Code # 2016G\_NHP25

**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

Spring 2019

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 6903

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).

Clinical Decision Making in AT

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

A capstone course designed for making models for clinical reasoning and decision making; factors influencing clinical decisions; management of complex patient problems.

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.

Blended learning (online and face to face lecture)

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.)

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Reading** |
| Week 1 | Introduction |  |
| Week 2 | Domain I: Injury/Illness Prevention and Wellness Protection | Chapter 1 |
| Week 3 | Domain I: Injury/Illness Prevention and Wellness Protection |  |
| Week 4 | Domain II: Clinical Evaluation and Diagnosis | Chapter 2 |
| Week 5 | Domain II: Clinical Evaluation and Diagnosis |  |
| Week 6 | Domain III: Immediate and Emergency Care | Chapter 3 |
| Week 7 | Domain III: Immediate and Emergency Care |  |
| Week 8 | Domain IV: Treatment and Rehabilitation | Chapter 4 |
| Week 9 | Domain IV: Treatment and Rehabilitation |  |
| Week 10 | Domain V: Organizational and Professional Health and Well-Being | Chapter 5 |
| Week 11 | Domain V: Organizational and Professional Health and Well-Being |  |
| Week 12 | Standardized patient encounters |  |
| Week 13 | Standardized patient encounters |  |
| Week 14 | Standardized patient encounters |  |
|  |  |  |

Enter text...

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

Lecture based course

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 possess the ability to make clinical decisions using evidence based practice regarding complex patient injury and illnesses. This course will address the clinical integration competencies as outlined by the 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.

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| * 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.*

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| **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 | Class participation, standardized patient encounters, final exam |
| 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 | Class participation, standardized patient encounters, final exam |
| 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 | Class participation, standardized patient encounters, final exam |
| 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 | Class participation, standardized patient encounters, final exam |
| 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 | Class participation, standardized patient encounters, final exam |
| 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?

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| **Outcome 1** | Administer testing procedures to obtain baseline data regarding a client’s/patient’s level of general health (including nutritional habits, physical activity status, and body composition). Use this data to design, implement, evaluate, and modify a program specific to the performance and health goals of the patient. This will include instructing the patient in the proper performance of the activities, recognizing the warning signs and symptoms of potential injuries and illnesses that may occur, and explaining the role of exercise in maintaining overall health and the prevention of diseases. Incorporate contemporary behavioral change theory when educating clients/patients and associated individuals to effect health-related change. Refer to other medical and health professionals when appropriate. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 2** | Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 3** | Develop, implement, and monitor prevention strategies for at-risk individuals (eg, persons with asthma or diabetes, persons with a previous history of heat illness, persons with sickle cell trait) and large groups to allow safe physical activity in a variety of conditions. This includes obtaining and interpreting data related to potentially hazardous environmental conditions, monitoring body functions (eg, blood glucose, peak expiratory flow, hydration status), and making the appropriate recommendations for individual safety and activity status. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 4** | Perform a comprehensive clinical examination of a patient with an upper extremity, lower extremity, head, neck, thorax, and/or spine injury or condition. This exam should incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient's goals, provide the appropriate initial care and establish overall treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures 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? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 5** | Perform a comprehensive clinical examination of a patient with a common illness/condition that includes appropriate clinical reasoning in the selection of assessment procedures and interpretation of history and physical examination findings in order to formulate a differential diagnosis and/or diagnosis. Based on the history, physical examination, and patient goals, implement the appropriate treatment strategy to include medications (with physician involvement as necessary). Determine whether patient referral is needed, and identify potential restrictions in activities and participation. Formulate and communicate the appropriate return to activity protocol. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 6** | Clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (eg, CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding). |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 7** | Select and integrate appropriate psychosocial techniques into a patient's treatment or rehabilitation program to enhance rehabilitation adherence, return to play, and overall outcomes. This includes, but is not limited to, verbal motivation, goal setting, imagery, pain management, self-talk, and/or relaxation. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 8** | Demonstrate the ability to recognize and refer at-risk individuals and individuals with psychosocial disorders and/or mental health emergencies. As a member of the management team, develop an appropriate management plan (including recommendations for patient safety and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 9** | Utilize documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members while using appropriate terminology and complying with statues that regulate privacy of medical records. This includes using a comprehensive patient-file management system (including diagnostic and procedural codes) for appropriate chart documentation, risk management, outcomes, and billing. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 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...