Code # 2016G\_NHP05

**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)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **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](mailto:hanrahan@astate.edu)

870-972-3112

2. Proposed Starting Term and Bulletin Year

Summer 2017

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 5103

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).

Emergency Management of Injury

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

Students will learn to recognize the signs and symptoms of acute injury and illness, assess patients using evidence-based methods, apply appropriate treatments, make appropriate referral decisions, and implement effective prevention strategies to reduce the risk of injury and illness.

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** | **READINGS** |
| Week 1 | Preparing for an Emergency | Miller & Berry  Chapters 1-5 |
| Week 2 | Emergency Medical Care Assessment | Miller & Berry  Chapters 6-10 |
| Week 3 | Breathing, Cardiac, and Shock Emergencies | Miller & Berry  Chapters 10-13  NATA Position Statement: Sudden Death |
| Week 4 | Soft Tissue, Skeletal Emergencies and Immobilization techniques | Miller & Berry  Chapters 14-16 |
| Week 5 | Head and Spine Emergencies | Miller & Berry  Chapters 17  NATA Position Statements:  Sport related concussion, Spineboarding |
| Week 6 | Environmental, General Medical Emergencies | Miller & Berry  Chapters 18-20  NATA Position Statements:  Heat Illness, Cold injuries, Diabetes, Lightning |

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 apply evidence based clinical decision making skills to determine the best approach to handling on and off field emergency situations to prepare the athletic training student for entry level practice. In addition to meeting the Acute Care competencies and proficiencies outlined by the athletic training accrediting body, students will also earn their CPR certification in this course.

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 | Written exams, weekly quizzes, research paper |
| 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 | Written exams, weekly quizzes, research paper |
| 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 | Written exams, weekly quizzes, research paper |
| 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 | Written exams, weekly quizzes, research paper |
| 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 | Written exams, weekly quizzes, research paper |
| 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** | Explain the principles of environmental illness prevention programs to include  acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, hydration status and environmental assessment and understand the principles of the body’s thermoregulatory mechanisms as they relate to heat gain and loss as well as summarize current practice guidelines related to physical activity during extreme weather conditions. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |
| **Outcome 2** | Obtain and interpret environmental data to make clinical decisions regarding the scheduling, type, and duration of physical activity. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |

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| **Outcome 3** | Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to cervical spine injury and lightning strike |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |

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| **Outcome 4** | Recognize the signs and symptoms of catastrophic and emergent conditions and demonstrate appropriate referral decisions. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |
| **Outcome 5** | Use standard techniques and procedures for the clinical examination of common  injuries, conditions, illnesses and diseases including but not limited to: circulatory  assessments, abdominal assessments, and other clinical assessments. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |
| **Outcome 6** | Explain the legal moral and ethical parameters that define the athletic trainer’s  scope of acute and emergency care, and differentiate the roles and responsibilities  of the athletic trainer from other health care providers, as well as the hospital  trauma level system and its role in the transportation decision making process. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |

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| **Outcome 7** | Differentiate between normal and abnormal physical findings and the associated  pathology. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |
| **Outcome 8** | Explain the indications, guidelines, proper techniques and necessary supplies for  removing equipment and clothing in order to access the airway, evaluate and/or stabilize an athlete’s injured body part. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |
| **Outcome 9** | Identify cases when rescue breathing, CPR, and/or AED use is indicated as well as the indications, application, and treatment parameters for supplemental oxygen administration for emergency situations. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |

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| **Outcome 10** | Explain the proper procedures for managing external hemorrhage using aseptic or  sterile techniques, approved sanitation methods, and universal precautions used in  the cleaning, closure and dressing of wounds. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |

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| **Outcome 11** | Differentiate the methods for assessing core body temperature and explain the  role of core body temperature in differentiating between exertional heat stroke, hyponatremia and head injury as well as rapid full body cooling and emergency management of heat illness. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |

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| **Outcome 12** | Determine when use of a metered-dose inhaler is warranted based on a patient’s condition. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |
| **Outcome 13** | Explain the importance of monitoring a patient following a head injury, including the role of obtaining clearance from a physician before further patient participation |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |
| **Outcome 14** | Identify the signs, symptoms, interventions and when appropriate the return to participation criteria for: sudden cardiac arrest; traumatic brain injury; spine trauma; heat illness; exertional sickling; rhabdomyolysis; internal hemorrhage; diabetic emergency; asthma attacks; systemic/local allergic reaction; seizures; shock; hypothermia/frostbite; drug overdose. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |
| **Outcome 15** | Identify and determine the criteria used in the decision making process to  transport the injured patient for further medical examination. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |
| **Outcome 16** | Instruct the patient in home care and self-treatment plans for acute conditions. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |
| **Outcome 17** | Describe the psychological and emotional responses to a catastrophic event, the  potential need for a psychological intervention and a referral plan for all parties  affected by the event. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |
| **Outcome 18** | Create a risk management plan and associated policies including venue-  specific emergency action plans for the care of acutely injured or ill individuals as well as plans of care for common potential emergent conditions |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | Emergency Action plan assignment, Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |
| **Outcome 19** | Explain typical administrative policies and procedures that govern first aid and  emergency care. |
| Which learning activities are responsible for this outcome? | Lecture, lab and scenario based activities |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and 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...