Code # 2016G\_NHP14

**New Course Proposal Form**

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

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

|  |
| --- |
| [x] **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.*  |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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

Spring 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 5713

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).

Therapeutic Interventions II

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

Theories and application methods of comprehensive therapeutic exercise programs for injuries commonly sustained by the physically active.

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 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? Choose an item.

 *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.)

|  |  |  |
| --- | --- | --- |
| **Date**  | **Topic** | **Reading** |
| **Week 1** | Designing a Rehabilitation Plan; Psychological considerations,  | Prentice 1-4Haff 7-8 |
| **Week 2** | Bioenergetics of Exercise, Response to Exercise, Biomechanics of Resistance Exercise | Haff 1-4 |
| **Week 3** | Adaptations to Exercise | Haff 5-7 |
| **Week 4** | Principles of Testing | Haff 11-12 |
| **Week 5** | Core Stability | Prentice 5 |
| **Week 6** | Neuromuscular control, postural stability | Prentice 6-7 |
| **Week 7** | ROM and Flexibility  | Prentice 8Haff 13 |
| **Week 8** | Muscular Strength, Power and Endurance | Prentice 9Haff 14-15 |
| **Week 9** | Cardiorespiratory Fitness | Prentice 10Haff 18 |
| **Week 10** | Plyometric Exercise | Prentice 11Haff 16 |
| **Week 11** | OKC/CKC, PNF | Prentice 12 & 14 |
| **Week 12** | Functional Progression and Agility | Prentice 16Haff 17 |
| **Week 13** | Periodization concepts | Haff 19 |
| **Week 14** | Aquatic therapy | Prentice 15 |
| **Week 15** | Final Exam |  |

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? Choose an item.

 *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 apply evidence based clinical decision making skills to determine the best approach to incorporating therapeutic exercise to treat injury and illness to prepare the athletic training student for entry level practice. This course will meet the therapeutic interventions competencies and proficiencies outlined by the athletic training accrediting body.

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 contains educational competencies that are required to be met by the Commission on Accreditation of Athletic Training Education.

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. [x] Global Awareness
 | * 1. [x] Thinking Critically
 | * 1. [x] 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 | Written exams, research paper and assignments  |
| Assessment Timetable | spring- end of semester |
| 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 | Written exams, research paper and assignments  |
| Assessment Timetable | Spring- end of semester |
| 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 | Written exams, research paper and assignments  |
| Assessment Timetable | spring- end of semester |
| 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 | Written exams, research paper and assignments  |
| Assessment Timetable | spring- end of semester |
| 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 | Written exams, research paper and assignments  |
| Assessment Timetable | spring- end of semester |
| 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?

|  |  |
| --- | --- |
| **Outcome 1** | Describe common surgical techniques, including interpretation of operative reports, and any resulting precautions, contraindications, and comorbidities that impact the selection and progression of a therapeutic intervention program |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark |  assignments, research paper and exams. 80% or better must be achieved |
| **Outcome 2** | Identify patient- and clinician-oriented outcomes measures commonly used to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |

|  |  |
| --- | --- |
| **Outcome 3** | Instruct the patient how to correctly perform rehabilitative exercises |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |

|  |  |
| --- | --- |
| **Outcome 4** | Explain the theory and principles relating to expected physiological response(s) during and following therapeutic interventions |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |
| **Outcome 5** | Describe the laws of physics that (1) underlay the application of thermal, mechanical, electromagnetic, and acoustic energy to the body and (2) form the foundation for the development of therapeutic interventions (eg, stress-strain, leverage, thermodynamics, energy transmission and attenuation, electricity). |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |
| **Outcome 6** | Integrate self-treatment into the intervention when appropriate, including instructing the patient regarding self-treatment plans |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |

|  |  |
| --- | --- |
| **Outcome 7** | Design therapeutic interventions to meet specified treatment goals |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |
| **Outcome 8** | Assess the patient to identify indications, contraindications, and precautions applicable to the intended intervention |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |
| **Outcome 9** | Position and prepare the patient for various therapeutic interventions |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |

|  |  |
| --- | --- |
| **Outcome 10** | Describe the expected effects and potential adverse reactions to the patient |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |

|  |  |
| --- | --- |
| **Outcome 11** | Describe the use of joint mobilization in pain reduction and restoration of joint mobility |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |

|  |  |
| --- | --- |
| **Outcome 12** | Perform joint mobilization techniques as indicated by examination findings |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |
| **Outcome 13** | Fabricate and apply taping, wrapping, supportive, and protective devices to facilitate return to function |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |
| **Outcome 14** | Analyze gait and select appropriate instruction and correction strategies to facilitate safe progression to functional gait pattern. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |
| **Outcome 15** | Explain the relationship between posture, biomechanics, and ergodynamics and the need to address these components in a therapeutic intervention |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark |  assignments, research paper and exams. 80% or better must be achieved |
| **Outcome 16** | Summarize the general principles of health maintenance and personal hygiene, including skin care, dental hygiene, sanitation, immunizations, avoidance of infectious and contagious diseases, diet, rest, exercise, and weight control |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |
| **Outcome 17** | Describe the role of exercise in maintaining a healthy lifestyle and preventing chronic disease |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |
| **Outcome 18** | Identify and describe the standard tests, test equipment, and testing protocols that are used for measuring fitness, body composition, posture, flexibility, muscular strength, power, speed, agility, and endurance |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |
| **Outcome 19** | Compare and contrast the various types of flexibility, strength training, and cardiovascular conditioning programs to include expected outcomes, safety precautions, hazards, and contraindications. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |
| **Outcome 20** | Administer and interpret fitness tests to assess a client’s/patient’s physical status and readiness for physical activity |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |

|  |  |
| --- | --- |
| **Outcome 21** | Explain the basic concepts and practice of fitness and wellness screening |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |

|  |  |
| --- | --- |
| **Outcome 22** | Design a fitness program to meet the individual needs of a client/patient based on the results of standard fitness assessments and wellness screening |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |
| **Outcome 23** | Instruct a client/patient regarding fitness exercises and the use of muscle strengthening equipment to include correction or modification of inappropriate, unsafe, or dangerous lifting techniques |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | assignments, research paper and exams. 80% or better must be achieved |

**Bulletin Changes**

|  |
| --- |
| **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...