

As a Professor of a Graduate Athletic training program at the University of Utah, what initially gave you the idea to incorporate a PRI home study into your semester?

At the University of Utah, students are able to take “elective courses” or enroll in “Independent Study” with professors based on their interests. Each graduate student is required to do either a thesis or a research project in order to earn their Master of Science degree at our institution. Those that do the thesis option have less time to take electives or Independent studies because they have more thesis hour credits. Many of the graduate student have approached me, since I am clinical faculty and still practice, to teach them independent study courses. In the past I have taught an Aquatic Therapy course since I am an Aquatic Therapist. I have also taught a Corrective Exercise Specialist Course, where we took the course through the NASM to prepare for and take the CES exam. My interest and enthusiasm for PRI is obvious and contagious. Those that work in the same Athletic Training room have seen the success I have had and have been curious about it, so the students asked me to do an Independent Study about PRI. Short answer, the students were interested and came to me.

Based on prior interest and course involvement do you believe that this material fits well in a graduate level learning environment?

The PRI material fits in very well with our graduate program and the graduate level learners. It is challenging for them and for many seasoned clinicians. However, doing it in the way that we do, meeting each week and discussing the topics and/or having lab sessions, and then having an option lab each week has been very helpful for both me and the students. Having them do it on their own I believe would be too much. The students want to learn hands-on techniques that they can put into practice. With PRI they are doing just that. They see it make a difference with their student-athletes. When they have a question, they ask their classmates and/or me and collaborate with one another. They recognize that this is not just another weekend course with a certification. This is a valuable tool that helps their athletes not only feel better and have less or no pain, but perform better.

What were some of the benefits from an instructional perspective that you thought made these students first exposure to PRI successful?

Being able to have the videos from the exceptional PRI teaching faculty to watch at home each week and then having in class discussion with pelvis models to go over the concepts really helped. As the class size grew that also helped because we had more people, more questions and more brains with ideas and training from around the country. Watching 1-2 hours of video each week was a great pace; it gave the students enough challenge but didn't overwhelm them. They could watch a video more than once if needed. Then working in a small group, we could really discuss concepts that were challenging. The small group lab session were extremely helpful to practice the tests or learn exercises on different people with different body types and patterns.

We offer all three of our primary courses as online home studies, what made you decide to introduce Pelvis Restoration as the first Independent study instead of the other two primary courses?

While doing Myokin may have made the most sense, I selected the Pelvis course because it covered both the L AIC and the PEC patterns. If the students had only learned about the L AIC then they wouldn't have been able to assist with the PEC patterned patients and many of the athletes they are and will be working with are in this pattern. Additionally having them gain an understanding and appreciation for the relationship between the pelvic and respiratory diaphragms is extremely important. For some of the students this is the only PRI course they may take.

Please share any additional thoughts or comments regarding your initial Independent study of Pelvis Restoration and how it went from a “Faculty” standpoint.

From a faculty standpoint, doing a guided Independent Study takes more work than just having the students just study something on their own and checking in once in a while. But in terms of course prep and organization, using the PRI courses makes things quite easy. Having the support of the Institute is incredible and allowing us to have the materials for the semester really makes a huge difference. I take the courses with the students each semester, whether I take it for credit or not (CEUs) depends on how recently I have taken that particular course. I do watch the videos each week and take notes. I want to be sure I am learning (or reviewing) what they are learning so that I can appropriately address their questions or comments. This is something they have commented about in their course evaluations that they really like. Even as a PRT, there is so much I have to learn. Listening to the course again, or for the third time in the case of the Pelvis course with Lori, never gets old. There is always something new that you pick up or an Ah-ha moment.

This spring we are doing the Myokinematic course and those that are first year students and took the Pelvis course in the fall will also have the opportunity to take the Respiration course in the fall. This is an incredible opportunity for them to take all three primary courses in a guided fashion while in graduate school and begin their journey to becoming PRT clinicians. We continue to meet for one hour a week for discussion and/or lab depending on what we watched in the video and now have an additional one hour optional lab session each week as well where anyone can attend and discuss patient cases or go over techniques or exercises. This is used a lot by the students that took the Pelvis course last semester but the students in the Myokin course that are PRI Rookies are also coming. We are working hard to grow our “PRI Posse” out here in Utah. Even the undergraduate students now recognize when I am walking around with a pelvis or a balloon that I am doing PRI because their preceptors have taught them about it.