Code # 2016G\_NHP08

**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](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 5403

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).

Principles of Evidence Based

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

Develop skills for evidence-based practitioners in health care. Students will develop the skills necessary to critically review and use evidence in the field of athletic training.

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

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 | Research Design, Construction of Clinical Questions, Searching the Literature for Evidence | Chapters 1-3 |
| Week 2 | Basic Research Statistics, Critical Appraisal, Selection of Participants | Chapters 4-6 |
| Week 3 | Concepts related to Validity, Reliability and Diagnostic Accuracy | Chapters 7-9 |
| Week 4 | Levels of Evidence, Scales, Checklists, and Critical Appraisal applications | Chapters 10-12 |
| Week 5 | Clinical Prediction Rules, Epidemiology Measures, Disablement Models | Chapters 13-15 |
| Week 6 | Patient Oriented Outcomes, Selecting PROs and Health Care Informatics | Chapters 16-18 |

Enter text...

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

NA

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)

This is a foundational course for all athletic training students starting the professional Masters in Athletic Training program. Working as a healthcare professional it is critical for students to gain understanding of how to incorporate evidence based medicine into clinical practice. This course will educate students about research designs, levels of research, how to develop and answer a clinical question, and introduce appropriate and applicable statistical measures.

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 | Exams, review paper, assignments and quizzes |
| 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 | Exams, review paper, assignments and quizzes |
| 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 | Exams, review paper, assignments and quizzes |
| 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 | Exams, review paper, assignments and quizzes |
| 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 | Exams, review paper, assignments and quizzes |
| 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** | Define evidence-based practice as it relates to athletic training clinical practice |
| Which learning activities are responsible for this outcome? | Lecture, in class activities |
| Assessment Measure and Benchmark | Exams, quizzes, participation in class activities, systematic review. 80% or better must be achieved |
| **Outcome 2** | Explain the role of evidence in the clinical decision-making process |
| Which learning activities are responsible for this outcome? | Lecture, in class activities |
| Assessment Measure and Benchmark | Exams, quizzes, participation in class activities, systematic review. 80% or better must be achieved |
| **Outcome 3** | Describe and differentiate the types of quantitative and qualitative research, research components, and levels of research evidence |
| Which learning activities are responsible for this outcome? | Lecture, in class activities |
| Assessment Measure and Benchmark | Exams, quizzes, participation in class activities, systematic review. 80% or better must be achieved |
| **Outcome 4** | Describe a systematic approach (eg, five step approach) to create and answer a clinical question through review and application of existing research |
| Which learning activities are responsible for this outcome? | Lecture, in class activities |
| Assessment Measure and Benchmark | Exams, quizzes, participation in class activities, systematic review. 80% or better must be achieved |
| **Outcome 5** | Develop a relevant clinical question using a pre-defined question format (eg, PICO = Patients, Intervention, Comparison, Outcomes; PIO = Patients, Intervention, Outcomes). |
| Which learning activities are responsible for this outcome? | Lecture, in class activities |
| Assessment Measure and Benchmark | Exams, quizzes, participation in class activities, systematic review. 80% or better must be achieved |
| **Outcome 6** | Describe and contrast research and literature resources including databases and online critical appraisal libraries that can be used for conducting clinically-relevant searches |
| Which learning activities are responsible for this outcome? | Lecture, in class activities |
| Assessment Measure and Benchmark | Exams, quizzes, participation in class activities, systematic review. 80% or better must be achieved |
| **Outcome 7** | Conduct a literature search using a clinical question relevant to athletic training practice using search techniques (eg, Boolean search, Medical Subject Headings) and resources appropriate for a specific clinical question |
| Which learning activities are responsible for this outcome? | Lecture, in class activities |
| Assessment Measure and Benchmark | Exams, quizzes, participation in class activities, systematic review. 80% or better must be achieved |
| **Outcome 8** | Describe the differences between narrative reviews, systematic reviews, and meta-analyses |
| Which learning activities are responsible for this outcome? | Lecture, in class activities |
| Assessment Measure and Benchmark | Exams, quizzes, participation in class activities, systematic review. 80% or better must be achieved |
| **Outcome 9** | Use standard criteria or developed scales (eg, Physiotherapy Evidence Database Scale [PEDro], Oxford Centre for Evidence Based Medicine Scale) to critically appraise the structure, rigor, and overall quality of research studies. |
| Which learning activities are responsible for this outcome? | Lecture, in class activities |
| Assessment Measure and Benchmark | Exams, quizzes, participation in class activities, systematic review. 80% or better must be achieved |
| **Outcome 10** | Determine the effectiveness and efficacy of an athletic training intervention utilizing evidence-based practice concepts. |
| Which learning activities are responsible for this outcome? | Lecture, in class activities |
| Assessment Measure and Benchmark | Exams, quizzes, participation in class activities, systematic review. 80% or better must be achieved |
| **Outcome 11** | Explain the theoretical foundation of clinical outcomes assessment (eg, disablement, health-related quality of life) and describe common methods of outcomes assessment in athletic training clinical practice (generic, disease-specific, region-specific, and dimension-specific outcomes instruments). |
| Which learning activities are responsible for this outcome? | Lecture, in class activities |
| Assessment Measure and Benchmark | Exams, quizzes, participation in class activities, systematic review. 80% or better must be achieved |
| **Outcome 12** | Describe the types of outcomes measures for clinical practice (patient-based and clinician-based) as well as types of evidence that are gathered through outcomes assessment (patient-oriented evidence versus disease-oriented evidence). |
| Which learning activities are responsible for this outcome? | Lecture, in class activities |
| Assessment Measure and Benchmark | Exams, quizzes, participation in class activities, systematic review. 80% or better must be achieved |
| **Outcome 13** | Understand the methods of assessing patient status and progress (eg, global rating of change, minimal clinically important difference, minimal detectable difference) with clinical outcomes assessments. |
| Which learning activities are responsible for this outcome? | Lecture, in class activities |
| Assessment Measure and Benchmark | Exams, quizzes, participation in class activities, systematic review. 80% or better must be achieved |
| **Outcome 14** | Apply and interpret clinical outcomes to assess patient status, progress, and change using psychometrically sound outcome instruments |
| Which learning activities are responsible for this outcome? | Lecture, in class activities |
| Assessment Measure and Benchmark | Exams, quizzes, participation in class activities, systematic review. 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...