

STACY E. WALKER, PhD, ATC, FNATA

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EDUCATIONAL RECORD

The University of Southern Mississippi, Hattiesburg, MS

Doctor of Philosophy, Human Performance, Emphasis in Administration and Teaching,
August 2001.

Dissertation Project: The Effect of Two Instructional Methodologies on the Critical Thinking Skills of Undergraduate Athletic Training Students

The University of Tennessee at Chattanooga, Chattanooga, TN

Master of Science in Athletic Training, Emphasis in Sports Management, August 1999.

Thesis Project: The Effects of Open versus Closed Kinetic Chain Ankle Exercises on Dynamic Stability

Clarion University of Pennsylvania, Clarion, PA

Master of Science in Special Education, Rehabilitative Sciences Specialization, May 1998.

Thesis Project: Concussion Protocols Practiced in the High School versus Collegiate Setting

Southern Illinois University, Carbondale, IL

Bachelor of Science in Physical Education, Athletic Training Specialization in a CAAHEP-accredited program, May 1996.

TEACHING EXPERIENCE

Full Professor, Ball State University; Fall 2018 to present

Associate Professor, Ball State University; Fall 2011 to Summer 2018

Assistant Professor, Ball State University; Fall 2004 to Summer 2011

Graduate Courses

AT	601	Introduction to Clinical Practice
AT	605	Emergency Procedures
AT	615	Medical and Pharmacological Aspects of Athletic Training
AT	617	Medical Documentation and Healthcare Informatics
AT	619	Behavioral Health
AT	653	Advanced Diagnostic Techniques
AT	657	Seminar in Athletic Training
AT	659	Administration and Leadership
AT	670	Athletic Training Clinical I
AT	671	Athletic Training Clinical I
AT	675	Athletic Training Clinical IV
AT	693	Practice-Based Research
AT	695	Athletic Training Research (Online)
ACE	670	Sport Safety and Injury Prevention (Online)

Undergraduate Courses

AT	196	Introduction to Athletic Training Lecture/Lab
AT	240	Prevention and Care of Musculoskeletal Injuries /Lab
AT	370	Lower Extremity Injury Evaluation in Athletic Training Lecture/Lab
AT	371	Upper Extremity Injury Evaluation in Athletic Training Lecture/Lab
AT	374	Organization and Administration of Athletic Training
AT	392	Practicum in Athletic Training
AT	477	Psychosocial Aspects of Sport Medicine/Behavioral Health
AT	492	Practicum in Athletic Training
AT	495	Medical and Pharmacological Aspects of Athletic Training /Lab
NUR	340	Pharmacology
EXSI	292	Human Anatomy

Guest Faculty Member, A.T. Still University; February 2022, 2021, 2019, 2018, 2017
 Doctor of Athletic Training Winter Institute.

Guest Faculty Member, Indiana State University; December 2019, 2018, 2017
 Doctor of Athletic Training Weekend.

Assistant Professor, William Paterson University; Fall 2001 to Spring 2004

PEAT	267	Prevention and Care of Athletic Injuries
PEAT	268	Prevention and Care of Athletic Injuries Lab
PEAT	373	Advanced Athletic Training
PEAT	375	Internship in Athletic Training
PEAC	160	Safety First Aid and CPR
PEAC	250	Kinesiology
CSH	250	Integrated Research Methods/Statistics #1
CSH	350	Integrated Research Methods/Statistics #2

Instructor, The University of Southern Mississippi; Fall 1999 to Spring 2001

HPR	218	Athletic Training Medical Terminology
HPR	219	Organization and Administration of Athletic Training Programs
HPR	274	Taping and Wrapping of Athletic Injuries
HPR	301L	Kinesiology Laboratory
HPR	370	Care and Prevention of Athletic Injuries

Assisted Instruction in the Following Courses

The University of Southern Mississippi; Fall 1999 to Spring 2001

HPR	374	Evaluation of Athletic Injuries I, Teaching Assistant
HPR	375	Evaluation of Athletic Injuries II, Teaching Assistant
HPR	479	Seminar in Athletic Training, Visiting Lecturer, Pharmacology, Respiratory, Antibiotic and Gastrointestinal Drugs

Instructor, The University of Tennessee at Chattanooga; Fall 1998, Spring 1999

EHLS	340	Introduction to Athletic Injuries (team taught).
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SCHOLARSHIP AND CREATIVE ACTIVITY

‡Doctoral Student paper, Lead Faculty Mentor

†Doctoral Student paper, Faculty Mentor

Refereed Publications

1. Thrasher AB, **Walker SE**, Cavallario JM. The impact of onboarding during transition to practice for newly credentialed athletic trainers. *J of Athl Train Educ Practice*. 2025;21(3):257–264. DOI 10.4085/1947-380X-25-009
2. Welch Bacon CE, Cavallario JM, **Walker SE**, Bay RC, Van Lunen BL. Athletic training students' use of health information technology in professional behaviors during clinical experiences. *J Athletic Train*. 2025;60(10):746–753. DOI 10.4085/1062-6050-0138.24
3. Cavallario JM, Pribesh SL, **Walker SE**. Comparing immersive and non-immersive clinical experiences in athletic training education: Effects on student engagement and confidence. *Athl Train Educ J*. 2025;20(1):23–32. DOI 10.4085/1947-380X-24-049
4. Thrasher AB, **Walker SE**, Cavallario JM. Newly credentialed athletic trainers' onboarding process during the transition to practice. *J Athl Train*. 2025;60(1):70–81. DOI 10.4085/1062-6050-0073.24.
5. Armstrong KJ, **Walker SE**, Woofter BL, Brown, AN. Current uses of simulation and standardized patients in athletic training education: Uses for teaching and evaluation and barriers to use. *Athl Train Educ J*. 2024;19(3):173–184. DOI 10.4085/1947-380X-23-041
6. Welch Bacon CE, Cavallario JM, **Walker SE**, Bay RC, Van Lunen BL. Implementation of evidence-based practice by athletic training students during clinical experiences: A report from the AATE Research Network. *Int J Athl Ther Train*. 2024;29(5):285-290. DOI 10.1123/ijatt.2023-0132
7. Hankemeier DA, Williams R, Wilkins N, Manspeaker S, Clements C, **Walker SE**, Young J, Eberman LE. Interprofessional collaborative practice in professional and residency athletic training programs. *Athl Train Educ J*. 2024;19(2):84–94. DOI 10.4085/1062-6050-043.23
8. Manspeaker SA, Young JP, Wilkins NA, Clements C, Hankemeier DA, Williams R, **Walker SE**, Eberman LE. Preparing the athletic trainer for interprofessional collaborative practice: A report from the Association for Athletic Training Education Research Network. *Int J Athl Ther Train*. 2024;29(3):115-118. DOI 10.1123/ijatt.2023-0065

9. Strout Kemper NR, Cavallario JM, **Walker SE**, Welch Bacon CE. Athletic trainers' experiences developing and maintaining contemporary expertise. *Athl Train Educ J*. 2023;18(4):297–309. DOI 10.4085/1947-380X-22-049
10. Eberman LE, Armstrong TA, Neil ER, Kirby JL, Vanderhoof KM, **Walker SE**. Interprofessional team collaboration for routine and emergent mental health concerns among collegiate student-athletes: A case series from the Association for Athletic Training Education Research Network. *J Athl Train*. 2023;58(9):747–750. DOI 10.4085/1062-6050-0614.22
11. Jones BE, Cavallario JM, Van Lunen BL **Walker SE**, Bay RC, Welch Bacon CE, Athletic training student core competency professional behavior implementation between immersive and non-immersive clinical experiences: A report from the AATE research network. *Athl Train Educ J*. 2023;18(3):114–121. DOI 10.4085/1947-380X-22-035
12. Young J, Neil ER, Granger K, **Walker SE**, Chadburn J, Eberman LE. Preparedness, confidence, and best practices in preventing, recognizing, and managing mental health cases in National Collegiate Athletic Association Institutions. *J Athl Train*. 2023;58(2):156–162. DOI 10.4085/129-20
13. Edwards NA, Dickin DC, **Walker SE**, Wells MD, Wang H. Swing kinematics, pelvis and trunk sequencing, and lower extremity strength in golfers with and without a history of low back pain. *Ann Sport Med Res*. 2023;10(4): 1214. DOI 10.47739/2379-0571/1214
14. 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 network. *J Allied Health*. 2023;52(2):113-119. PMID: 37269029
15. Cavallario, JM, Van Lunen B, **Walker SE**, Welch Bacon CE., Bay CR. Athletic training students' implementation of patient-centered care during clinical experiences. *Int J Environ Res Public Health*. 2023;20:5513. DOI 10.3390/ijerph20085513.
16. Jones BE, Cavallario JM, Welch Bacon CE, **Walker SE**, Bay RC, Van Lunen BL. Characteristics of athletic training students' patient encounters during immersive and non-immersive experiences: A report from the AATE research network. *Athl Train Educ J*. 2022;17(4):312–319. DOI 10.4085/1947-380X-22-002
17. Welch Bacon CE, Cavallario JM, **Walker SE**, Bay RC, Van Lunen BL. Characteristics of patient encounters for athletic training students during clinical education: A report from the AATE Research Network. *J Athl Train*. 2022;57(7):640–649. DOI. 10.4085/1062-6050-526-21

18. ‡Huett J, Cavallario JM, Hankemeier DA, Welch Bacon CE, **Walker SE**. Program administrators' perceived challenges associated with developing preceptors. *Athl Train Educ J*. 2022;17(3):221–230. DOI. 10.4085/1947-380X-21-081
19. Welch Bacon CE, Cavallario JM, Pike Lacy AM, **Walker SE**, Eberman LE. Educators' perceptions of characteristics that define athletic training student competence: A report from the AATE Research Network. *Athl Train Educ J*. 2022;17(3):241–249. DOI. 10.4085/1947-380X-21-088
20. Benedict J. Neil E. Dougal Z, **Walker SE**, Eberman LE Clinical education coordinators selection and deselection criteria of clinical education experiences. *Athl Train Educ J*. 2022;17(1):117–128. DOI. 10.4085/1947-380X-21-017
21. Philpot N, Cavallario JM, **Walker SE**, Welch Bacon CE. Athletic training preceptors' perceptions of the characteristics for contemporary expertise. *Athl Train Educ J*. 2022;17(1):129–137. DOI. 10.4085/1947-380X-21-063
22. 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. *J Athl Train*. 2022;57(1): 99–106. DOI 10.4085/542-20.
23. Cavallario JM, Welch Bacon C, **Walker SE**, Eberman LE. Celebrating women scholars in athletic training. *J Athl Train*. 2021;56(3):217-218. DOI 10.4085/1062-6050-0176-20
24. Eberman, LE, Winkleman ZK, Nye EA, Walen DR, Granger K, **Walker SE**. Providing Transgender patient care: Athletic trainers' compassion and lack of preparedness. *J Athl Train*. 2021;56(3):252-262. DOI 10.4085/1062-6050-0501.20
25. **Walker SE**, Singe SM, Cavallario J. The role mentoring plays in the transition to practice of newly credentialed athletic trainers. *J Athl Train*. 2021;56(3):227-233. DOI 10.4085/1062-6050-0242.20
26. Torres-McGehee TM, Emerson DM, Moore EM, **Walker SE**, Pritchett K, Smith AB, Lyles TA, Wakefield G, Ohlemeyer K. Energy balance, eating disorder risk, and pathogenic behaviors among athletic trainers. *J Athl Train*. 2021;56(3):311-320. DOI 10.4085/1062-6050-0228-20
27. Cavallario JM, Welch Bacon C, **Walker SE**, Eberman LE. Barriers to scholarship integration in professional athletic training programs and resources needed to overcome barriers. *Athl Train Educ J*. 2021;16(1):13-27. DOI 10.4085/1947-380X-20-023
28. †Grimes AM, Neil ER, Eldred CM, **Walker SE**, Dougal ZJ, Eberman LE. Athletic training student's perceptions of the immersive clinical experience and its influence on their development. *Athl Train Educ J*. 2021;16(1):32-41. DOI 10.4085/1947-380X-20-31

29. †Eldred CM, Neil ER, Dougal ZJ, **Walker SE**, Grimes AM, Eberman LE. Preceptor perceptions of the immersive clinical environment in athletic training education. *Athl Train Educ J. Athl Train Educ J.* 2021;16(1):42-52. DOI.10.4085/1947-380X-20-36
30. Armstrong KJ, **Walker SE**, Feld SD, Weidner TG. Athletic training students' engagement in interprofessional education in the classroom and during clinical education. *J Interprof Care.* 2021;35(1):101-106. DOI 10.1080/13561820.2019.1707173
31. †Walen Dr, Nye EA, Rodgers SM, Crossway AK, Winklemann ZK, **Walker SE**, Eberman LE. Athletic trainers' competence, education, and perceptions on transgender student-athlete patient care. *J Athl Train.* 2020;55(11):1142-1152. DOI 10.4085/1062-6050-147-19
32. Winklemann ZL, Neil EE, Games, KE, **Walker SE**, Eberman LE. Simulation-Based learning to improve athletic trainers' knowledge of exertional sudden death conditions: A pilot study. *Intern J Allied Health Sci Pract.* 2020;18(3), Article 15. DOI 10.46743/1540-580X/2020.1946
33. †Boddicker BD, Neil ER, Winkelmann ZK, **Walker SE**, Eberman LE. Athletic trainers' perceptions before, during, and after a standardized patient encounter. *Athl Train Educ J.* 2020;15(2):156-157. DOI 10.4085/1947-380X-63-19
34. †Szabo AL, Neil ER, **Walker SE**, Thrasher AB, Eberman LE. Professional program preparation, orientation and mentoring tactics used in developing professional responsibility in early-career athletic trainers. *Athl Train Educ J.* 2020;15(2):93-101. DOI 10.4085/150119035
35. †Davenport J, **Walker SE**, Eberman LE, Welch Bacon C. Athletic training educators' perceptions of utilizing standardized patients in teaching. *Athl Train Educ J.* 2020;15(1):3-17. DOI 10.4085/150119081
36. Eberman LE, **Walker SE**, Cavallario J, Welch Bacon C. A report from the athletic training clinical education network: Scholarship requirements in professional athletic training programs. *Athl Train Educ J.* 2020;15(1):55-64. DOI 10.4085/150119053
37. †Harris AM, Volberding JL, **Walker SE**. Stakeholder perceptions of clinical immersion in athletic training programs. *Athl Train Educ J.* 2020;15(1):75-84. DOI 10.4085/1947-380X-19-055
38. Thasher AB, **Walker SE**. Newly credentialed athletic trainers' perceptions of their transition to practice. *J Athl Train.* 2020;55(1):88-95. DOI 10.4085/1062-6050-429-18
39. **Walker SE**, Thrasher AB, Singe Mazerolle SM, †Rager JL. Challenges newly credentialed athletic trainers endure during their transition to practice. *J Athl Train.* 2019;54(11):1197-1207. DOI 10.4085/1062-6050-387-17
40. Singe SM, **Walker SE**. Exploring the development of a mentoring relationship among newly credentialed athletic trainers. *Athl Train Educ.* 2019;14(3):174–181. DOI 10.4085/1403174

41. ‡Rager JL, Cavallario JM, Hankemeier DA, Welch Bacon, CE, **Walker SE**. Professional athletic training program administrators' experiences with the preparation and development of preceptors. *Athl Train Educ J*. 2019;14(3):156-166. DOI 10.4085/1403156
42. Eberman L, **Walker SE**, Floyd R, Covassin T, Nolton E, Snyder Valier A, Phan K, Weiss L, Earl-Boehm J. The prioritized research agenda for the athletic training profession: A report from the Strategic Alliance Research Agenda Task Force. *J Athl Train*. 2019;54(3):237-234. DOI 10.4085/1062-6050-374-18
43. Bush, J, **Walker, SE**, Sims-Koenig K, Winkelmann, ZK, Eberman, LE. Postprofessional and learners; reflections after a standardized patient encounter and debriefing session. *Athl Train Educ J*. 2019;14(1):55-63. DOI 10.4085/140155
44. †Cuchna J, **Walker SE**, Van Lunen BL. Athletic training educators' use and perceptions of simulations and standardized patients: Part 1. *Athl Train Educ J*. 2019;14(1):35-47. DOI 10.4085/140135
45. †Cuchna J, **Walker SE**, Van Lunen BL. Athletic training educators' use and perceptions of simulations and standardized patients: Part 2. *Athl Train Educ J*. 2019;14(1):48-54. DOI 10.4085/140148
46. †Sims-Koenig, **Walker SE**, Winkelmann Z, Bush J, Eberman LE. Translation of standardized patient encounter performance and reflection to clinical practice. *Athl Train Educ J*. 2019;14(2):117-127. DOI 10.4085/1402117
47. Gardiner AM, Cuchna JW, **Walker SE**, Clines SH, Welch Bacon CE. Student perceptions of standardized patient use in athletic training education. *Athl Train Educ J*. 2019;14(1):64-72. DOI 10.4085/140164
48. Armstrong KJ, **Walker SE**, Weidner TG. Simulated patients are predominantly used to teach and evaluate athletic training students' skills: A ten-year follow-up. *Athl Train Educ J*. 2018;12(3):281-289. DOI 10.4085/1303281
49. Thrasher AB, **Walker SE**, Hankemeier, DA. Newly credentialed athletic trainers' perceptions of professional preparation for their role as collegiate graduate assistants. *Athl Train Educ J*. 2018;12(3):227-238. DOI 10.4085/1303227
50. ‡Kirby J, **Walker SE**, Mazerolle SM. Transition to practice for graduate assistant athletic trainers providing medical care in the secondary school setting. *J Athl Train*. 2018;53(5):521–528. DOI 10.4085/1062-6050-466-16
51. Thrasher AB, **Walker SE**. Orientation process for newly credentialed athletic trainers in the transition to practice. *J Athl Train*. 2018;53(3):292-302. DOI 10.4085/1062-6050-531-16

52. Mazerolle SM, ‡Kirby J, **Walker SE**. A narrative analysis: Examining transition to practice for the full-time secondary school athletic trainer. *J Athl Train*. 2018;53(3):303-311. DOI 10.4085/1062-6050-45-17
53. Mazerolle SM, Myers S, **Walker SE**, Kirby J. Maintaining professional commitment as a newly credentialed athletic trainer in the secondary school setting. *J Athl Train*. 2018;53(3):312-309. DOI 10.4085/1062-6050-72-17
54. Popp JK, **Walker SE**. A teaching simulation is effective in improving athletic training students' acute care skills and confidence. *Athl Train Educ J*. 2017;12(4):208-215. DOI 10.4085/1204208
55. Payne E, **Walker SE**, Mazerolle SM. Exploring athletic training educators' development as teachers. *Athl Train Educ J*. 2017;12(2):134-145. DOI 10.4085/1202134
56. Hankemeier DA, Popp J, Walker SE. Clinicians are unfamiliar with and do not implement clinical prediction rules and patient-rated outcome measures. *Athl Train Sports Health*. 2017;9(3):108-123. DOI 10.3928/19425864-20170112-02
57. †Edler J, Eberman L, **Walker SE**. Clinical education in athletic training. *Athl Train Educ J*. 2017;12(1):46-50. DOI 10.4085/120146
58. Hankemeier DA, †Kirby J, **Walker SE**, Thrasher, AB. Athletic training preceptors' perceived learning needs regarding preceptor development. *Athl Train Educ J*. 2017;12(1):39-45. DOI 10.4085/120139
59. ‡Thrasher AB, **Walker SE**, Hankemeier DA, Mulvihill T. Graduate assistant athletic trainers' perceptions of professional socialization in the collegiate setting: Part I. *J Athl Train*. 2016; 51(10):758-770. DOI 10.4085/1062-6050-51.11.09
60. ‡Thrasher AB, **Walker SE**, Hankemeier DA, Mulvihill T. Graduate assistant athletic trainers' perceptions of the supervisor's role in professional socialization: Part II. *J Athl Train*. 2016;51(10):771-779. DOI 10.4085/1062-6050-51.11.10
61. Mazerolle S.M., **Walker S.E.**, ‡Kirby J. Examining Support Received During the Transition to Practice for the Secondary School Graduate Assistant Athletic Trainer. *J Athl Train*. 2016;51(10):780-778. DOI 10.4085/1062-6050-51.12.10
62. **Walker SE**, Thrasher AB, Mazerolle SM. Exploring the perceptions of newly credentialed athletic trainers' as they transition to practice. *J Athl Train*. 2016;51(8):601-612. DOI 10.4085/1062-6050-51.9.12
63. **Walker SE**, Mazerolle SM, Thrasher AB. Orientation tactics utilized in post-professional athletic training programs. *Athl Train Educ J*. 2016;11(3):138-145. DOI 10.4085/1103138

64. **Walker SE**, Weidner TG, Thrasher AB. Small group standardized patient encounter improves athletic training students' psychosocial intervention and referral skills. *Athl Train Educ J*. 2016;11(1):38–44. DOI 10.4085/110138
65. †Keeley K, **Walker SE**, Hankemeier DA, Martin M, Cappaert T. Athletic trainer's beliefs about and implementation of evidence-based practice. *J Athl Train*. 2016;51(1):35–46. DOI 10.4085/1062-6050-51.2.11
66. ‡Thrasher AB, **Walker SE**, Hankemeier DA, Pitney WA. Supervising athletic trainers' perceptions of graduate assistant athletic trainers' professional preparation. *Athl Train Educ J*. 2015;10(4):275–286. DOI 10.4085/1004275
67. Mazerolle S, **Walker SE**, Thrasher AB. Exploring transition to practice for the newly credentialed athletic trainer: A programmatic view. *J Athl Train*. 2015;50(10):1042–1053. DOI 10.4085/1062-6050-50.9.02
68. **Walker SE**, Weidner TG, Armstrong KA. Standardized patient encounters and individual case-based simulations improve students' confidence and promote reflection: A preliminary study. *Athl Train Educ J*. 2015;10(2):130–137. DOI 10.4085/1002130
69. ‡Thrasher AB, **Walker SE**, Hankemeier DA, Pitney WA. Supervising athletic trainers' perceptions of professional socialization of graduate assistant athletic trainers in the college setting. *J Athl Train*. 2015;50(3):321–333. DOI 10.4085/1062-6050-49.3.67
70. †Hankemeier DA, Walter JM, McCarty CE, et al. Use of evidence-based practice among athletic training educators, clinicians, and students, part 1: Perceived importance, knowledge, and confidence. *J Athl Train*. 2013;48(3):394–404. DOI 10.4085/1062-6050-48.2.16
71. **Walker SE**, Thrasher AB. Utilizing simulation to develop clinical skills: Part 1, Low-Fidelity Simulators. *Int J Athl Ther Train*. 2013;18(2):20–23. DOI 10.1123/ijatt.18.2.20
72. **Walker SE**, Armstrong KJ, Jarriel AJ. Standardized patients part 4: Training. *Int J Athl Ther Train*. 2011;16(5):29–33. DOI 10.1123/ijatt.16.5.29
73. Armstrong KJ, **Walker SE**, Jarriel AJ. Standardized patients part 3: Assessing student performance. *Int J Athl Ther Train*. 2011;16(4):40–45. DOI 10.1123/ijatt.16.4.40
74. Armstrong KJ, **Walker SE**. Standardized patients part 2, Developing the case. *Int J Athl Ther Train*. 2011;16(3): 24–29. DOI 10.1123/ijatt.16.3.24
75. Welch CE, Van Lunen BL, **Walker SE**, et al. Athletic training educators' knowledge, comfort, and perceived importance of evidence-based practice. *Athl Train Educ J*. 2011;6(1):5–14. DOI 10.4085/1947-380X-6.1.5
76. **Walker SE**, Armstrong KJ. Standardized patients part 1: Teaching interpersonal and clinical skills. *Int J Athl Ther Train*. 2011;16(2):38–41. DOI 10.1123/ijatt.16.2.38

77. Jutte L, **Walker SE**. Incorporating foundational evidence-based practice concepts and skills across an athletic training education program. *Athl Train Educ J*. 2010;5(3):119-125. DOI 10.4085/1947-380X-5.3.119
78. **Walker SE**, Weidner TG. Standardized patients provide realistic and worthwhile experiences for athletic training students. *Athl Train Educ J*. 2010;5(2):77-86. DOI 10.4085/1947-380X-5.2.77
79. **Walker SE**, Weidner TG. The use of standardized patients in athletic training clinical education. *Athl Train Educ J*. 2010;5(2):87-89. DOI 10.4085/1947-380X-5.2.87
80. **Walker SE**, Berry DC, Pitney WA, Hossler P, Hughes BA, Lauber C. A professional learning plan has value in guiding the continuing education of athletic trainers: A pilot study. *Intern J Allied Health Sci Pract*. 2010;8(1)1-3.
81. Armstrong KJ, Weidner TG, **Walker SE**. Athletic training approved clinical instructors' reports of real-time opportunities for evaluating clinical proficiencies *J Athl Train*. 2009;44(6):630-638. DOI 10.4085/1062-6050-44.6.630
82. Dodge T, **Walker SE**, Laursen RM. Promoting coherence in athletic training education programs. *Athl Train Educ J*. 2009;4(2):46-51. DOI 10.4085/1947-380X-4.2.46
83. Walter JM, Van Lunen BL, **Walker SE**, Ismaeli Z, Onate JA. An assessment of burnout in undergraduate athletic training education program directors. *J Athl Train*. 2009;44(2):190-196. DOI 10.4085/1062-6050-44.2.190
84. **Walker SE**, Weidner TG, Armstrong KJ. Evaluation of athletic training students' clinical proficiencies. *J Athl Train*. 2008;43(3):386-395. DOI 10.4085/1062-6050-43.4.386
85. **Walker SE**, Pitney WA, Lauber C, Berry DC. An exploration of athletic trainers' perceptions of the continuing education process. *Intern J Allied Health Sci Pract*. 2008;6(2):1-8.
86. **Walker SE**. Journal writing as a teaching technique to promote reflection. *J Athl Train*. 2006;1(2):216-221.
87. Pitney WA, Ehlers G, **Walker SE**. A descriptive study of athletic training students' perceptions of effective mentoring roles. *Intern J Allied Health Sci Pract*. 2006;4(2):1-8.
88. **Walker SE**. Encouraging the disposition to critically think. *Athl Ther Today*. 2005;10(2):42-44. DOI 10.1123/att.10.2.42
89. **Walker SE**. Active learning strategies to promote critical thinking. *J Athl Train*. 2003;38(3):263-267.

90. **Walker SE.** Gazzillo L. Promoting critical thinking in the classroom. *Athl Ther Today*. 2003;8(5):64-65. DOI 10.1123/att.8.5.64
91. **Walker SE.** Innovative Lesson Plan: Wrapping a Compression Bandage. *J New Jersey Assoc Health, Phys Educ, Rec and Dance*. 2003;74(1):10.

Refereed Publications, In Press or In Review

1. Walker SE, Cavallario JM, Van Lunen BL, Bay RC, Welch Bacon CE. Patient encounter characteristics that influence interprofessional education and collaborative practice during clinical experiences: A report from the AATE Research Network. *J of Athl Train Educ Practice*. In Review

Non-refereed Publications

1. **Walker, SE.** Discussions we should be having. *Athl Train Educ J*. 2017;12(2):70-71.
2. **Walker SE,** Armstrong KJ, Weidner TG. Letter to the Editor. *Athl Train Educ J*. 2015;10(3):267–268.
3. **Walker, SE.** Are You Connected? Evidence online. *Training and Conditioning*. 2012;22(3):23-28.
4. **Walker, SE.** Clinical proficiency evaluation room. *NATA News*, 2009;32.
5. **Walker, SE.** SPs (standardized patients) and athletic training students. *Association of Standardized Patient Educator Newsletter*. 2009;7:4-5.

Books/Chapters

1. **Walker SE.** Principles of Effective Communication for Athletic Trainers. In: Mazerolle SM, Pitney WA. *Workplace Concepts for Athletic Trainers*. Slack Inc; 2016.
2. Jutte LS, **Walker SE.** Incorporating and Teaching Evidence-Based Practice. In: Weidner TG, ed. *The Athletic Trainers Pocket Guide to Clinical Teaching*. Slack Inc; 2009.

‡Doctoral Student grant, Lead Faculty Mentor

Grants Awarded

1. Cavallario JM, **Walker, SE**. National Athletic Trainers' Association Research and Education Foundation. Comparison of Immersive and Non-Immersive Clinical Experience Characteristics. \$12,050. 2020. Role: Co-Primary Investigator. 2020.
2. ‡Feld S, **Walker SE**, Cavallario JM. Great Lakes Athletic Trainers Association Doctoral Grant. Teaching Concepts of Behavioral Health in Professional Athletic Training Programs. \$2100. 2019.
3. Van Lunen BL, Welch Bacon CE, **Walker SE**, Cavallario JM. National Athletic Trainers' Association Research and Education Foundation. Characteristics of Patient Encounters and the Impact of Clinical Experience for Professional Athletic Training Students. \$56,518. 2017. Role: Co-Researcher.
4. Welch Bacon CE, Van Lunen BL, **Walker SE**. Strategic Research Fund A.T. Still University. Characteristics of Patient Encounters and the Impact of Clinical Experiences. \$8000. 2017. Role: Co-Researcher.
5. Thrasher AB, **Walker SE**. National Athletic Trainers' Association Research and Education Foundation. Examining the Onboarding Process for Newly Credentialed Athletic Trainers and Its Impact on Transition to Practice. \$11,293.00. 2017. Role: Co-Primary Investigator.
6. Eberman, LE, Edler, JR, **Walker, SE**. National Athletic Trainers' Association Research and Education Foundation. Developing, Validating, and Establishing Reliability of a Standardized Patient Evaluation Tool To Measure Competency. \$11323. 2017. Role: Consultant.
7. **Walker SE**, Mazerolle SM. National Athletic Trainers' Association Research and Education Foundation. What are the Processes in the Development of Mentoring Relationships in the Support of Transition to Practice? \$11,276.00. 2016. Role: Primary Investigator.
8. ‡Rager JL, **Walker SE**, Hankemeier DA. National Athletic Trainers' Association Research and Education Foundation. Exploring the Development of Athletic Training Preceptors. \$2,090.00. 2016. Role: Faculty Mentor, Co-Primary Investigator.
9. ‡Kirby J, **Walker SE**. Great Lakes Athletic Trainers' Association. Exploring Transition-to-Practice and Mentoring of Newly Credentialed Athletic Trainers Working in the Secondary School Setting. \$835.00. 2015. Role: Faculty Mentor, Co-Primary Investigator.
10. **Walker SE**, Thrasher AB. Great Lakes Athletic Trainers' Association. Professional Socialization and Transition to Practice of Newly Certified Athletic Trainers. \$712.66. 2013. Role: Co-Primary Investigator.

11. ‡Thrasher AB, **Walker SE**, Hankemeier DA. Great Lakes Athletic Trainers' Association. The professional socialization of graduate assistant athletic trainers in collegiate settings. \$1499.98. 2012. Role: Faculty Mentor, Co-Primary Investigator.
12. Van Lunen BL, Hankemeier DA, Welch CE, Walter J, Manspeaker S, McLeod T, Brown S, **Walker SE**. Evidence-Based Education for Athletic Training. National Athletic Trainers' Association. \$24,569. 2011. Role: Evidence-Based Online Module Review and Development.
13. **Walker SE**, Weidner TG. Great Lakes Athletic Trainers' Association. The influence of small group standardized patient encounters and case-based simulations on the clinical decision-making of athletic training students. \$1212.00. 2009. Role: Co-Primary Investigator.
14. **Walker SE**. Lilly Endowment, Ball State University. Lilly V Grant for video equipment. \$14,705. 2007. Role: Primary Investigator.
15. **Walker SE**, Weidner TG, Armstrong KJ. Great Lakes Athletic Trainers' Association. Methods of clinical proficiency evaluation. \$1200. 2005. Role: Co-Primary Investigator.
16. **Walker SE**. Ball State University New Faculty Grant. The feasibility of utilizing standardized patients with athletic training students. \$1469.00. 2005.
17. **Walker SE**. Center for Research, College of Science and Health, William Paterson University. Effects of redesigning a course to promote critical thinking: An Action research project. \$375.00. 2002. Role: Primary Investigator.
18. **Walker SE**. Center for Teaching Excellence, William Paterson University. Curricular infusion of critical thinking teaching strategies: Phase I. \$2100.00. 2002. Role: Primary Investigator.
19. **Walker SE**. Center for Research, College of Science and Health, William Paterson University. Investigation into the critical thinking and dispositional characteristics of athletic training students. \$600.00. 2001-2002. Role: Primary Investigator.

Grants Applied for – Not funded

1. Cavallario JM, **Walker, SE**. National Athletic Trainers' Association Research and Education Foundation. Comparison of Immersive and Non-Immersive Clinical Experience Characteristics. \$12,050. 2019. Role: Co-Primary Investigator. Revise and Resubmit.
2. Thrasher AB, **Walker SE**. National Athletic Trainers' Association Research and Education Foundation. Examining the Onboarding Process for Newly Credentialed Athletic Trainers and Its Impact on Transition to Practice. \$11,258.00. 2016. Role: Co-Primary Investigator.

3. Armstrong KJ, **Walker SE**. Great Lakes Athletic Trainers' Association. The Feasibility of Integrating Standardized Patients in Athletic Training Education. \$1500.00. 2016. Role: Co-Primary Investigator.
4. Armstrong KA, Jarriel M, **Walker SE**. Southeast Athletic Trainers' Association. Assessing how standardized patients improve athletic training student's confidence: A pilot study. \$1300.00. 2013. Role: Co-Investigator.
5. **Walker SE**. Great Lakes Athletic Trainers' Association. A grounded theory study of newly certified athletic trainers' transition to practice. \$1345.00. 2013. Role: Primary Investigator.
6. Popp JK, **Walker SE**. Great Lakes Athletic Trainers' Association. The effects of a simulation experience on perceived confidence and communication skills of athletic training students. \$1500.00. 2012. Role: Co-Primary Investigator.
7. **Walker SE**, Weidner TG. Association of Standardized Patient Educators. Utilizing standardized patients to both teach and evaluate athletic training students' shoulder joint evaluation skills. \$5800.00. 2008. Role: Co-Primary Investigator.
8. **Walker SE**. Faculty Grant, Ball State University. The development of 16 standardized patient cases to be used in an investigation to determine the teaching effects of standardized patients. \$10,569.00. 2006. Role: Primary Investigator.

Consulting Activities

1. Boston University, Implementing standardized patients into an athletic training residency program. Standardized Patient Consultant. June 6-8, 2016.
2. Boston University, The use of standardized patients in healthcare education. Standardized Patient Consultant. April 17, 2015.

Professional Presentations

1. Ward KA, Drescher ML, Young JP, Winkleman ZK, **Walker SE**, Eberman LE. Use of standardized patient encounters and simulation to teach and learn about behavioral/mental health in athletic training. Presented at: 2024 NATA Clinical Symposia & AT Expo, National Athletic Trainers' Association; June 2024; New Orleans, LA.
2. **Walker, SE**, Preibesh S, Cavallario, JM. The effect of immersive clinical experiences on athletic training students' confidence in performing tasks associated with patient care and the domains of practice. Presented at: 2023 NATA Clinical Symposia & AT Expo, National Athletic Trainers' Association; June 2023; Indianapolis, IN.
3. 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. Presented at: Virtual 2021 NATA Clinical Symposia & AT Expo; July 2021; Virtual.

4. **Walker, SE**, Thrasher, AB, Cavallario, JM. The impact of onboarding during transition to practice for newly credentialed athletic trainers. Presented at: Virtual 2021 NATA Clinical Symposia & AT Expo; July 2021; Virtual.
5. Benedict, JE, Neil ER, Dougal, ZJ, **Walker, SE**, Eberman, LE. Clinical education coordinators selection and deselection criteria of clinical education experiences. Presented at: Virtual 2021 NATA Clinical Symposia & AT Expo; July 2021; Virtual.
6. Walen DR, Nye EA, Winkleman ZK, Granger K, Walker SE, Eberman LE. Athletic trainer awareness and needs as providers for transgender student-athletes. Presented at: Virtual 2021 NATA Clinical Symposia & AT Expo; July 2021; Virtual.
7. Van Lunen, B, Welch Bacon, CE, **Walker, SE**, Cavallario, JM. Characteristics of patient encounters for professional athletic training students: A report from the athletic training clinical education. Presented at: Virtual 2020 NATA Clinical Symposia & AT Expo; July 2020; Virtual.
8. Welch Bacon, CE, Cavallario, JM, **Walker, SE**, Bay, CR., Van Lunen, BL. Athletic training student application of the core competencies during clinical education: A report from the athletic training clinical education network. Presented at: Virtual 2020 NATA Clinical Symposia & AT Expo; July 2020; Virtual.
9. Jones, B, Welch Bacon, CE, Cavallario, JM, **Walker, SE**, Bay, CR, Van Lunen, BL. Athletic training student patient encounter characteristics during immersive and non-immersive experiences: A report from the athletic training clinical network. Presented at: Virtual 2020 NATA Clinical Symposia & AT Expo; July 2020; Virtual.
10. Thrasher, AB, **Walker, SE**. Becoming an athletic trainer: Development of newly credentialed athletic trainers through the transition to practice. Presented at: Virtual 2020 NATA Clinical Symposia & AT Expo; July 2020; Virtual.
11. Young, JE, Neil, ER, **Walker, SE**, Chadburn, JL, Granger, KE, Eberman, LE. Preparedness, confidence and best practices in preventing, recognizing, managing routine and crisis mental health cases in NCAA affiliated institutions. Presented at: Virtual 2020 NATA Clinical Symposia & AT Expo; July 2020; Virtual.
12. Cavallario, JM, Welch Bacon, CE, **Walker, SE**, Bay, CR, 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. Presented at: Virtual 2020 NATA Clinical Symposia & AT Expo; July 2020; Virtual.

13. *Eldred, CM, Neil, ER, Dougal, ZJ, **Walker, SE**, Grimes, AM, Eberman, LE. Preceptor perceptions of the immersive clinical environment in athletic training education. Presented at: Virtual 2020 NATA Clinical Symposia & AT Expo; July 2020; Virtual.
14. Feld SD, **Walker SE**, Cavallario, JM. Teaching concepts of behavioral health in professional athletic training programs. Presented at: Great Lakes' Athletic Trainers' Association Annual Meeting and Symposium; March 2020; Wheeling, IL.
15. Porter L, **Walker SE**, Kandiah J, Tschopp M, Osborn K, Gray J, Landis K, Williams-Hawkins M. Implementing interprofessional education experiences into a new college of health. Presented at: Collaborative Across Borders VII Conference; October 2019; Indianapolis, IN.
16. Walen DR, Nye EA, Rodgers SM, Crossway AK, Winkleman ZK, **Walker SE**, Eberman LE. Athletic trainers' perceived competence and educational influences in their ability to care for collegiate transgender student-athletes. Presented at: NATA Clinical Symposia and AT Expo; June 2019; Las Vegas NV.
17. Rompola RR, Neil ER, **Walker SE** Thasher AB, Eberman LE. Grit: The perseverance of recently certified athletic trainers during their transition to practice. Presented at: NATA Clinical Symposia and AT Expo; June 2019; Las Vegas NV.
18. Nye EA, Walen DR, Rodgers SM, Winkleman ZK, **Walker SE**, Eberman LE. Athletic trainers' perceptions about NCAA-Collegiate transgender student-athletes unfair advantage. Presented at: NATA Clinical Symposia and AT Expo; June 2019; Las Vegas NV.
19. Armstrong, KJ, **Walker SE**, Feld, SD, Weidner T. Athletic training students' engagement in interprofessional education and practice in the classroom and during clinical education. Presented at: NATA Clinical Symposia and AT Expo; June 2019; Las Vegas NV.
20. Thrasher AB, **Walker SE**. Newly credentialed athletic trainers' onboarding needs during the transition to practice. Presented at: NATA Clinical Symposia and AT Expo; June 2019; Las Vegas NV.
21. **Walker SE**, Thrasher AB. Onboarding provided for newly credentialed athletic trainers' during the transition to practice. Presented at: NATA Clinical Symposia and AT Expo; June 2019; Las Vegas NV.
22. Szabo AL, Neil ER, **Walker SE**, Thrasher AB, Eberman LE. Professional program preparation, orientation and mentoring tactics used in developing professional responsibility in early-career athletic trainers. Presented at: NATA Clinical Symposia and AT Expo; June 2019; Las Vegas NV.

23. Boddicker BD, Neil ER, Winklemann ZK, **Walker SE**, Eberman LE. Athletic trainers preparation, expectations, and outcomes from a standardized patient encounter. Presented at: NATA Clinical Symposia and AT Expo; June 2019; Las Vegas NV.
24. Chadburn J, **Walker SE**. Incorporating behavioral health into your curriculum. Breakout Session Accepted and Presented at: Athletic Training Educators' Conference; February 2019; Dallas, TX.
25. Cavallario JM, **Walker SE**. Using athletic training student patient encounter data to drive curricular decision making. Plenary Session Accepted and Presented at: Athletic Training Educators' Conference; February 2019; Dallas, TX.
26. Cuchna JW, **Walker SE**, Mariano MH, Van Lunen BL. Using standardized patients to measure outcomes in competence and confidence of first year physical therapy students. Presented at: NATA Clinical Symposia and AT Expo; June 2018; New Orleans, LA.
27. Lyles T, Torres-McGehee TM, Moore EM, Wakefield G, **Walker SE**. Examination of Energy availability, energy balance, and psychosocial constructs in athletic trainers. Presented at: NATA Clinical Symposia and AT Expo; June 2018; New Orleans, LA.
28. 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. Presented at: NATA Clinical Symposia and AT Expo; June 2018; New Orleans, LA.
29. Thrasher AB, Cavallario JM, **Walker SE**, Weidner TG. Newly credentialed athletic trainers' perceptions on how preceptors impacted learning and transition to practice. Presented at: NATA Clinical Symposia and AT Expo; June 2018; New Orleans, LA.
30. Dougal ZD, Edler JE, **Walker SE**, Eberman LE. Preceptor perceptions of student integration in an immersive clinical education model. Presented at: NATA Clinical Symposia and AT Expo; June 2018; New Orleans, LA.
31. Bush J, **Walker SE**, Sims K, Winklemann ZK, Feld SD, Eberman LE. Post-professional learners reflections following a standardized patient encounter and debriefing session. Presented at: NATA Clinical Symposia and AT Expo; June 2018; New Orleans, LA.
32. Rager JL, Cavallario JM, Hankemeier DA, Welch Bacon CE, **Walker SE**. Professional masters level athletic training program administrators' experiences with the preparation and development of preceptors. Presented at: NATA Clinical Symposia and AT Expo; June 2018; New Orleans, LA.
33. 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. Presented at: NATA Clinical Symposia and AT Expo; June 2018; New Orleans, LA.

34. **Walker SE**, Mazerolle SM, Rager JL. The role mentoring plays in the transition to practice of newly credentialed athletic trainers. Presented at: NATA Clinical Symposia and AT Expo; June 2018; New Orleans, LA.
35. Mazerolle SM, **Walker SE**. Mentorship relationships: The developmental process for the newly credentialed athletic trainer and mentor. Presented at: NATA Clinical Symposia and AT Expo; June 2018; New Orleans, LA.
36. Thrasher AB, Cavallario JM, **Walker SE**, Weidner TG. Newly credentialed athletic trainers' perceptions on how preceptors impacted learning and transition to practice. Presented at: 2018 Mid-Atlantic Athletic Trainers' Association Annual Symposium; May 2018; Virginia Beach, VA.
37. Armstrong KA, **Walker SE**. Developing effective interprofessional communication skills. Presented at: Best Practices Forum at the NATA Clinical Symposia and AT Expo; June 2017; Houston, TX.
38. Gardiner AM, Cuchna JW, **Walker SE**, Clines SH, Welch Bacon CE. Student perceptions of standardized patient use in athletic training education. Presented at: NATA Clinical Symposia and AT Expo; June 2017; Houston, TX.
39. Kirby JL, **Walker SE**, Mazerolle SM. Transition to practice for graduate assistant athletic trainers providing medical care in the secondary school setting. Presented at: NATA Clinical Symposia and AT Expo; June 2017; Houston, TX.
40. Thrasher AB, **Walker SE**, Mazerolle SM. Challenges associated with transition to practice of newly credentialed athlete trainers. Presented at: NATA Clinical Symposia and AT Expo, Houston; June 2017; Houston, TX.
41. Armstrong KJ, **Walker SE**, Weidner TG. Simulated patients are predominately used to teach and evaluate athletic training student's skills: A ten-year follow-up study. Presented at: NATA Clinical Symposia and AT Expo, Houston; June 2017; Houston, TX.
42. Thrasher AB, **Walker SE**, Mazerolle, SM. Challenges associated with transition to practice of newly credentialed athlete trainers. Presented at: 2017 Mid-Atlantic Athletic Trainers' Association Annual Symposium; May 2017; Virginia Beach, VA.
43. Armstrong KA, **Walker SE**. Using standardized patients for professional & continuing education. Presented at: Great Lakes' Athletic Trainers' Association Annual Meeting and Symposium; March 2017; Wheeling, IL.

44. Thrasher AB, **Walker SE**. The professional athletic training program's role in transition to practice. Breakout Session Accepted and Presented at: Athletic Training Educators' Conference; February 2017; Dallas, TX.
45. Armstrong KA, **Walker SE**. Facilitating effective debriefing. Evidence-Based Forum Presented at: NATA Clinical Symposia and AT Expo; June 2016; Baltimore, MD.
46. **Walker SE**, Mazerolle SM, Thrasher AB. Newly credentialed athletic trainers transition during the first nine months of clinical practice: A six-month follow up interview. Presented at: NATA Clinical Symposia and AT Expo; June 2016; Baltimore, MD.
47. Armstrong KJ, **Walker SE**. Debriefing after a multi-station objective structured clinical examination. Presented at: NATA Clinical Symposia and AT Expo; June 2016; Baltimore, MD.
48. Jarriel AJ, Armstrong KJ, **Walker SE**. Simulations are the predominant method of evaluating athletic training students clinical integrated proficiencies. Presented at: NATA Clinical Symposia and AT Expo; June 2016; Baltimore, MD.
49. Henning JM, Pike A, **Walker SE**. An exploratory analysis of transition-to-practice support provided by employers of newly credentialed athletic trainers in the college/university setting. Presented at: NATA Clinical Symposia and AT Expo; June 2016; Baltimore, MD.
50. Kirby JL, **Walker SE**, Mazerolle SM. Examining support received during the transition to practice for the secondary school athletic trainer. Presented at: NATA Clinical Symposia and AT Expo; June 2016; Baltimore, MD.
51. Hoots KM, Cuchna JW, Van Lunen BL, **Walker SE**. Faculty perceptions of standardized patient use in athletic training education. Presented at: NATA Clinical Symposia and AT Expo; June 2016; Baltimore, MD.
52. Thrasher AB, **Walker SE**, Hankemeier DA. Graduate assistant athletic trainers' perceptions of their professional preparation. Presented at: NATA Clinical Symposia and AT Expo; June 2016; Baltimore, MD.
53. Cuchna JW, **Walker SE**, Van Lunen BL. Athletic training educators' use and perceptions of simulations and standardized patients. Presented at: NATA Clinical Symposia and AT Expo; June 2016; Baltimore, MD.
54. Payne EK, **Walker SE**, Mazerolle SM. The development of athletic training educators' teaching practices. Presented at: NATA Clinical Symposia and AT Expo; June 2016; Baltimore, MD.
55. **Walker SE**, Mazerolle SM, Thrasher AB. Newly credentialed athletic trainers transition during the first nine months of clinical practice: A six-month follow up interview. Presented

at: Great Lakes' Athletic Trainers' Association Annual Meeting and Symposium; March 2016; Wheeling, IL.

56. Kirby JL, **Walker SE**, Mazerolle SM. Examining support received during the transition to practice for the secondary school athletic trainer. Presented at: Great Lakes' Athletic Trainers' Association Annual Meeting and Symposium; March 2016; Wheeling, IL.
57. Keeley K, **Walker SE**, Hankemeier DA, Martin M, Cappaert T. Athletic trainer's beliefs and implementation of evidence-based practice. Presented at: NATA Clinical Symposia and AT Expo; June 2015; St. Louis, MO.
58. **Walker SE**, Thrasher AB. Exploring the perceptions of newly credentialed athletic trainers' transition to practice. Presented at: NATA Clinical Symposia and AT Expo; June 2015; St. Louis, MO.
59. Thrasher AB, **Walker SE**. Examining the transition to practice of newly credentialed athletic trainers. Presented at: NATA Clinical Symposia and AT Expo; June 2015; St. Louis, MO.
60. **Walker SE**. Empowering newly certified athletic trainers in transitioning to clinical practice. Presented at: Great Lakes Athletic Trainers' Association Annual Meeting and Symposium; March 2015; Wheeling, IL.
61. **Walker SE**, Thrasher AB. Exploration of the orientation and transition to practice of newly credentialed athletic trainers. Presented at: Great Lakes Athletic Trainers' Association Annual Meeting and Symposium; March 2015; Wheeling, IL.
62. **Walker SE**, Thrasher AB. Transitioning newly certified athletic trainers into clinical practice: beyond academic preparation. Presented at: Athletic Training Educators' Conference; February 2015; Dallas, TX.
63. Hankemeier DA, Popp JK, **Walker SE**. Clinicians are unfamiliar and infrequently implement clinical decision rules. Presented at: National Athletic Trainers' Association Clinical Symposia & AT Expo; June 2014; Indianapolis, IN.
64. Popp JK, Hankemeier DA, **Walker SE**. Familiarity and use of patient-rated outcome measures among athletic trainers. Presented at: National Athletic Trainers' Association Clinical Symposia & AT Expo; June 2014; Indianapolis, IN.
65. Thrasher AB, Hankemeier DA, **Walker SE**. Perceptions of professional socialization of graduate assistant athletic trainers in the collegiate setting. Presented at: National Athletic Trainers' Association Clinical Symposia & AT Expo; June 2014; Indianapolis, IN.
66. Thrasher AB, **Walker SE**, Hankemeier DA. Perceptions of professional socialization of graduate assistant athletic trainers in the collegiate setting. Presented at: Great Lakes Athletic Trainers' Association Annual Meeting; March 2014; Wheeling, IL.

67. Keeley K, Martin M, Cappaert T, **Walker SE**, Hankemeier DA. Evidence-based practice: Beliefs and behaviors of athletic trainers'. Presented at: Eastern Athletic Trainers' Association; January 2014; Mashantucket, CT.
68. **Walker SE**, Thrasher AB. A Small group standardized patient encounter improves athletic training students' psychosocial intervention and referral skills. Presented at: National Athletic Trainers' Association Annual Meeting and Clinical Symposia; June 2013; Las Vegas, NV.
69. Thrasher AB, **Walker SE**, Hankemeier DA, Pitney W. Supervising athletic trainers' perspectives on the professional socialization of graduate assistant athletic trainers in the collegiate setting. Presented at: National Athletic Trainers' Association Annual Meeting and Clinical Symposia; June 2013; Las Vegas, NV.
70. **Walker SE**. Use of simulations to teach non-orthopedic skills. Presented at: Great Lakes Athletic Trainers' Association Winter Meeting; March 2013; Wheeling, IL.
71. Thrasher AB, **Walker SE**, Hankemeier DA, Pitney W. Supervising athletic trainers' perspectives on the professional socialization of graduate assistant athletic trainers in the collegiate setting. Presented at: Great Lakes Athletic Trainers' Association Winter Meeting; March 2013; Wheeling, IL.
72. **Walker SE**, Weidner TG. Standardized patient encounters and case-based simulations improve students' confidence and evaluation skills. Presented at: Association of Standardized Patient Educators Conference; June 2012; San Francisco, CA.
73. **Walker SE**, Weidner TG, Armstrong KJ. Standardized patient encounters and case-based simulations improve students' confidence and evaluation skills. Presented at: National Athletic Trainers' Association Annual Meeting and Clinical Symposia; June 2011; New Orleans, LA.
74. **Walker SE**, Weidner TG, Armstrong KJ. Standardized patient encounters and case-based simulations improve students' confidence and evaluation skills. Presented at: Great Lakes Athletic Trainers' Association Winter Meeting; March 2011; Minneapolis, MN.
75. Armstrong KJ, Jarriel MA, **Walker SE**. Using standardized patients to evaluate athletic training clinical skills. Presented at: Southeastern Athletic Trainers' Association 3rd Biennial Athletic Training Educators Conference; February 2010; Atlanta, GA.
76. **Walker SE**. Introducing standardized patients and how they can be used to educate and evaluate athletic training students' clinical proficiencies. Presented at: Great Lakes Athletic Trainers' Association; March 2009; Fort Wayne, IN.
77. **Walker SE**. Introducing standardized patients and how they can be used to educate and evaluate athletic training students' clinical proficiencies. Presented at: Athletic Training Educators' Conference; February 2009; Washington, D.C.

78. **Walker SE.** Defining evidence-based medicine for students, educators, and clinicians, part of a Session entitled "Implementing Evidence Based Medicine in Athletic Training Education." Presented at: National Athletic Trainers' Association; June 2008; St. Louis, MO.
79. **Walker SE.** Utilizing standardized patients for teaching and evaluating clinical proficiencies. Presented at: National Athletic Trainers' Association; June 2008; St. Louis, MO.
80. **Walker SE, Weidner TG.** Standardized patients are feasible for the evaluation of athletic training clinical proficiencies. Presented at: National Athletic Trainers' Association' June 2008; St. Louis, MO.
81. **Walker SE.** The use of standardized patients to decrease the workload of the approved clinical instructor. Presented at: Athletic Training Educators Conference; January 2007; Anatole, TX.
82. **Jutte LS, Weidner TG, Walker SE.** EBM moments: An effective means to facilitating the practice of evidence-based medicine among approved clinical instructors. Presented at: Athletic Training Educators Conference; January 2007; Anatole, TX.
83. **Walker SE, Pitney WA, Lauber C, Berry DC.** The perceptions of certified athletic trainers toward continuing education. Presented at: National Athletic Trainers' Association Annual Meeting; June 2005; Indianapolis, IN.
84. **Walker SE, Pitney WA, Lauber C, Berry DC.** The perceptions of certified athletic trainers toward continuing education. Presented at: Great Lakes Athletic Trainers' Association Annual Meeting; March 2005; Toledo, OH.
85. **Walker SE.** Effects of teaching a care and prevention class with an emphasis on higher level thinking. Presented at: National Athletic Trainers Association 54th Annual Meeting; June 2003; St. Louis, MO.
86. **Walker SE.** The effect of two instructional methodologies on the critical thinking skills of undergraduate athletic training students; Presented at: William Paterson University; November 2001; Wayne, NJ.
87. **Walker SE.** Flexibility. Presented at: Southeast Athletic Trainers' Association (SEATA) Student Athletic Trainers Symposia; February 2001; Atlanta, GA.
88. **Walker SE.** Evaluation Laboratories Instructor/Presenter. Presented at: SEATA Student Athletic Trainers Symposia; February 2001; Atlanta, GA.
89. **Swann EH, Walker SE.** Critical thinking in an undergraduate athletic training education curriculum. Presented at: Mississippi Alliance for Health, Physical Education, Recreation and Dance; December 2000; Biloxi, MS.

90. **Walker SE.** Proprioception. Presented at: SEATA Student Athletic Trainers Symposia; February 2000; Atlanta, GA.
91. **Walker SE.** Rehabilitation Laboratories Instructor/Presenter. Presented at: SEATA Student Athletic Trainer Symposia; February 2000; Atlanta, GA.
92. **Walker SE,** Eden ME, Beckett J. Hip and thigh competencies workshop. Presented at: SEATA Student Athletic Trainer Symposia; February 1999; Atlanta, GA.
93. **Walker SE.** Modalities Laboratory Instructor/Presenter. Presented at: SEATA Student Athletic Trainer Symposia; February 1999; Atlanta, GA.
94. **Walker SE.** Ulnar nerve transposition. Presented at: Southern Illinois University; November 1995; Carbondale, IL.

Poster Presentations

1. **Walker SE,** Brown AN, Woofter BL, Armstrong KJ. Barriers Prohibiting the use of Simulation and Standardized Patients in Athletic Training Education. Presented at: 2024 NATA Clinical Symposia & AT Expo; June 2024; New Orleans, LA.
2. Armstrong KJ. Woofter BL, Brown, AN, **Walker SE.** Uses of simulation and standardized patients in athletic training education for teaching and evaluation. Presented at: 2024 NATA Clinical Symposia & AT Expo; June 2024; New Orleans, LA.
3. Brown AN, Woofter BL, **Walker SE,** Armstrong KJ. Barriers Prohibiting Uses of Simulation and Standardized Patients in Athletic Training Education. Presented at: 2024 VATA Annual Meeting. Hampton; January 2024; Hampton, VA.
4. Woofter BL, Brown, AN, **Walker SE,** Armstrong KJ. Uses of Simulation and Standardized Patients in Athletic Training Education for Teaching and Evaluation. Presented at: 2024 VATA Annual Meeting; January 2024; Hampton, VA.
5. Swartz H, Blom LC, **Walker SE,** Judge LW. Athletes' Perception of their Coaches' Behavior at Christian and Secular Institutions. Presented at: Association for Applied Sport Psychology Annual Conference; October 2023; Orlando, FL
6. Cavallario, JM, **Walker, SE,** Preibesh S. Comparison of immersive and non-immersive clinical experiences in preparing athletic training students for autonomous clinical practice: A longitudinal, time-diary study. Presented at: 2023 NATA Clinical Symposia & AT Expo; June 2023; Indianapolis, IN.

7. Philpot NJ, Cavallario JM, Strout NR, **Walker SE**, Welch Bacon CE. The Meaning and Importance of Contemporary Expertise in Athletic Training. Presented at: NATA Clinical Symposia & AT Expo; July 2022; Philadelphia, PA.
8. Pike Lacy AM, Strout NR, Cavallario JM, Philpot NJ, **Walker SE**, Welch Bacon CE. Athletic Trainers' Perceived Barriers Towards Developing and Maintaining an Area of Contemporary Expertise. Presented at: NATA Clinical Symposia & AT Expo; July 2022; Philadelphia, PA.
9. Cavallario, JM, Welch Bacon, CE, Walker, SE, Bay, CR, 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 of Athletic Training. Presented at: Virtual 2021 NATA Clinical Symposia & AT Expo; July 2020; Virtual.
10. Welch Bacon CE, **Walker SE**, Cavallario JM, Bay RC, Van Lunen BL. Athletic Training Student Application of Health Information Technology Based on Role During Patient Encounters: A Report from the AATE Research Network. Presented at: Athletic Training Educators' Conference; April/May 2021; Virtual.
11. Frye, JL, Armstrong, KJ, **Walker, SE**. Standardized patient encounters impact teaching pedagogy and programmatic improvements. Presented at: Virtual 2020 NATA Clinical Symposia & AT Expo; July 2020; Virtual.
12. Pike Lacy, AM, Welch Bacon, CE, Cavallario, JM, **Walker, SE**, Eberman, LE. Educators' perceptions of student competence in athletic training education: A report from the athletic Training clinical education network. Presented at: Virtual 2020 NATA Clinical Symposia & AT Expo; July 2020; Virtual.
13. Frye JL, Armstrong KJ, Walker, SE. Debrief improves athletic training students' confidence after multi-station objective structured clinical examination. Presented at: NATA Clinical Symposia and AT Expo; June 2019; Las Vegas, NV.
14. Sims-Koenig K, **Walker, SE**, Winkelmann, ZK, Bush, J, Eberman, LE, Translation of standardized patient encounter performance and reflection to clinical practice. Presented at: 2019 Association for Standardized Patient Educators Conference, Association for Standardized Patient Educators; June 2019; Orlando, FL.
15. **Walker SE**, Cavallario, JM, Welch Bacon CE, Bay KC, Van Lunen BL. Athletic training student application of interprofessional education during clinical education: A report from the

- Athletic Training Clinical Education Network. Presented at: Athletic Training Educators' Conference; February 2019; Dallas, TX.
16. Cavallario JM, Welch Bacon, CE, **Walker SE**, Bay KC, Van Lunen BL. (2018). Athletic training student application of patient-centered care during clinical education: A report from the Athletic Training Clinical Education Network Presented at: Athletic Training Educators' Conference; February 2019; Dallas, TX.
 17. Cuchna JW, **Walker SE**, Van Lunen B. Best practices in simulated learning within athletic training to support self-efficacy theory. Presented at: Athletic Training Educators' Conference; February 2019; Dallas, TX.
 18. Davenport JR, **Walker SE**, Eberman LE, Welch Bacon CE. Athletic training educators' perceptions of utilizing standardized patients in teaching. Presented at: Athletic Training Educators' Conference; February 2019; Dallas, TX.
 19. Feld SD, **Walker SE**, Brigle J, Hankemeier DA. Teaching behavioral and mental health in athletic training. Presented at: Athletic Training Educators' Conference; February 2019; Dallas, TX.
 20. Kirby JL, Sweigart L, Freeman P, Landis K, Ellcessor G, Gray J, Pike K, Osborn K, Williams-Hawkins M, Tschopp M, Kandiah J, **Walker SE**. Implementing interprofessional educational experiences into a new college of health. Presented at: Athletic Training Educators' Conference; February 2019; Dallas, TX.
 21. Rager JL, Cavallario JM, Hankemeier DA, Welch Bacon CE, **Walker SE**. Program administrators' perceived challenges associated with developing preceptors. Presented at: Athletic Training Educators' Conference; February 2019; Dallas, TX.
 22. Henning JM, Brown S, Taylor L, Anderson BE, **Walker SE**, Eberman LE. Elevating undergraduate to graduate education through the substantive change process: A report from the Athletic Training Clinical Education Network. Presented at: NATA Clinical Symposia and AT Expo; June 2018; New Orleans, LA.
 23. **Walker SE**, Mazerolle SM, Rager JL. The role mentoring plays in the transition to practice of newly credentialed athletic trainers. Presented at: Eastern Athletic Trainers' Association Annual Meeting; January 2018; Boston, MA.
 24. Rager JL, Cavallario JM, Hankemeier DA, Welch Bacon CE, **Walker SE**. Professional masters level athletic training program administrators' experiences with the preparation and development of preceptors. Presented at: Eastern Athletic Trainers' Association Annual Meeting; January 2018; Boston, MA.

25. Cuchna JW, **Walker SE**, Mariano MH, Van Lunen, BL. Using standardized patients to measure outcomes in competence and confidence in clinical skills of first year physical therapy students. Presented at the Virginia Physical Therapy Association; October 2017; Newport News, VA.
26. Boyd DR, Armstrong KJ, **Walker SE**, Mazerolle SM. Current preceptors have confusion and uncertainty regarding athletic training degree level transition. Presented at: NATA Clinical Symposia and AT Expo; June 2017; Houston, TX.
27. Gardiner AM, Cuchna JW, **Walker SE**, Clines SH, Welch Bacon CE, Van Lunen BL. Utilization strategies for standardized patients in athletic training education. Presented at: 2017 Mid-Atlantic Athletic Trainers' Association Annual Symposium; May 2017; Virginia Beach, VA.
28. Thrasher AB, **Walker SE**, Weidner TG. Newly credentialed athletic trainers' perceptions of preceptor characteristics that facilitate learning and transition to practice. Presented at: Athletic Training Educators' Conference; February 2017; Dallas, TX.
29. Cuchna JW, **Walker SE**, Van Lunen BL. How athletic training faculty create and implement standardized patients. Presented at: Athletic Training Educators' Conference; February 2017; Dallas, TX.
30. Hankemeier DA, Kirby JL, **Walker SE**, Thrasher AB. Perceived learning needs regarding their development. Presented at: Athletic Training Educators' Conference; February 2017; Dallas, TX.
31. Gardiner AM, Cuchna JW, Van Lunen BL, **Walker SE**. Utilization strategies for standardized patients in athletic training education. Presented at: Athletic Training Educators' Conference; February 2017; Dallas, TX.
32. Kirby JL, **Walker SE**, Hankemeier, DA Rager, JL. Integrating simulations and standardized patients into a medical and pharmacological aspects of athletic training course. Presented at: Athletic Training Educators' Conference; February 2017; Dallas, TX.
33. Cuchna JW, **Walker SE**, Van Lunen B. Athletic training educators' use and perceptions of simulations and standardized patients. Presented at: Mid-Atlantic Athletic Trainers' Association Annual Symposium; May 2016; Virginia Beach, VA.
34. Hoots KM, Cuchna JW, **Walker SE**, Van Lunen B. Faculty perceptions of standardized patient use in athletic training education. Presented at: Southeast Athletic Trainers' Association Educators' Conference; February 2016; Atlanta, GA.
35. Cuchna JW, **Walker SE**, Van Lunen BL. Athletic training educators' use and perceptions of simulations and standardized patients. Presented at: Southeast Athletic Trainers' Association Educators' Conference; February 2016; Atlanta, GA.

36. Keeley K, **Walker SE**, Hankemeier DA, Martin M, Cappaert T. Athletic trainer's beliefs and implementation of evidence-based practice. Presented at: National Athletic Trainers' Association Clinical Symposia & AT Expo; June 2015; St. Louis, MO.
37. Popp JK, **Walker SE**. A teaching simulation is effective in improving athletic training students' football helmet facemask removal skills and confidence. Presented at: Athletic Training Educators' Conference; February 2015; Dallas, TX.
38. **Walker SE**, Thrasher AB. Utilizing a small group standardized patient encounter to prepare students for psychosocial intervention and referral: A pilot study. Presented at: Athletic Training Educators' Conference; February 2015; Dallas, TX.
39. Thrasher AB, **Walker SE**. The orientation and transition to practice of newly credentialed athletic trainers. Presented at: Athletic Training Educators' Conference; February 2015; Dallas, TX.
40. Hankemeier DA, Popp JK, **Walker SE**. Clinicians are unfamiliar and infrequently implement clinical decision rules. Presented at: National Athletic Trainers' Association Clinical Symposia & AT Expo; June 2014; Indianapolis, IN.
41. Thrasher AB, **Walker SE**, Hankemeier DA. Perceptions of professional socialization of graduate assistant athletic trainers in the collegiate setting. Presented at: National Athletic Trainers' Association Clinical Symposia & AT Expo; June 2014; Indianapolis, IN.
42. Popp JK, Hankemeier DA., **Walker SE**. Familiarity and use of patient-rated outcome measures among athletic trainers. Presented at: National Athletic Trainers' Association Clinical Symposia & AT Expo; June 2014; Indianapolis, IN.
43. Keeley K, Martin M, Cappaert T, **Walker SE**, Hankemeier DA. Evidence-based practice: Beliefs and behaviors of athletic trainers.' Presented at: Eastern Athletic Trainers' Association Meeting; January 2014; Mashantucket, CT.
44. Berry DC, Penny JM, Kinard C, et al. Board of certification approved provider category A course offerings: Results of a cross-sectional observational study. Presented at: Athletic Training Educators' Conference; January 2013; Dallas, TX.
45. Hughes BJ, Berry DC, Penny JM, et al. An examination of the reliability of athletic trainers' self-assessment of learning needs using step-one of the professional leaning plan. Presented at: Athletic Training Educators' Conference; January 2013; Dallas, TX.
46. Thrasher AB, **Walker SE**. Utilizing simulations to teach acute care of injuries and illnesses. Presented at: Athletic Training Educators' Conference; January 2013; Dallas, TX.
47. Popp JK, Hankemeier DA, **Walker SE**. Developing communication and clinical skills via simulations integrated throughout the curriculum. Presented at: Athletic Training Educators' Conference; January 2013; Dallas, TX.

48. Curless CT, **Walker SE**. Using social media to disseminate evidence. Presented at: Athletic Training Educators' Conference; February 2011; Washington, DC.
49. Armstrong KJ, Jarriel AI, **Walker SE**. Utilizing standardized patients to teach interpersonal and clinical skills. Presented at: Athletic Training Educators' Conference; February 2011; Washington, DC.
50. **Walker SE**, Jarriel AI, Armstrong KJ. Consistency is key: How to train standardized patients for consistent assessments. Presented at: Athletic Training Educators' Conference; February 2011; Washington, DC.
51. Welch CE, Van Lunen BL, **Walker SE**, et al. Effectiveness of a single-day evidence-based concepts pilot workshop for athletic training educators. Presented at: Athletic Training Educators' Conference; February 2011; Washington, DC.
52. Jutte LS, Weidner TG, **Walker SE**. Developing foundational skills to understand and practice evidence-based medicine. Presented at: Athletic Training Educators' Conference; February 2009; Washington, DC.
53. **Walker SE**, Weidner TG. Athletic training students are comfortable with standardized patient encounters and find the experiences beneficial. Presented at: Association of Standardized Patient Educators Conference; June 2008; San Antonio, TX.
54. **Walker SE**, Weidner TG. Standardized patients are feasible for the evaluation of athletic training clinical proficiencies. Presented at: Great Lakes Athletic Trainers' Association; March 2008; Toledo, OH.
55. **Walker SE**, Weidner TG. Standardized patients are feasible for the evaluation of athletic training clinical proficiencies. Presented at: Southeastern Athletic Trainers' Association Educators Conference; February 2008; Atlanta, GA.
56. **Walker SE**, Weidner TG, Armstrong KJ. Athletic training students' clinical proficiencies are primarily evaluated via simulations. Presented at: National Athletic Trainers' Association Annual Meeting; June 2007; Anaheim, CA.
57. **Walker SE**. The use of standardized patients to decrease the workload of the approved clinical instructor. Presented at: Athletic Training Educators Conference; January 2007; Anatole, TX.
58. Jutte LS, Weidner TG, **Walker SE**. EBM Moments: An effective means to facilitate the practice of evidence-based medicine among approved clinical instructors. Presented at: Athletic Training Educators Conference; January 2007; Anatole, TX.
59. Pitney WA, **Walker SE**, Hossler P, et al. Implementing the use of a personal learning plan to guide the continuing education process of athletic trainers at a selected regional meeting: An

evaluation study. Presented at: Athletic Training Educators Conference; January 2007; Anatole, TX.

60. Fuller D, **Walker SE**. Characteristics of Athletic Training Faculty Jobs for 1999-2003. Presented at: National Athletic Trainers Association 55th Annual Meeting; June 2004; Baltimore, MD.
61. **Walker SE**, Gazzillo LD, Whinna C. Active learning strategies to promote critical thinking. Presented at: Athletic Training Educators Conference; January 2003; Montgomery, TX.
62. Gazzillo LD, **Walker SE**, Whinna C. Self-reflection as one way to show learning over time. Presented at: Athletic Training Educators Conference; January 2003; Montgomery, TX.
63. Fuller DV, **Walker SE**. Characteristics of athletic training jobs for 1999-2001. Presented at: Athletic Training Educators Conference; January 2003; Montgomery, TX.
64. **Walker SE**. The effects of writing on the critical thinking skills of undergraduate entry level athletic training students. Presented at: National Athletic Trainers Association 53rd Annual Meeting; June 2002; Dallas, TX.
65. **Walker SE**. The effects of writing on the critical thinking skills of undergraduate entry-level athletic training students. Presented at: EATA Research Seminar, EATA Annual Meeting; January 2002; Boston, MA.
66. **Walker SE**. Concussion evaluation protocols practiced by certified athletic trainers in the collegiate and high school setting. Presented at: SEATA Research Seminar, SEATA Annual Meeting; March 2001; Atlanta, GA.
67. Gangstead SK, Gallaspy J, Gardner G, Stemmans CL, Swann EH, **Walker SE**. Preparing the athletic trainer educator for the professorate: Modifying doctoral programs to meet the needs of professionals. Presented at: Athletic training educators conference; January 2001; Fort Worth, TX.
68. **Walker SE**, Eden ME, Jimison JF, Van Lunen BL. The effects of open versus closed kinetic chain ankle exercises on dynamic stability: single subject design. Presented at: National Athletic Trainers' Association 51st Annual Meeting; June 2000; Nashville, TN.

Invited Presentations

1. **Walker SE**, Krzyzanowicz R. Collaborative Relationships with Peer Reviewer. Presented at: CAATE Comprehensive Review Workshop; November 2025; Chicago, IL.
2. Krzyzanowicz R, **Walker SE**. Identify the Scope of the Comprehensive Review. Presented at: CAATE Comprehensive Review Workshop; November 2025; Chicago, IL.

3. **Walker SE**, Krzyzanowicz R. Collaborative Relationships with Peer Reviewer. Presented at: CAATE Comprehensive Review Workshop; November 2024; Chicago, IL.
4. Krzyzanowicz R, **Walker SE**. Identify the Scope of the Comprehensive Review. Presented at: CAATE Comprehensive Review Workshop; November 2024; Chicago, IL.
5. **Walker SE**, Krzyzanowicz R. Collaborative Relationships with Peer Reviewer. Presented at: CAATE Comprehensive Review Workshop; October 2023; Chicago, IL.
6. Krzyzanowicz R, **Walker SE**. Identify the Scope of the Comprehensive Review. Presented at: CAATE Comprehensive Review Workshop; October 2023; Chicago, IL.
7. **Walker, SE**. The Transition to Practice of Athletic Trainers: Preparation and Experiences. College of Health Speaker Series, Ball State University. Presented Virtually; October 20, 2022.
8. Eberman, LE, Gibb, E, **Walker, SE**. Commission on Accreditation of Athletic Training Education Simulation Workshop Seminar. Presented Virtually; March 4, 2021.
9. Journal of Athletic Training #ATTapes Podcast: **Stacy Walker**, Mentorship of Newly Credentialed Athletic Trainers. 2021. Available at: <https://podcasts.apple.com/gb/podcast/at-tapes-mentorship-newly-credentialed-athletic-trainers/id1436189399?i=1000515795865> Accessed February 9, 2022.
10. **Walker, SE**. Supplementing Clinical Education Using Simulation. Presented at: CAATE Accreditation Conference; October 2019; Atlanta, GA.
11. Winterstein AP, Brown S, Laursen RM, **Walker SE**. The Unique and Synergistic Role of the Association for Athletic Training Education (AATE). Presented at: CAATE Accreditation Conference; October 2019; Atlanta, GA.
12. Van Lunen B, **Walker SE**. Using Shared Research Data to Enhance Education: An Update from the Athletic Training Clinical Education Network. Presented at: CAATE Accreditation Conference; October 2019; Atlanta, GA.
13. **Walker, SE**. Simulation in Healthcare. First Friday Presentations at the First Friday Lecture Series at Oklahoma State University Center for Health Sciences; October 4, 2019; Tulsa, OK.
14. **Walker SE**. Research Idea and Developing the Problem. Presented as part of the Education Advancement Committee Research Forum at: Athletic Training Educators' Conference; February 2019; Dallas, TX.

15. **Walker, SE.** Engaging Athletic Trainers in Improving Patient Care. Presented at: National Athletic Trainers' Association Clinical Symposia and AT Expo; June 2018; New Orleans, LA.
16. **Walker, SE.** Onboarding and Mentorship for Early Career Clinicians. Presented at: National Athletic Trainers' Association Clinical Symposia and AT Expo; June 2018; New Orleans, LA.
17. **Walker, SE.** Professional Readiness: Preparing Athletic Training Students for Transition to Practice. Presented at: National Athletic Trainers' Association Clinical Symposia and AT Expo; June 2018; New Orleans, LA.
18. **Walker SE.** The importance of mentorship for the newly credentialed athletic trainer. Presented at: Great Lakes Athletic Trainers' Association Annual Meeting & Symposium; March 2018; Wheeling, IL.
19. Armstrong KJ, **Walker SE.** Enhancing leadership qualities with standardized patients. Presented at: Athletic Training Student Leadership Conference; February 2017; Dallas TX.
20. **Walker SE,** Earl-Bohem J. Grant Process, Presented as part of the Education Advancement Committee Research Forum at: Athletic Training Educators' Conference; February 2017; Dallas, TX.
21. **Walker SE.** Mazerolle SM. The peer review process: What editors and associate editors need from reviewers. Presented at: Athletic Training Education Journal Workshop at the National Athletic Trainers' Association Clinical Symposia and AT Expo; June 2016; Baltimore, MD.
22. **Walker SE,** Armstrong KJ. Using standardized patients to enhance leadership qualities. Presented at: Athletic Training Student Leadership Conference; February 2015; Dallas, TX.
23. **Walker SE.** Developing critical thinking skills in athletic training students. Presented at: National Athletic Trainers' Association online webinar; April 2012.
24. Berry D, Hughes B, **Walker SE.** Getting the most out of your continuing education activities: Developing your personal learning plan. Presented at: National Athletic Trainers' Association; June 2010; Philadelphia, PA.
25. **Walker SE,** Parsons J. Evidence-based forum: Education. Presented at: National Athletic Trainers' Association; June 2010; Philadelphia, PA.
26. **Walker SE.** Using portfolios to plan and document continuing education, part of a Session entitled "Continuing professional education: What is appropriate for me?" Presented at: National Athletic Trainers' Association; June 2009; San Antonio, TX.

27. **Walker SE.** Preparing syllabi for accreditation. Presented at: Southeastern Athletic Trainers' Association 2nd Biennial Athletic Training Educators' Conference; February 2008; Atlanta, GA.
28. **Walker SE.** The clinical rotation plan. Presented at: Southeastern Athletic Trainers' Association 1st Biennial Athletic Training Educators' Conference; February 2006; Atlanta, GA.

Workshops Developed and Presented

1. Using Standardized Patients in Athletic Training Education, developed and presented with Kirk Armstrong and Jamie Frye, James Madison University, May 2025.
2. Advanced Use of Standardized Patients in Athletic Training and Healthcare Education, developed and presented with Kirk Armstrong and Jamie Frye, James Madison University, May 2024.
3. Using Standardized Patients in Athletic Training Education, developed and presented with Kirk Armstrong and Jamie Frye, James Madison University, May 2023.
4. Advanced Use of Standardized Patients in Athletic Training and Healthcare Education, developed and presented with Kirk Armstrong and Jamie Frye, James Madison University, July 2022.
5. Using Standardized Patients in Athletic Training Education, developed and presented with Kirk Armstrong and Jamie Frye, James Madison University, July 2021.
6. Using Standardized Patients in Athletic Training Education, developed and presented with Kirk Armstrong, James Madison University, July 2019.
7. Using Standardized Patients in Athletic Training Education, developed and presented with Kirk Armstrong, Indiana State University, July 2017.
8. Using Standardized Patients in Athletic Training Education, developed and presented with Kirk Armstrong, Indiana State University, July 2016.

Published Abstracts

1. **Walker SE,** Brown AN, Woofter BL, Armstrong KJ. Barriers prohibiting the use of simulation and standardized patients in athletic training education. *J Athl Train.* 2024;59(6):S179.
2. Ward KL, Drescher MJ, Young JP, Winkelmann ZK, **Walker SE,** Eberman LE. Use of standardized patient encounters and simulation to teach and learn about behavioral/mental health in athletic training. *J Athl Train.* 2024;59(6):S186.

3. Armstrong KJ, Woofter BL, Brown, AN, **Walker SE**, Uses of simulation and standardized patients in athletic training education for teaching and evaluation. *J Athl Train*. 2024;59(6):S187.
4. Cavallario, JM, Preibesh S, **Walker, SE**. Comparison of immersive and non-immersive clinical experiences in preparing athletic training students for autonomous clinical practice: A longitudinal, time-diary study. *J Athl Train*. 2023;58(6):S304.
5. **Walker, SE**, Preibesh S, Cavallario, JM. The effect of immersive clinical experiences on athletic training students' confidence in performing tasks associated with patient care and the domains of practice. *J Athl Train*. 2023;58(6):S43.
6. Philpot NJ, Cavallario JM, Strout NR, **Walker SE**, Welch Bacon CE. The meaning and importance of contemporary expertise in athletic training. *J Athl Train*. 2022;57(6):S83-84.
7. Pike Lacy AM, Strout NR, Cavallario JM, Philpot NJ, **Walker SE**, Welch Bacon CE. Athletic trainers' perceived barriers towards developing and maintaining an area of contemporary expertise. *J Athl Train*. 2022;57(6):S78-279.
8. Benedict, JE, Neil, ER, Dougal, ZJ, **Walker, SE**, Eberman, LE. Clinical education coordinators selection and deselection criteria of clinical education experiences. *J Athl Train*. 2021;56(6):S92.
9. Walen, DR, Nye, EA, Winkleman, ZK, Granger, K, **Walker, SE**, Eberman, LE. Athletic trainer awareness and needs as providers for transgender student-athletes. *J Athl Train*. 2021;56(6):S11.
10. Cavallario, JM, Welch Bacon, CE, **Walker, SE**, Bay, CR, 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. *J Athl Train*. 2021;56(6):S272.
11. **Walker, SE**, Thrasher, AB, Cavallario, JM. The impact of onboarding during transition to practice for newly credentialed athletic trainers. *J Athl Train*. 2021;56(6):S99
12. 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. *J Athl Train*. 2021;56(6):S87.

13. Welch Bacon, CE, **Walker, SE**, Cavallario, JM, Bay, RC, Van Lunen, BL. Athletic training student application of health information technology based on role during patient encounters: A report from the AATE research network. *Athl Train Educ J*. 2021;16(4)
14. Welch Bacon, CE, Cavallario, JM, **Walker, SE**, Bay, CR, Van Lunen, B. Athletic training student application of the core competencies during clinical education: A report from the AATE research network. *J Athl Train*. 2020;55(6):S81.
15. Jones, BC, Cavallario, JM, Welch Bacon, CE, **Walker, SE**, Bay, CR, Van Lunen, B. Athletic training student patient encounter characteristics during immersive and non-immersive experiences: A report from the athletic training clinical network. *J Athl Train*. 2020;55(6):S85.
16. Thrasher, AB, **Walker, SE**. Becoming an athletic trainer: Development of newly credentialed athletic trainers through the transition to practice. *J Athl Train*. 2020;55(6):S87.
17. Van Lunen, B., Welch Bacon, CE, **Walker, SE**, Cavallario, JM. Characteristics of patient encounters for professional athletic training students: A report from the athletic training clinical education network. *J Athl Train*. 2020;55(6):S86.
18. Pike-Lacy, AM, Welch Bacon, CE, Cavallario, JM, **Walker, SE**, Eberman, LE. Educators' perceptions of student competence in athletic training education: A report from the athletic training clinical education network. *J Athl Train*. 2020;55(6):S341.
19. Eldred, CM, Neil, ER, Dougal, ZJ, **Walker, SE**, Grimes, AM, Eberman, LE. Preceptor perceptions of the immersive clinical environment in athletic training education. *J Athl Train*. 2020;55(6):S83.
20. Young, JE, Neil, ER, **Walker, SE**, Granger, KE, Eberman, LE. Preparedness, confidence and best practices in preventing, recognizing, managing routine and crisis mental health cases in NCAA affiliated institution. *J Athl Train*. 2020;55(6):S60.
21. Frye, JL, Armstrong, KJ, **Walker, SE**. Standardized patient encounters impact teaching pedagogy and programmatic improvements. *J Athl Train*. 2020;55(6):S245.
22. Cavallario, JM, Welch Bacon, CE, **Walker, SE**, Bay, CR, Van Lunen, B. 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. *J Athl Train*. 2020;55(6):S82.

23. Walen DR, Nye EA, Rodgers SM, Crossway AK, Winkleman ZK, **Walker SE**, Eberman LE. Athletic trainers' perceived competence and educational influences in their ability to care for collegiate transgender student-athletes. *J Athl Train*. 2019;54(1S):S72-23.
24. Rompola RR, Neil ER, **Walker SE**, Thasher AB, Eberman LE. Grit: The perseverance of recently certified athletic trainers during their transition to practice. *J Athl Train*. 2019;54(1S):S205.
25. Nye EA, Walen DR, Rodgers SM, Winkleman ZK, **Walker SE**, Eberman LE. Athletic trainers' perceptions about NCAA-Collegiate transgender student-athletes unfair advantage. *J Athl Train*. 2019;54(1S):S72.
26. Armstrong, KJ, **Walker SE**, Feld, SD, Weidner T. Athletic training students' engagement in interprofessional education and practice in the classroom and during clinical education. *J Athl Train*. 2019;54(1S):S66.
27. Thrasher AB, **Walker SE**. Newly credentialed athletic trainers' onboarding needs during the transition to practice. *J Athl Train*. 2019;54(1S):S207.
28. **Walker SE**, Thrasher AB. Onboarding provided for newly credentialed athletic trainers' during the transition to practice. *J Athl Train*. 2019;54(1S):S207-208.
29. Boddicker BD, Neil ER, Winkleman ZK, **Walker SE**, Eberman LE. Athletic trainers preparation, expectations, and outcomes from a standardized patient encounter. *J Athl Train*. 2019;54(1S):S100.
30. Frye JL, Armstrong KJ, **Walker, SE**. Debrief improves athletic training students' confidence after multi-station objective structured clinical examination. *J Athl Train*. 2019;54(1S):S319.
31. Szabo AL, Neal ER, Thrasher AB, **Walker SE**, Eberman LE. Professional program preparation, orientation and mentoring tactics used in developing professional responsibility in early-career athletic trainers. *J Athl Train*. 2019;54(1S):S208.
32. Cuchna JW, **Walker SE**, Van Lunen B. Best practices in simulated learning within athletic training to support self-efficacy theory. *Athl Train Educ J*. 2018;13(4):389.
33. Davenport JR, **Walker SE**, Eberman LE, Welch Bacon CE. Athletic training educators' perceptions of utilizing standardized patients in teaching. *Athl Train Educ J*. 2018;13(4):386.
34. Feld SD, **Walker SE**, Brigle J, Hankemeier DA. Teaching behavioral and mental health in athletic training. *Athl Train Educ J*. 2018;13(4):383-384.
35. Kirby JL, Sweigart L, Freeman P, Landis K, Ellcessor G, Gray J, Pike K, Osborn K, Williams-Hawkins M, Tschopp M, Kandiah J, **Walker SE**. Implementing interprofessional educational experiences into a new college of health. *Athl Train Educ J*. 2018;13(4):380-381.

36. Rager JL, Cavallario JM, Hankemeier DA, Welch Bacon CE, **Walker SE**. Program administrators' perceived challenges associated with developing preceptors. *Athl Train Educ* 2018;13(4):382-383.
37. Van Lunen BL, Cavallario JM, **Walker SE**, Bay KC, Welch Bacon CE. (2018). Athletic training student application of evidence-based practice during clinical education: A report from the athletic training clinical education network. *Athl Train Educ J*. 2018;13(4):390-391.
38. Welch Bacon CE, **Walker SE**, Cavallario JM, Bay KC, Van Lunen BL. (2018). Athletic training student application of health information technology during clinical education: A report from the athletic training clinical education network. *Athl Train Educ J*. 2018;13(4):390-391.
39. **Walker SE**, Cavallario, JM, Welch Bacon CE, Bay KC, Van Lunen BL. (2018). Athletic training student application of interprofessional education during clinical education: A report from the athletic training clinical education network. *Athl Train Educ J*. 2018;13(4):391-392.
40. Cavallario JM, Welch Bacon, CE, **Walker SE**, Bay KC, Van Lunen BL. (2018). Athletic training student application of patient-centered care during clinical education: A report from the athletic training clinical education network. *Athl Train Educ J*. 2018;13(4):392.
41. Jones JC, Welch Bacon CE, Cavallario JM, **Walker SE**, Bay KC, Van Lunen BL. (2018). Athletic training student application of quality improvement during clinical education: A report from the athletic training clinical education network. *Athl Train Educ J*. 2018;13(4):392-393.
42. Cuchna JW, **Walker SE**, Mariano MH, Van Lunen BL. Using standardized patients to measure outcomes in competence and confidence of first year physical therapy students. *J Athl Train*. 2018;53(1S):S51.
43. Lyles T, Torres-McGehee TM, Moore EM, Wakefield G, **Walker SE**. Examination of Energy availability, energy balance, and psychosocial constructs in athletic trainers. *J Athl Train*. 2018;53(1S):S97.
44. 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. *J Athl Train*. 2018;53(1S):S178.
45. Thrasher AB, Cavallario JM, **Walker SE**, Weidner TG. Newly credentialed athletic trainers' perceptions on how preceptors impacted learning and transition to practice. *J Athl Train*. 2018;53(1S):S117.
46. Dougal ZD, Edler JE, **Walker SE**, Eberman LE. Preceptor perceptions of student integration in an immersive clinical education model. *J Athl Train*. 2018;53(1S):S114-115.

47. Henning JM, Brown S, Taylor L, Anderson BE, **Walker SE**, Eberman LE. Elevating undergraduate to graduate education through the substantive change process: A report from the Athletic Training Clinical Education Network. *J Athl Train*. 2018;53(1S):S241.
48. Bush J, **Walker SE**, Sims K, Winkelmann ZK, Feld SD, Eberman LE. Post-professional learners reflections following a standardized patient encounter and debriefing session. *J Athl Train*. 2018;53(1S):S53.
49. Rager JL, Cavallario JM, Hankemeier DA, Welch Bacon CE, **Walker SE**. Professional masters level athletic training program administrators' experiences with the preparation and development of preceptors. *J Athl Train*. 2018;53(1S):S115.
50. 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. *J Athl Train*. 2018;53(1S):S179.
51. **Walker SE**, Mazerolle SM, Rager JL. The role mentoring plays in the transition to practice of newly credentialed athletic trainers. *J Athl Train*. 2018;53(1S):S128.
52. Mazerolle SM, **Walker SE**. Mentorship relationships: The developmental process for the newly credentialed athletic trainer and mentor. *J Athl Train*. 2018;53(1S):S127-128.
53. Thrasher AB, **Walker SE**, Weidner TG. Newly credentialed athletic trainers' perceptions of preceptor characteristics that facilitate learning and transition to practice. *Athl Train Educ J*. 2018;13(1):81.
54. Cuchna JW, **Walker SE**, Van Lunen BL. How athletic training faculty create and implement standardized patients. *Athl Train Educ J*. 2018;13(1):80.
55. Hankemeier DA, Kirby JL, **Walker SE**, Thrasher AB. Perceived learning needs regarding their development. *Athl Train Educ J*. 2018;13(1):83.
56. Gardiner AM, Cuchna JW, Van Lunen BL, **Walker SE**. Utilization strategies for standardized patients in athletic training education. *Athl Train Educ J*. 2018;13(1):75-76.
57. Kirby JL, **Walker SE**, Hankemeier DA, Rager JL. Integrating simulations for standardized patients into a medical and pharmacological aspects of athletic training course. *Athl Train Educ J*. 2018;13(1):86-87.
58. Boyd DR, Armstrong KJ, **Walker SE**, Mazerolle SM. Current preceptors have confusion and uncertainty regarding athletic training degree level transition. *J Athl Train*. 2017;52(1S):S297
59. Gardiner AM, Cuchna JW, **Walker SE**, Clines SH, Welch Bacon CE, Van Lunen BL. Student perceptions of standardized patient use in athletic training education. *J Athl Train*. 2017;52(1S):S27-28.

60. Kirby JL, **Walker SE**, Mazerolle SM. Transition to practice for graduate assistant athletic trainers providing medical care in the secondary school setting. *J Athl Train.* 2017;52(1S):S131
61. Thrasher AB, **Walker SE**, Mazerolle SM. Challenges associated with transition to practice of newly credentialed athletic trainers. *J Athl Train.* 2017;52(1S):S130.
62. Armstrong KJ, **Walker SE**, Weidner TG. Simulated patients Are predominately used to teach and evaluate athletic training student's skills: A ten-year follow- up study. *J Athl Train.* 2017;52(1S):S27.
63. **Walker SE**, Mazerolle SM, Thrasher AB. Newly credentialed athletic trainers' transition during the first nine months of clinical practice: A six-month follow up interview. *J Athl Train.* 2016;51(1S):S114.
64. **Walker SE**, Mazerolle SM, Thrasher AB. Newly credentialed athletic trainers transition during the first nine months of clinical practice: A six-month follow up interview. *J Athl Train.* 2016;51(1S):S114.
65. Armstrong KJ, **Walker SE**. Debriefing after a multi-station objective structured clinical examination. *J Athl Train.* 2016;51(1S):S93.
66. Jarriel AJ, Armstrong KJ, **Walker SE**. Simulations are the predominant method of evaluating athletic training students clinical integrated proficiencies. *J Athl Train.* 2016;51(1S):S94.
67. Henning JM, Pike A, **Walker SE**. An exploratory analysis of transition-to-practice support provided by employers of newly credentialed athletic trainers in the college/university setting. *J Athl Train.* 2016;51(1S):S116.
68. Kirby JL, **Walker SE**, Mazerolle SM. Examining support received during the transition to practice for the secondary school athletic trainer. *J Athl Train.* 2016;51(1S):S115.
69. Hoots KM, Cuchna JW, Van Lunen BL, **Walker SE**. Faculty perceptions of standardized patient use in athletic training education. *J Athl Train.* 2016;51(1S):S95.
70. Thrasher AB, **Walker SE**, Hankemeier DA. Graduate assistant athletic trainers' perceptions of their professional preparation. *J Athl Train.* 2016;51(1S):S215.
71. Cuchna JW, **Walker SE**, Van Lunen BL. Athletic training educators' use and perceptions of simulations and standardized patients. *J Athl Train.* 2016;51(1S):S243.
72. Payne EK, **Walker SE**, Mazerolle SM. The development of athletic training educators' teaching practices. *J Athl Train.* 2016;51(1S):S130.

73. Keeley K, **Walker SE**, Hankemeier DA, Martin M, Cappaert T. Athletic trainer's beliefs and implementation of evidence-based practice. *J Athl Train*. 2015;50(1S); S215.
74. **Walker SE**, Thrasher AB. Exploring the perceptions of newly credentialed athletic trainers' transition to practice. *J Athl Train*. 2015;50(1S):S25.
75. Thrasher AB, **Walker SE**. Examining the transition to practice of newly credentialed athletic trainers. *J Athl Train*. 2015;50(1S):S24.
76. Popp JK, **Walker SE**. A teaching simulation is effective in improving athletic training students' football helmet facemask removal skills and confidence. *Athl Train Educ J*. 2015;10(1S):S19.
77. **Walker SE**, Thrasher AB. Utilizing a small group standardized patient encounter to prepare students for psychosocial intervention and referral: A pilot study. *Athl Train Educ J*. 2015;10(1S):S25.
78. Thrasher AB, **Walker SE**. The orientation and transition to practice of newly credentialed Athletic Trainers. *Athl Train Educ J*. 2015;10(1S):S22.
79. Hankemeier DA, Popp JK, **Walker SE**. Clinicians are unfamiliar and infrequently implement clinical decision rules. *J Athl Train*. 2014;49(1S):S136.
80. Thrasher AB, **Walker SE**, Hankemeier DA. Perceptions of professional socialization of graduate assistant athletic trainers in the collegiate setting. *J Athl Train*. 2014;49(1S):S114-115.
81. Popp JK, Hankemeier DA, **Walker SE**. Familiarity and use of patient-rated outcome measures among athletic trainers. *J Athl Train*. 2014;49(1S):S136-137.
82. **Walker SE**, Thrasher AB. A Small group standardized patient encounter improves athletic training students' psychosocial intervention and referral skills. *J Athl Train*. 2013;48(1S):S63.
83. Thrasher AB, **Walker SE**, Hankemeier DA, Pitney WA. Supervising athletic trainers' perspectives on professional socialization of Graduate assistant athletic trainers in the collegiate setting. *J Athl Train*. 2013;48(1S):S63.
84. Berry DC, Penny JM, Kinard C, et al. Board of certification approved provider category A course offerings: Results of a cross-sectional observational study. *Athl Train Educ J*. 2013;8(1S):S11.
85. Hughes BJ, Berry DC, Penny JM, et al. An examination of the reliability of athletic trainers' self-assessment of learning needs using step-one of the professional leaning plan. *Athl Train Educ J*. 2013;8(1S):S12.

86. Thrasher AB, **Walker SE**. Utilizing simulations to teach acute care of injuries and illnesses. *Athl Train Educ J*. 2013;8(1S):S17.
87. Popp JK, Hankemeier DA, **Walker SE**. Developing communication and clinical skills via simulations integrated throughout the curriculum. *Athl Train Educ J*. 2013;8(1S):S21.
88. **Walker SE**, Weidner TG. Standardized patient encounters and case-based simulations improve students' confidence and evaluation skills. *Sim Health*. 2012;7(3):203-206.
89. **Walker SE**, Weidner TG, Armstrong KJ. Standardized patient encounters and case-based simulations improve students' confidence and evaluation skills. *J Athl Train*. 2011;46(3):S54-55.
90. Welch CE, Van Lunen BL, **Walker SE**, et al. Effectiveness of a single-day evidence-based concepts pilot workshop for athletic training educators. *Athl Train Educ J*. 2011;6S(1):28-29.
91. Curless CT, **Walker SE**. Using social media to disseminate evidence. *Athl Train Educ J*. 2011;6S(1):4.
92. Armstrong KJ, Jarriel AI, **Walker SE**. Utilizing standardized patients to teach interpersonal and clinical skills. *Athl Train Educ J*. 2011;6S(1):6.
93. **Walker SE**, Jarriel AI, Armstrong KJ. Consistency is key: How to train standardized patients for consistent assessments. *Athl Train Educ J*. 2011;6S(1):15.
94. Welch CE, Van Lunen BL, **Walker SE**, et al. Effectiveness of a single-day evidence-based concepts pilot workshop for athletic training educators. *Athl Train Educ J*. 2011;6S(1):28.
95. Welch CE, Van Lunen BL, **Walker SE**, et al. Assessment of evidence-based practice knowledge, comfort, and importance levels of athletic training educators. *J Athl Train*. 2010;45S(3):14.
96. **Walker SE**, Armstrong KJ, Berry DC, et al. Various factors affect athletic trainers' selection of continuing education. *J Athl Train*. 2010;45S(3):17.
97. Armstrong KJ, Weidner TG, **Walker SE**. Exploring the benefits of informal continuing education in athletic training. *J Athl Train*. 2010;45S(3):17.
98. **Walker SE**, Weidner TG. Standardized patients are feasible for the evaluation of athletic training clinical proficiencies. *J Athl Train*. 2008;43S(3):62.
99. Armstrong KJ, Weidner TG, **Walker SE**. Athletic training approved clinical instructors primarily utilize simulations for evaluating clinical proficiencies. *J Athl Train*. 2008;43S(3):62.

100. Borgia EL, Van Lunen BL, **Walker SE**, et al. Assessment of high school athletic coaches' knowledge of the prevention, recognition, and treatment of heat illnesses. *J Athl Train*. 2008;43S(3):94-95.
101. Walter JM, Van Lunen BL, **Walker SE**, Ismaeli Z, Onate JA. An assessment of burnout in undergraduate athletic training education program directors. *J Athl Train*. 2007;42S(2):72.
102. **Walker SE**, Weidner TG, Armstrong KJ. Athletic training students' clinical proficiencies are primarily evaluated via simulations. *J Athl Train*. 2007;42S(2):70.
103. Chadburn JL, Laursen RM, **Walker SE**. Arthrofibrosis in an ultimate frisbee athlete post ACL injury: A case report. *J Athl Train*. 2007;42S(2):44.
104. **Walker SE**, Pitney WA, Lauber C, Berry DC. The perceptions of certified athletic trainers toward continuing education. *J Athl Train*. 2005;40S(1):61.
105. Fuller D, **Walker SE**. Characteristics of athletic training faculty jobs for 1999-2003. *J Athl Train*. 2004;39S(2):105.
106. **Walker SE**. Effects of teaching a care and prevention class with an emphasis on higher level thinking. *J Athl Train*. 2003;38S(2):38.
107. **Walker SE**. The effects of writing on the critical thinking skills of undergraduate entry level athletic training students. *J Athl Train*. 2002;37S(2):77.
108. Swann E, **Walker SE**. Interpersonal communication of the athletic trainer clinical instructor. *J Athl Train*. 2001;36S(2):48.
109. **Walker SE**, Eden ME, Jimison JF, Van Lunen BL. The effects of open versus closed kinetic chain ankle exercises on dynamic stability: Single subject design. *J Athl Train*. 2000;35S(2):80.

Dissertation Committees

In Progress

1. Stephenie Stark. Rocky Mountain University. What are large employers of Athletic Trainers doing during the onboarding process to ensure an effective transition into the workplace? Fall 2017 to present. (Member).

Completed

1. Sarah Long. University of Toledo. Athletic Training Clinical Education through the Lens of Educational Psychology: An Exploratory Study. Spring 2020 to May 2022. (Member).

2. Jonathan Allen. Rocky Mountain University. Interprofessional Education in Athletic Training. Fall 2019 to Fall 2021. (Member).
3. Erin Beckwith. Rocky Mountain University. Examining Skill and Knowledge Acquisition and Skill and Knowledge Retention Following Simulation Based Education and Deliberate Practice in Athletic Training. Fall 2013 to Summer 2019. (Member).
4. Jennifer Cuchna. Old Dominion University. Standardized patients use in athletic training. Spring 2013 to June 2017. (Member).
5. Jessica Walter. Old Dominion University. An assessment of post-professional athletic training education students critical thinking skills and dispositions. Fall 2012 to Fall 2013. (Member).
6. Kimberly Keely. Rocky Mountain University. Athletic training clinicians: Knowledge, attitudes, and perceived barriers to evidence-based practice. Spring 2011 to Fall 2013. (Member).
7. Chang Su Lee. Ball State University, Department of Educational Studies. Self-efficacy in older adults: Demographic background and physical activity. Spring 2009 to Spring 2011. (Member).
8. Dorice Hankemeier. Old Dominion University. Approved clinical instructors' knowledge, attitudes, perceived barriers, and implementation strategies of evidence-based practice. Spring 2010 to 2011. (Member).
9. Michele Monaco. Rocky Mountain University. Critical thinking: The relationship between years of experience as a certified athletic trainer and the level of critical thinking. Spring 2008 to Summer 2009. (Member).

Doctor of Athletic Training Research Project Committees

In Progress

1. Kim Ward. Use of simulation and standardized patient encounters to teach and learn about behavioral/mental health in athletic training. Indiana State University. Spring 2023 to present. (Member).

Completed

1. Jennifer Benedict. Indiana State University. Clinical education coordinators' selection process of preceptors for clinical immersive sites. Spring 2020 to Spring 2021. (Member).
2. Alicia Belante. A. T. Still University. Graduates' perceptions of clinical experiences. Spring 2018 to May 2020. (Member).

3. Anna Grimes. Indiana State University. Athletic training student perceptions of the immersive clinical experience. Spring 2018 to May 2020. (Member).
4. Cameron Eldred. Indiana State University. Preceptor perceptions of the immersive clinical environment in athletic training education. Fall 2019 to May 2020. (Member).
5. Julia Young. Indiana State University. Preparedness, confidence, and best practices in preventing, recognizing, managing routine and crisis mental health cases in NCAA affiliated institutions. Fall 2019 to May 2020. (Member).
6. Amanda Szabo & Ryan Rompola. Indiana State University. Exploring the perceptions of newly credentialed athletic trainers as they transition to practice. Spring 2018 to Spring 2019. (Member).
7. Brett Boddicker. Indiana State University. The effects of cognitive load, Stress, and anxiety on standardized patient encounters in post-professional students. Spring 2018 to Spring 2019. (Member).
8. Daniel Walen. Indiana State University. Athletic trainers' perceptions about treating transgender patients. Fall 2017 to Spring 2019. (Member).
9. Jodi Davenport. (A.T. Still University). Faculty use and perceptions of using standardized patients for teaching purposes. Summer 2017 to Summer 2018. (Member).
10. Josh Bush. (Indiana State University). The effect of debriefing post standardized patient experience. Fall 2017 to Spring 2018. (Member).
11. Zach Dougal. (Indiana State University). Preceptors perceptions of student integration in an immersive clinical education model. Spring 2017 to Spring 2018. (Member).
12. David Boyd. Indiana State University. Current preceptors have confusion and uncertainty regarding athletic training degree level transition. Spring 2016 to Spring 2018. (Member).

Master's Theses/Project Committees

Completed

1. Alexis Brown. James Madison University. Current Uses of Simulation and Standardized Patients in Athletic Training Education: Part 2, Barriers to Use. Spring 2022 to May 2023. (Member).
2. Bryonna Woofter. James Madison University. Current Uses of Simulation and Standardized Patients in Athletic Training Education: Part 1, Uses for Teaching and Evaluation. Spring 2022 to May 2023. (Member).

3. Hanna Severs. Ball State University. Athletes' perceptions of their coaches' behavior at Christian and secular institutions. Fall 2021 to May 2022. (Member).
4. Nathan Edwards. Ball State University. Quantifying biomechanical risk factors for low back pain in amateur golfers. Spring 2018 to Spring 2019. (Member).
5. Greg Wakefield. University of South Carolina. Examination of energy availability and energy balance in male athletic trainers. Fall 2015 to Spring 2017. (Member).
6. Taylor Lyles. University of South Carolina. Examination of energy availability and energy balance in female athletic trainers. Fall 2015 to Spring 2017. (Member).
7. Scott Brown. Ball State University. The relationship between leg dominance and knee mechanics during the cutting maneuver: A possible sign of ACL injury. Fall 2011 to Summer 2012. (Member).
8. Cailee Welch. Old Dominion University. An assessment of athletic training educators' knowledge and calibration of evidence-based diagnostic concepts. Spring 2009. (Member).
9. Carly Manghelli. Ball State University. The teaching effects of a standardized patient encounter on the counseling skills of athletic training students. December 2008. (Project Advisor).
10. Brian Harris. Ball State University. Strength and conditioning coaches: Perceived social support among injured athletes. Summer 2008. (Member).
11. Jessica Walter. Old Dominion University. An assessment of burnout in undergraduate athletic training education program directors. Spring 2007. (Member).
12. Elizabeth Grimm. Ball State University. The physical activity habits of oncology patients from entry to exit of an oncology rehabilitation program. Spring 2007. (Member).
13. David M. Babette-Jones. Ball State University. Comparing the effects of different whole-body vibration intensities on vertical jump performance. Spring 2006. (Member).
14. Jennifer M. Litzenberg. Ball State University. Nutritional knowledge of athletes: Perceived versus actual nutritional intake. Spring 2006. (Member).
15. Jason Rohdy. Ball State University. Effects of mental rehearsal and pre-shot routine on putting performance. Summer II 2006. (Member).

AWARDS AND HONORS

Outstanding Tenure Line Faculty Award, School of Kinesiology, Ball State University, April 2025.

Rachael Oats Leadership Award, NATA Research and Education Foundation, 2021.

2020 Athletic Training Education Journal Award for Outstanding Research Manuscript. *Athletic trainers' perceptions before, during, and after a standardized patient encounter*. Athletic Training Education Journal; 2021.

Most Distinguished Athletic Trainer, National Athletic Trainers' Association, 2020.

Professional Development Excellence Award, National Athletic Trainers' Association, 2019.

2017 Athletic Training Education Journal Award for Advancing Clinical Practice. *Athletic Training Preceptors' Perceived Learning Needs Regarding Preceptor Development*. Athletic Training Education Journal; 2018.

National Athletic Trainers' Association Fellow, June 2017.

Outstanding Teacher, School of Kinesiology, Ball State University, April 2017.

Outstanding Dissertation Research Poster. *Athletic Training Educators' Use and Perceptions of Simulations and Standardized Patients*. NATA Clinical Symposia and AT Expo; 2016

2015 Outstanding Research-Based Manuscript Award. *Supervising Athletic Trainers' Perceptions of Graduate Assistant Athletic Trainers' Professional Preparation*. Athletic Training Education Journal; 2016.

Great Lakes Athletic Trainers' Association Outstanding Educator Award; 2014.

2011 Outstanding Research Manuscript Award. *Athletic Training Educators' Knowledge, Comfort, and Perceived Importance of Evidence-Based Practice*. Athletic Training Education Journal; 2012.

2010 Outstanding Perspectives Manuscript Award. *Incorporating Foundational Evidence-Based Practice Concepts and Skills Across an Athletic Training Education Program*. Athletic Training Education Journal; 2011.

2010 Outstanding Research Manuscript Runner-Up Award. *Standardized Patients Provide Realistic and Worthwhile Experiences for Athletic Training Students*. Athletic Training Education Journal; 2011.

Outstanding Non-Research Manuscript First Runner Up. *Active Learning Strategies to Promote Critical Thinking*. Journal of Athletic Training; 2003.

Outstanding Student Research Award, MAAHPERD; December, 2000.

Dean's List in Rehabilitative Sciences. Clarion University of PA; 1996-1998.

Illinois General Assembly Scholarship. Southern Illinois University; 1994-1996.

Southern Illinoisan Tip-off Classic Scholarship. Southern Illinois University; 1992.

The Carroll P. Foster Post #3455 Veterans of Foreign Wars Scholarship. Southern Illinois University; 1992.

Shawnee Education Association Teachers Scholarship. Southern Illinois University; 1992.

SERVICE

National Committees/Service

Chair, Association for Athletic Training Education Symposium Committee. June 2023 to present.

Peer Review Committee, CAATE. July 2023 to present.

Founding Board Member and Secretary, Association for Athletic Training Education. September 2018 to present.

Member, Athletic Training Research Network, July 2016 to present.

Member, CAATE Education Committee. May 2019 to June 2023.

Member, NATA Professional Education Committee. May 2018 to June 2022.

Mentor Program, CAATE. October 2022 to May 2023.

Member, NATA Research and Education Foundation Research Committee, October 2014 to December 2021.

Member, Strategic Alliance Athletic Training Research Agenda Task Force. January 2017 to January 2021.

Member, Board of Certification Maintenance of Certification Task Force, October 2015 to September 2019.

Member, NATA Professional Readiness Work Group, Professional Education Committee. January 2018 to June 2019.

Member, Association of Standardized Patient Educators Grants and Research Committee, 2008 to 2017.

Member, NATA Transition to Practice Workgroup, October 2015 to February 2017.

Mentor, NATA Research Mentor Program, 2014 to 2016.

Executive Committee for Education Research and Development Workgroup/Committee, June 2014 to June 2015.

Chair, Program Committee for the Athletic Trainers' Educators Conference, October 2011 to June 2015.

Member, Professional Development Committee, National Athletic Trainers' Association, October 2011 to June 2015.

Member, Committee for the Athletic Trainers' Educators Conference, Fall 2009 to Fall 2011.

Board of Certification Task Force on Continuing Professional Education, member, Responsible for focus group and survey research, 2002 to 2012.

Infusion of Evidence-based practice in Athletic Training Task Force, member September 2009 to November 2011.

Athletic Training Educational Journal topics development subcommittee member, June 2004 to November 2004.

Examiner and Model for Board of Certification Examination, 1997 to 2005.

Editor and Editorial Board Service

Senior Associate Editor, Journal of Athletic Training and Educational Practice/Athletic Training Education Journal, June 2017 to present

Associate Editor, Journal of Athletic Training, May 2013 to December 2021.

Associate Editor, Athletic Training Education Journal, April 2014 to June 2017.

Editorial Board Member, Athletic Training Education Journal, 2010 to April 2015.

Editorial Board Member, Journal of Athletic Training, 2011 to May 2013.

Accreditation Peer Reviewer

Commission on Accreditation of Athletic Training Education

University of Pittsburgh, 2023-2024 (Chair).

California State University – Northridge, 2023 (Member, Substantive Change)

University of Tampa, 2023 (Chair, Substantive Change)

Kean University 2022. (Chair, Substantive Change)

University of Southern Mississippi 2022. (Chair, Substantive Change)

University of Southern Maine 2021-2022.

Orthopedic Surgery and Sports Medicine Teaching and Research Foundation, 2019-2021 (Residency Program)

McKendree University, 2020-2021

North Central College, 2017

Evangel University, 2016 (Chair, Substantive Change)

Central Connecticut University, 2015 (Chair)

Central Michigan University, 2014 (Chair)

Immaculata University, 2014

Illinois State University, 2012 (Chair)

Texas State University at San Marcos, 2010

Minnesota State University at Moorehead, 2008

University of Nebraska at Kearny, 2006

Joint Review Committee on Athletic Training for CAAHEP-accreditation

Eastern University, 2005

Keene St. University, 2004

Nicholls State University, 2003

Lander University, 2003

District/Regional Committees/Service

Chair, Programming committee for the Southeastern Athletic Trainers' Association Educators Conference, 2006-2008

Member, Eastern Athletic Trainers' Association District 2 Research Committee, Subcommittee, 2001 to June 2004

Chair, Research to Reality Presentation, Additional duties include reviewing posters and grants, 2001 to June 2004

Manuscript/Grant Reviewer

National Athletic Trainers' Association Research and Education Foundation, 2022, 2014, 2013, 2007

Grant and abstract reviewer for the Association of Standardized Patient Educators, 2008 to present.

Journal of Athletic Training Education and Practice/Athletic Training Education Journal, 2006 to present

Athletic Therapy Today/International Journal of Athletic Therapy and Training, 2002 to present

Journal of Athletic Training, 2000 to present

Textbook Reviewer

FA Davis, 2002 to present

Elsevier Science, 2002 to present

McGraw Hill, 2006 to present

Other Reviewer Services

Grant Reviewer, Eastern Athletic Trainers' Association District 2 Research Committee, 2002 to 2004

Home Study Reviewer, Board of Certification Approved Provider Program, 2001 to 2004

Reviewer of research abstracts for Southeast Athletic Trainers' Association District 9 Meeting, 2001

Ball State University Service

School of Kinesiology

Promotion and Tenure Committee, Member, August 2022 to September 2025.

Chair, Search Committee, Clinical Athletic Training Faculty Position. September 2023 to December 2024.

Salary Committee, Member, August 2020 to 2022.

Promotion and Tenure Committee, Member, August 2018 to May 2020.

Chair, Search Committee, Clinical Athletic Training Faculty Position. February to June 2018.

Chair, Search Committee, Athletic Training Faculty Position. September to December 2017.

Chair, Search Committee, Athletic Training Contract Faculty Position. May to June 2017.

Salary Committee, Member, August 2016 to August 2017.

Chair, Promotion and Tenure Committee, August 2014 to August 2015.

Promotion and Tenure Committee, Member, August 2011 to May 2014.

Chair, Search Committee, Athletic Trainer Assistant Professor Search Committee, November 2010 to May 2011.

Chair, Search Committee, Athletic Trainer Assistant/Associate Program Director Search Committee, February 2011 to May 2011.

Faculty Advisor, Athletic Training Club, 2004 to August 2011.

Chair, Search Committee, Adapted Physical Activity Contract Faculty Search, May 2009 to July 2009.

Salary Committee, Member, August 2007 to August 2008.

Search Committee, Member, Biomechanics Faculty Search, January to May 2006.

Salary Committee, Member, Athletic Training Faculty, August 2005 to August 2006.

College of Health

Member, Interprofessional Education and Practice Faculty Advisory Group, October 2019 to August 2021.

Chair, Interprofessional Education and Practice Committee, October 2016 to October 2019.

Chair, Director of Interprofessional Education and Practice Search Committee, May 2018 to January 2019.

Member, Director of the North Eastern Indiana Area Health Education Center, May 2018 to October 2018.

Simulation Suite Operations Planning for College of Health, Member, March 2016 to May 2017.

College of Health Governance Subcommittee, Member, December 2015 to May 2016.

College of Applied Science and Technology Scholarship and Rigor Task Force, Member, January 2015 to December 2015.

College of Applied Science and Technology Promotion and Tenure Committee, Member, August 2014 to July 2015.

College of Applied Science and *Technology* Faculty Advisory Group, Department Representative, 2006-2007.

University

Special Assigned Leave with Pay Committee, Member, August 2016 to May 2018.

Special Assigned Leave with Pay Committee, Member, Fall 2010 to Spring 2012.

PROFESSIONAL ATHLETIC TRAINING EXPERIENCE

Clinical Education Coordinator, Ball State University, Summer 2010 to May 2013.

Coordinator of Clinical Proficiencies, Ball State University, Fall 2004 to May 2013.

Coordinator of Athletic Training Clinical Education, William Paterson University, Fall 2001 to May 2004.

Doctoral Graduate Assistant, The University of Southern Mississippi, Administrative/Academic Duties, August 1999 to May 2001.

Doctoral Graduate Assistant, The University of Southern Mississippi, Athletic Training Services, August 1999 to 2001.

Graduate Assistant, The University of Tennessee at Chattanooga, Administrative/Academic Duties, July 1998 to June 1999.

Graduate Assistant, The University of Tennessee at Chattanooga, Athletic Training Teaching and Research Laboratory Coordinator, August 1998 to July 1999.

Coordinator of Undergraduate Athletic Training Student Education, The University of Tennessee at Chattanooga, Fall 1998 to May 1999.

Athletic Trainer, Life Fitness, Chattanooga, TN, Fall 1998.

Graduate Assistant Athletic Trainer, Allegheny-Clarion Valley Jr./Sr. High School, Foxburg, PA, August 1996 to May 1998.

Graduate Assistant, Clarion Rehabilitation Services, Inc., Clarion, PA, August 1996 to May 1998.

Athletic Training Student, Southern Illinois University, Carbondale, IL, August 1992 to May 1996.

Volunteer Athletic Training activities

Chase Charlie 5K, Medical Volunteer and student supervision, September 2017.

121st Boston Marathon Medical Volunteer, April 17, 2017.

120th Boston Marathon Medical Volunteer, April 18, 2016.

119th Boston Marathon Medical Volunteer, April 20, 2015.

Chase Charlie 5K, Medical Volunteer and student supervision, October 2015.

Chase Charlie 5K, Medical Volunteer and student supervision, September 2014.

Fifth Annual Eagle Fun Run, The University of Southern Mississippi, November 13, 1999.

TSSAA High School Basketball District AAA Championships, The University of Tennessee at Chattanooga, March 6, 1999.

Choo Choo Classic Softball Tournament, The University of Tennessee at Chattanooga, February 26-28, 1999.

Georgia – Tennessee All Star High School Basketball Camp, Tennessee Temple University, August 30 to September 1, 1998.

Venus Lacy Foundation Annual Summer Classic Basketball Clinic, The University of Tennessee at Chattanooga, August 15, 1998.

PROFESSIONAL DEVELOPMENT - Attended Workshops /Conferences

Workshops

Teaching with Artificial Intelligence, Auburn University, April 2025

Commission on Accreditation of Athletic Training Education Peer Reviewer Training, July 2023.

Michigan State University Small Group Facilitator Webinar Series October 2022 – February 2023.

Mental Health First Aid. September 2022.

Stigma and Bias Training for Healthcare Professionals, Ball State University. September 2021.

Conflict Prevention & Resolution Skills Workshop, Ball State University Center for Peace & Conflict Studies, March 2021.

Commission on Accreditation of Athletic Training Education Peer Review Training, August 2020.

Faculty Learning Community for Adult Learners, Ball State University, October 2019 to May 2019.

Commission on Accreditation of Athletic Training Education Residency Site Visitor training, CAATE Conference, October 2018.

Macy Foundation Train-the-Trainer (T3) Interprofessional Faculty Development Workshop, University of Missouri, September 2016.

Commission on Accreditation of Athletic Training Education Site Visitor training, NATA Convention, June 2013.

Commission on Accreditation of Athletic Training Education Site Visitor re-training, NATA Convention, June 2012.

Commission on Accreditation of Athletic Training Education (formerly known as JRC-AT) Site Visitor re-training, NATA Convention, June 2006.

Training and Using Standardized Patients for Teaching and Assessment, Southern Illinois University Medical School, May 2006.

Clinical Instructor Educator Seminar, EATA Convention, January 2002.

JRC-AT, Site Visitors Training Workshop, Athletic Training Educators Conference, January 2001.

Conferences Attended

Association for Athletic Training Education Symposium, 2025, 2024, 2025.

National Athletic Trainers' Association Clinical Symposia and AT Expo, 2024, 2023, 2021 through 2002, 2000, 1999, 1998, 1996.

College Athletic Trainers' Society Spring Symposia, 2025, 2024, 2019, 2016 through 2013.

Athletic Trainers in the Physician Practice Setting, 2024, 2021, 2020, 2019.

Eastern Athletic Trainers' Association Meeting and Clinical Symposium, 2023, 2018, 2016, 2003, 2002.

Commission on Accreditation of Athletic Training Education Accreditation Conference, 2022, 2021, 2020, 2019, 2018, 2017, 2014.

Association for Athletic Training Education Colloquium, 2021, 2020, 2019.

Great Lakes Athletic Trainers' Association Meeting and Symposium, 2020, 2019 through 2013, 2011 through 2005, 1999, 1998.

Student-Athlete Mental Health Summit, 2020.

Collaborating Across Borders VII, 2019.

Athletic Training Educators' Conference, 2021 through 2001.

Association for Standardized Patient Educators Conference, 2014, 2012, 2009, 2008.

Southeastern Athletic Trainers' Association Educators Conference. 2012, 2010, 2008, 2006,

Indiana Athletic Trainers' Association Annual Meeting, October, 2004.

Athletic Trainers' Society of New Jersey Sports Medicine Conference, March 3, 2003.

Southeast Athletic Trainers' Association Annual Symposium, 2001, 2000, 1999.

Tennessee Athletic Trainers' Society Annual Meeting, January, 1999.

CERTIFICATIONS/MEMBERSHIPS

Present Affiliations

Association for Athletic Training Education, 2019 to present

Athletic Trainers in the Physician Practice Setting, 2018 to present

College Athletic Trainers' Society, 2013 to present

Society for Simulation in Healthcare, 2012 to present

Association of Standardized Patient Educators, 2004 to present

Great Lakes Athletic Trainers' Association, 2004 to present

Indiana Athletic Trainers' Association, 2004 to present

National Athletic Trainers' Association, member 1993 to present

National Society of the Daughters of the American Revolution, 1992 to present

Present Certifications/Training

National Provider Identifier Number 1073587622

Indiana State Licensed Athletic Trainer, 2004 to present

National Board of Certification, Certified Athletic Trainer, 1996 to present

CPR for the Professional Rescuer, current

Past Affiliations

American Interprofessional Health Collaborative, 2018 to 2019

Association for Informal Logic and Critical Thinking, 2002 to 2005

New Jersey Registered Certified Athletic Trainer, 2001 to 2004

Eastern Athletic Trainers' Association, 2001 to 2004

Athletic Training Society of New Jersey, 2001 to 2004

Illinois Athletic Trainers' Association, 1998 to 2001

Great Lakes Athletic Trainers Association, 1993 to 2001

Mississippi Athletic Trainers' Association, 2000

Mississippi Alliance for Health, Physical Education, Recreation and Dance, 2000

American College of Sports Medicine, 2000

Emergency Medical Training, BLS Level, IL and PA licensed, Expired 2000

American Red Cross Water Safety Instructor, 1991 to present

Tennessee Athletic Trainers' Society, 1998-1999

Southern Illinois University Student Athletic Trainers' Club, 1992 to 1996