through the State. The funding is generally ongoing as long as the demand is present.

V. Analysis of the political forces which influence agency programs and operations:

Many requests for investigations are received by political officials due to a concern of their constituents. Depending on the power of the politician in that particular situation, political pressure can be a strong force and priority conflicts may arise.

VI. Presentation of actual and potential problems confronting the agency:

Aside from the problem of political pressure, the major problem confronted is that of more cluster investigations waiting to be completed than can be handled. The Cancer Surveillance Unit is understaffed and every time the media comes out with a story on environmental hazards, the unit receives more requests for investigations.

VI. Presentation of actual and potential problems confronting the agency:

Aside from the problem of political pressure, the major problem confronted is that of more cluster investigations waiting to be completed than can be handled.

Outline of Project Proposal

Title of project:

Provide a complete title of the project (follow APA Style)

Purpose of the project:

Provide a description (an abstract) of the project and the reason for selecting the project. Include in your description, expected outcomes and the benefit to you and the agency

Methods for data collection:

Describe the methods that you will use to gather the data/information for this project. For example, will you gather data via telephone interview, face to face interview, questionnaires (administered by telephone, in person or by mail)?

Result (data analysis and discussion):

How will you analyze your data? Qualitative analysis? Quantitative Analysis?

Summary and conclusions:

Project starting date?

Project submission Date?

References:

List a minimum of five references that have already been reviewed for this project.

****Submit proposal to your college supervisor by the third week of the internship**

Format For Writing The Internship Project

Introductory Remarks
Procedure for Data (Information) Collection
Results/Discussion
Summary/Recommendation

Note:

The narrative must be properly referenced including a bibliography page and appendices (where applicable)

A sample is enclosed

Project should be no more than 10 pages, typed double-spaced

A Sample Project

PROPRIOCEPTIVE CONSIDERATIONS IN KNEE REHABILITATION: Enhancing knee rehabilitation with exercises that increase joint awareness and proprioception.

My project involved collecting research articles and speaking with other physical therapists and athletic trainers to determine what exercises could be used to increase proprioception and joint awareness in an individual with a serious knee injury. I was prompted to study this with the suggestion from my agency supervisor, Tony Surace. At the Mount St. Mary's Hospital Physical Therapy Department, there are many patients who come to have rehabilitation especially during the last weeks of therapy. Tony and I have noticed that some of the therapists often neglect proprioceptive exercises which can be very beneficial by preventing further injury.

Since the Physical Therapy Department requires all student interns to preform an In-Service Program, this seemed like it would be informative for myself and the rest of the staff. After researching a topic, each student must present his or her findings to the PT staff. It is a great learning opportunity for everyone. Hopefully, some of the therapists will add some exercises to their programs that they created for their patients, thus making a better rehabilitation program. Some of the past presentations have been on Aquatic Therapy and Joint Mobilization.

Procedure for Data Collection:

I did rough estimate on how many patients did proprioceptive exercises before the end of their rehab, and it was only about 20%. This relatively low number indicates that many of the Physical Therapists in the department need a refresher on the topic so they can give their patients the best care possible.

After noticing the need for more proprioceptive work in knee rehabilitation, I began to research the topic at the University of Buffalo Health Science Library. Once I narrowed my sources down from SPORT Discus, I discovered that U.B. didn't have some of the journals that I would need for the research. I had to do an intra-library loan in order to get some of the material. Other research materials were obtained by the Mount St. Mary's Hospital Library. I received more information by speaking to Andy Spence, the Assistant Athletic Trainer for Oneonta State. He had done a great deal of research on the topic and was a valuable resource.

Results and Discussion:

After any significant injury, there is almost always a lengthy rehabilitation process. One area of neuromuscular control that is lost through injury and surgery is proprioception. According to Lephart (1994), "proprioception is defined as a specialized variation of the sensory modality of touch that encompasses the sensations of joint movement and joint position" (p. 119). In order for the muscles to stabilize the knee, there must be neurological feedback; therefore proprioception needs to be stressed in knee rehabilitation. A healthy individual that works on proprioception is less vulnerable to injuries, so there is a correlation between injury and inferior proprioceptive exercise in

rehabilitation.

Dynamic support for the knee is achieved through preparatory and reflexive neuromuscular control. In the knee, the primary dynamic stabilizers are the quadriceps, hamstrings and gastrocnemius. Swanik, Lephart, Giannantonio, and Fu (1997) believe that because of the orientation and contractile properties of the muscles, a wide array of movement can be achieved, while excessive joint motion is restricted. In a rehabilitated knee, the muscles must be able to function to still provide movement, but it is even more important that they be able to stabilize the knee. Proprioceptive exercises will help the muscles to learn their function of stability.

The two types of mechanoreceptors in the muscles are the muscle spindle and the Golgi tendon organ. "Muscle spindles are imbedded within skeletal muscle and detect muscle length and rate of length changes" (Swanik, et al., 1997). Muscle spindles are stimulated by length change and are able to mediate muscle activity. The Golgi tendon organ is responsible for monitoring muscle tension and will inhibit antagonist muscles (Swanik, et al., 1997). With the two mechanoreceptors working properly the muscles will be able to dynamically stabilize the knee. Repetitive proprioceptive exercises will stimulate the two mechanoreceptors.

According to Wilk, Zheng, Fleisig, Andrews and Clancy (1997) closed kinetic chain exercise is the best form of exercise for the ACL reconstructed knee patient for several reasons. "Aside from mimicking functional activities, it has been suggested that exercises with isolate specific joints (like in open kinetic chain) in the lower extremity do not prepare the patient for weight-bearing functional activities and may predispose the patient to injury secondary to inappropriate muscular and neuromuscular training" (Wilk, et al., 1997). This statement would add credibility to the importance of neuromuscular training through proprioceptive exercises. Joint control in the knee, through proprioception, will aid in function activities.

According to protocol developed by Blair and Wills (1991), for rapid ACL rehabilitation, after just 3 weeks postoperatively, proprioceptive exercises should begin. The authors suggest the use of a balance board in multiple directions. Once at 6 weeks postoperatively, it is time to add intense proprioception. The authors suggest a quarter-squat with tubing on a board, toe raises, balance board walking, slide board, Fitter and Pogo ball exercises (Blair & Wills, 1991). These exercises are to be performed until at least 3 months postoperatively, and then light running and cutting drills are recommended. Zig-zag running, jumping rope, and trampoline hops are good progressions to follow (Blair & Wills, 1991).

Lephart's program is similar in progression, but is not specific to ACL reconstructed patients. Many of the exercises that he recommends can be used in A&A patients as well as total knee replacements. Of course, 70 year olds who had a TKR surgery will not be doing the running and jumping since their activities of daily living do not require them to do so. During Phase I on Lephart's program (1997), balancing progressions are recommended, starting on both feet, then just the injured leg, then with eyes closed, and finally with a different surface. Perrin (1995), recommends applying a light force from an unknown direction so that the patient has to stabilize the knee in order to maintain his/her balance.

Phase II offers a number of exercises that encourage turning and changing direction. Exercises include: mini trampoline hopping and jogging, Pogo ball hopping,

sport activity on an unstable platform (ie. Dribbling a basketball), slide board activities and plyometrics (Lephart, 1997). All of these exercises work the mechanoreceptors of the muscles to provide for better balance and a more stable knee joint.

Phase III exercises prepare the previously injured person for kinesthetic and agility training. The exercises include Carioca crossover maneuvers, 4-corner running and reaction cutting drills. Phase IV often incorporates sport-specific drills for athletes coming back from surgery (Lephart, 1997). These drills focus on the mechanics of the sport and provide a progression for the athlete to ease back to full activity. Although these exercises may not be used by older patients who had surgery, the Phase I exercises will certainly be beneficial for them.

Summary and Comments:

This project was a good experience for me because I had to do complete research for the topic. This marked the first time that I needed to have an intra-library loan in order to get my information. I also used good time management skills, because if I didn't start when I did, I wouldn't have been able to finish on time due to the time it's takes for intra-library loan. This was also a good experience as far as presenting before an audience.

Since this project, I am more familiar with proprioceptive exercises for knee rehabilitation, and I also know that the rest of the staff is too. It seems that now that the therapists are better informed, the patients will be receiving even better care from a more knowledgeable staff. This project gave me a great feeling of confidence as a professional in the field of health.

References

Blair, D. F. & Wills, R. P. (1991). "Rapid Rehabilitation Following Anterior Cruciate Ligament Reconstruction". *JNATA* 26: 32-40.

Lephart, S.M. Restabilishing Proprioception, Kinesthesia, Joint Position Sense, and Neuromuscular Control in Rehabilitation. In C. Prentice, W. (2nd Ed.), *Rehabilitation Techniques in Sports Medicine* (pp. 118-136). St. Louis, MO: Mosby Year Book Inc.

Perrin, D. H. (1995) *Athletic Taping and Bracing*. Champaign: Human Kinetics, 28.

Swanik, C.B., Lephart, S.M., Giannantonio, F.P., & FU, F. H. (1997). "Reestablishing Proprioception and Neuromuscular Control in the ACL-Injured Athlete". *Journal of Sport Rehabilitation* 6: 182-206.

Wilk, K. E., Zheng, N., Fleisig, G. S., Andrews, J.R., & Clancey, W. G. (1997). "Kinetic Chain Exercise: Implications for the Anterior Cruciate Ligament Patient". *Journal of Sport Rehabilitation* 6: 125-143.

Daily Log Example

Monday 3/17 I spent all day in the hospital helping to set up some St. Patrick's Day displays in the lobby and helping the auxiliary set up their table to sell green flowers and some baked goods. After the sale was over we passed the leftover flowers out to the geriatrics ward and gave some of the kids in pediatrics some cookies.

Tuesday 3/18 This morning I delivered some items over to the awards and gift shop to be plaqued. I then prepared a letter to Maxine Post, presiding Officer Suffolk County Legislators, asking her to attend and please speak at a dinner being held to honor all the volunteers and auxiliary. I then continued working on my project.

Wednesday 3/19 We began to share an office with some people from the Project Liberty program. I wasn't sure what they exactly did but I sat with them for the day. They are actually a program that helps people deal with the tragic 9/11 events and offer people a way to cope with all that's going on. Beth, one of the workers, actually began in the Southside psych ward until she moved into this position. She told me that it is very rewarding work. After I sat with them for a while, Carol and I began to lay out the plans for the April issue of Side News, the employee newsletter. I am going to be in charge of writing about the St. Patrick's Day events and about the new rehabilitation medical director.

Thursday 3/20 today I began my piece on the auxiliary sale on St. Patrick's Day. I wrote about how they did and what I thought about it. I then helped Carol organize the grand opening of the wound center for tomorrow, making phone calls to make sure the media is coming and reminding doctors of the morning open house. I then continued with my marketing plan.

Friday 3/21 Today we set up for the grand opening of the wound center. We set up tables of food for the doctor's open house in the morning. There was then a little presentation with a couple of doctors speaking a few words about the new center. We then all toured through it. Later was the public's viewing, complete with a ribbon cutting ceremony.