Code # 2016G\_NHP17

**New Course Proposal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

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| --- |
| **New Course or**  **Experimental Course (1-time offering) (Check one box)**  *Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.* |

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| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8/30/2016 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8/30/2016 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Susan Hanrahan, PhD, Dean

hanrahan@astate.edu

870-972-3112

2. Proposed Starting Term and Bulletin Year

Summer 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

AT 6202

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Advanced Orthopedic Techniques

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Provide an opportunity for students to gain exposure to the diagnostic imaging techniques commonly used by the medical community in diagnosis of injury in the athlete. Students will study advanced skills such as casting and suturing.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? No
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. Is this course restricted to a specific major? Yes
   1. If yes, which major? Masters in Athletic Training

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Enter text...

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture and lab

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

standard letter

10. Is this course dual listed (undergraduate/graduate)?

No

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

1. If yes, please list the prefix and course number of cross listed course.

Enter text...

1. Are these courses offered for equivalent credit? Choose an item.

Please explain. Enter text...

12. Is this course in support of a new program? Yes

a. If yes, what program?

Masters in Athletic Training

13. Does this course replace a course being deleted? No

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? No

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? Yes

*If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

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| --- | --- | --- |
| **Date** | **Topic** | **Reading** |
| Week 1 | Understanding Basic Principles and Terminology associated with Radiology | Seeram 1-5 |
| Week 2 | Imaging Techniques | Seeram 6-10 |
| Week 3 | Lower Extremity, Abdomen and Thorax Imaging Techniques |  |
| Week 4 | Upper Extremity, Head and Spine Imaging Techniques |  |
| Week 5 | Suturing Techniques, Aseptic Techniques | Cuppett 6 |
| Week 6 | Casting Techniques, Preparing for Injections and Aspirations | Cuppett 6 |

Enter text...

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Lecture and Lab based course implementing scenario based learning

19. Department staffing and classroom/lab resources

See new program proposal.

1. Will this require additional faculty, supplies, etc.?

Enter text...

20. Does this course require course fees? No

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Upon completion of this course students will be expected to gain a better understanding of medical imaging and advanced skills such as casting and suturing. Additionally, the field of athletic training has expanded to include employment of athletic training program graduates (who pass their board certification exam) at doctors' offices as athletic trainers working in a physician’s office. Basic knowledge of diagnostic imagining would serve the athletic training student well in this role.

Finally, athletic training students are exposed to diagnostic imaging on a weekly basis in the athletic training room and on visits to the doctor's office with the athlete. With the direction of the profession expanding its practice settings, we would be remiss not to provide formal education to prepare the student for this exposure, optimizing the learning experience.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The course will help athletic training students gain a better understanding of the skills required to function in a variety of settings and will facilitate working knowledge of medical imaging and skills that not only athletic trainers provide, but also other health care providers. This will facilitate communication and understanding among professions when working in a clinical environment.

c. Student population served.

Graduate students admitted to the Masters in Athletic Training program

d. Rationale for the level of the course (lower, upper, or graduate).

Graduate- The proposed athletic training program is a Masters in Athletic Training.

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

|  |  |  |
| --- | --- | --- |
| * 1. Global Awareness | * 1. Thinking Critically | * 1. Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**Masters in Athletic Training Program Outcomes**

Students will be able to:

1. Critique research in athletic training and related disciplines as a basis for application to clinical practice.
2. Demonstrate evidence based clinical practice and decision‐making in providing athletic training services
3. Critically analyze, interpret and apply the results of published research and apply the findings to profession practice.
4. Synthesize the principles of biomechanics, anatomy, and neurology to develop therapeutic interventions.
5. Demonstrate the importance of ethical decision-making in patient care decisions.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | Critique research in athletic training and related disciplines as a basis for application to clinical practice. |
| Assessment Measure | Assignments, case studies and final exam |
| Assessment Timetable | summer- weekly |
| Who is responsible for assessing and reporting on the results? | Program Director |
| **Program-Level Outcome 2 (from question #23)** | Demonstrate evidence based clinical practice and decision‐making in providing athletic training services |
| Assessment Measure | Assignments, case studies and final exam |
| Assessment Timetable | Summer - weekly |
| Who is responsible for assessing and reporting on the results? | Program Director |
| **Program-Level Outcome 3 (from question #23)** | Critically analyze, interpret and apply the results of published research and apply the findings to profession practice. |
| Assessment Measure | Assignments, case studies and final exam |
| Assessment Timetable | Summer - weekly |
| Who is responsible for assessing and reporting on the results? | Program Director |
| **Program-Level Outcome 4 (from question #23)** | Synthesize the principles of biomechanics, anatomy, and neurology to develop therapeutic interventions |
| Assessment Measure | Assignments, case studies and final exam |
| Assessment Timetable | Summer- weekly |
| Who is responsible for assessing and reporting on the results? | Program Director |
| **Program-Level Outcome 5 (from question #23)** | Demonstrate the importance of ethical decision-making in patient care decisions. |
| Assessment Measure | Assignments, case studies and final exam |
| Assessment Timetable | Summer- Weekly |
| Who is responsible for assessing and reporting on the results? | Program Director |

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

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| --- | --- |
| **Outcome 1** | Identify anatomical structures on various diagnostic images |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, case studies and exams. 80% or better must be achieved |
| **Outcome 2** | Use related terminology when discussing athletes’ cases with allied health professionals |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, case studies and exams. 80% or better must be achieved |
| **Outcome 3** | Gain experience discussing radiographic images with their professor and medical professionals using correct language and anatomical landmarks |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, case studies and exams. 80% or better must be achieved |
| **Outcome 4** | Summarize the principles and concepts related to the fabrication, modification, and appropriate application or use of soft casts and/or rigid casts. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, case studies and exams. 80% or better must be achieved |
| **Outcome 5** | Apply protective casting techniques for a variety of musculoskeletal injuries |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, case studies and exams. 80% or better must be achieved |
| **Outcome 6** | Employ fundamental aseptic procedures, include the use of sterile gloves and the creation of a sterile field. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, case studies and exams. 80% or better must be achieved |
| **Outcome 7** | Properly unpack a sterile package and prepare for a sterile procedure |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, case studies and exams. 80% or better must be achieved |
| **Outcome 8** | Compare the various types of sutures and suture needles and their specific applications |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, case studies and exams. 80% or better must be achieved |
| **Outcome 9** | Describe the difference between interrupted, running, and mattress sutures and the advantages and disadvantages of each. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, case studies and exams. 80% or better must be achieved |
| **Outcome 10** | Prepare the patient for injection and aspiration |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, case studies and exams. 80% or better must be achieved |

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

Paste bulletin pages here...