

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-79 C	AP 4/26/11 R-4/12/11	APP-9/13/11

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Jim Racchini	Email Address racchini@iup.edu
Proposing Department/Unit Health and Physical Education	Phone 7-2759

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change

<u>Current</u> Course prefix, number and full title HPED 385 General Medical Conditions in Athletic Training	<u>Proposed</u> course prefix, number and full title, if changing
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2. Additional Course Designations: check if appropriate

<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)
<input type="checkbox"/> This course is also proposed as an Honors College Course.	

3. Program Proposals

<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> Other
	<input type="checkbox"/> New Track	

<u>Current</u> program name	<u>Proposed</u> program name, if changing
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4. Approvals	Date
Department Curriculum Committee Chair(s) <i>Richard Hsieh</i>	02/22/11
Department Chair(s) <i>Gene Blain</i>	2/24/11
College Curriculum Committee Chair <i>Janku Wichter</i>	3/28/11
College Dean <i>John</i>	3/1/11
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs <i>Garf Sedquist</i>	4-27-11 Received

Part II. Description of Curriculum Change

SYLLABUS OF RECORD

I. Catalog Description

HPED 385 General Medical Conditions in Athletic Training	2 class hours 2 lab hours
Prerequisite: HPED 345 or permission of instructor	3 credits
	(2c-2l-3cr)

Provides an overview of general health assessment and physical examination techniques related to the athletic population. A systemic approach will be used to address issues related to the anatomy, pathology, physiology and diagnostic testing of both general conditions and diseases of the human body.

II. Course Outcomes

Students will be able to:

1. Discuss the basic differences between orthopedic and general medical assessment.
2. Describe and demonstrate the proper use of evaluation tools and techniques for assessment of general health.
3. Evaluate the following common types of pathological conditions including signs and symptoms, differential assessment, referral, standard medical treatment and physical activity participation implications.
 - a. Respiratory Disorders
 - b. Cardiovascular Disorders
 - c. Gastrointestinal Disorders
 - d. Genitourinary and Gynecological Disorders
 - e. Non-Orthopedic Neurological and Musculoskeletal Disorders
 - f. Disorders of the Eyes, Ears, Nose, Throat and Mouth
 - g. Systemic Disorders
 - h. Infectious Diseases
 - i. Dermatological Diseases
 - j. Mental Health Conditions
4. Assess typical symptoms, clinical signs and typical treatments of pathological conditions seen in athletes with selected disabilities.

III. Course Outline

- A. Introduction to general medical assessment and equipment (1 lecture/ 2 lab hours)

- B. Supplemental Oxygen Administration (1 lecture/1 lab hour)
- C. Pathology and assessment of non-orthopedic musculoskeletal and neurological conditions (1 lecture hours)
- D. Environmental conditions (2 lecture/1 lab hours)
- E. EXAM 1 and Practical Skills Assessment (1 lecture/2 lab hour)
- F. Pathology and assessment of head and neck injuries/conditions (2 lecture/2 lab hours)
- G. Pathology and assessment of injuries/conditions of the eye (2 lecture/2 lab hours)
- H. Pathology and assessment of injuries/conditions of the ears, nose, throat and face (2 lecture/2 lab hours)
- I. EXAM 2 and Practical Skills Assessment (1 lecture/2 lab hour)
- J. Pathology and assessment of respiratory system conditions (2 lecture/2 lab hours)
- K. Pathology and assessment of cardiovascular system conditions (2 lecture/2 lab hours)
- L. Pathology and assessment of gastrointestinal system conditions (1 lecture/2 lab hours)
- M. Pathology and assessment of genitourinary and gynecological system conditions (1 lecture hours)
- N. EXAM 3 and Practical Skills Assessment (1 lecture/2 lab hour)
- O. Pathology and assessment of systemic disorders (2 lecture/1 lab hours)
- P. Pathology and assessment of infectious disease (1 lecture hours)
- Q. Pathology and assessment of dermatological conditions (2 lecture/1 lab hours)
- R. Psychological considerations (1 lecture/2 lab hours)
- S. Considerations for treating special populations of physically active individuals (1 lecture hours)
- T. EXAM 4 and Practical Skills Assessment (1 lecture/2 lab hour)
- U. FINAL EXAM – During Final Exam Week (2 hours)

28 Lecture Hours
2 Final Exam Hours

28 Lab Hours

IV. Evaluation Methods

The final grade will be determined as follows:

40% Four Exams – Four exams will be given during the semester. Exams will consist of multiple choice and short answer questions to assessment general knowledge as well as essay questions to evaluate critical thinking and assimilation of course information into practical situations.

15% Final Exam – A cumulative essay exam will be given to assess the student's ability to synthesize course material. Questions will consist of typical athletic training scenarios which will require the student to develop a clear clinical assessment and plan.

25% Practical Skills Assessments – The instructor will assess the student's basic competence in the clinical assessment skills discussed in class.

10% Quizzes and Assignments – Routine quizzes will be utilized to encourage the student to keep up with required readings. Additionally, periodic assignments will be given to highlight important course concepts.

10% Reflection Journal – Each week, students will write a ½-1 page reflection on course content. The purpose of this assignment is to promote critical thinking, metacognition and clear and effective writing skills. The student can choose any topic related to course material and write a narrative addressing how the topic relates to past course material or real-life situations (professional or personal) or potential future experiences or controversial issues in the profession/society or course or program concerns and/or issues.

Grading Scale: A: ≥90% B: 80-89% C: 70-79% D: 60-69% F: <60%

V. Attendance Policy

This course is a required course in the ATEP curriculum and contains vital information needed for success as a future ATC. Therefore, although attendance is not mandatory, it is strongly recommended that each student arrive to every class on time ready to fully participate in discussions and activities. If a student needs to miss a class due to some other university activity such as a field trip or athletic event, make sure to notify the instructor beforehand. Every effort will be made to accommodate this activity.

VI. Required textbooks, supplemental books and readings

Cuppett, M. & Walsh, K.M. (2005). *General medical conditions in the athlete*. St. Louis, MO: Elsevier Mosby.

Starkey, C. & Ryan, J. (2010). *Evaluation of orthopedic and athletic injuries*. Philadelphia, PA: FA Davis.

VII. Special Resource Requirements

None.

VIII. Bibliography

- Binkley, H.M., et al. (2002). National athletic trainers' association position statement: Exertional heat illnesses. *Journal of Athletic Training*, 37(3): 329-343.
- Bonci, C.M., et al. (2008). National athletic trainers' association position statement: Preventing, detecting, and managing disordered eating in athletes. *Journal of Athletic Training*, 43(1): 80-108.
- Booher, J.M. & Thibadeau, G.A. (2000). *Athletic injury assessment*. Boston, MA: McGraw Hill.
- Cappaert, T.A., et al. (2008). National athletic trainers' association position statement: Environmental cold injuries. *Journal of Athletic Training*, 43(6): 640-658.
- Christensen, A.J. & Antoni, M.H. (Eds.). (2002). *Chronic physical disorders: Behavioral medicine's perspective*. Oxford, Blackwell.
- Guskiewicz, K.M., et al. (2004). National athletic trainers' association position statement: Management of sport-related concussion. *Journal of Athletic Training*, 39(3): 280-297.
- Jimenez, C.C., et al. (2007). National athletic trainers' association position statement: Management of the athlete with type I diabetes mellitus. *Journal of Athletic Training*, 42(4): 536-545.
- Landry, G.L. & Bernhardt, D.T. (2003). *Essentials of primary care sports medicine*. Champaign, IL: Human Kinetics.
- McCrary, P., et al. (2009). Consensus statement on concussion in sport: The 3rd international conference on concussion in sport held in Zurich, November 2008. *Journal of Athletic Training*, 44(4): 434-448.
- Miller, M.G., et al. (2005). National athletic trainers' association position statement: Management of asthma in athletes. *Journal of Athletic Training*, 40(3): 224-245.
- Neighbors, M. & Tannehill-Jones, R. (2000). *Human diseases*. Albany, NY: Delmar.
- O'Connor, D.P. (2008). *Clinical pathology for athletic trainers*. Thorofare, NJ: Slack, Inc.
- Prentice, W.E. (2011). *Principles of athletic training*. New York, NY: McGraw Hill.
- Starkey, C. & Johnson, G. (2006). *Athletic training and sports medicine*. Sudbury, MA: Jones and Bartlett.

Walsh, K.M., et al. (2000). National athletic trainers' association position statement: Lightning safety for athletics and recreation. *Journal of Athletic Training*, 35(4): 471-477.

Zinder, S.M., et al. (2010). National athletic trainers' association position statement: Skin diseases. *Journal of Athletic Training*, 45(4): 411-428.

2. Summary of Proposed Revision

- Laboratory hours and credits
- Course content
- Prerequisites

Current Catalog Description

HPED 385 General Medical Conditions in Athletic Training 2 class hours
0 lab hours
2 credits
(2c-01-2cr)

Prerequisites: HPED 345 and 365 or permission of instructor

Provides an overview of general health assessment and physical examination techniques related to the athletic population. A systemic approach will be used to address issues related to the anatomy, pathology, physiology and diagnostic testing of both general conditions and diseases of the human body.

Proposed Catalog Description

HPED 385 General Medical Conditions in Athletic Training 2 class hours
2 lab hours
3 credits
(2c-21-3cr)

Prerequisite: HPED 345 or permission of instructor

Provides an overview of general health assessment and physical examination techniques related to the athletic population. A systemic approach will be used to address issues related to the anatomy, pathology, physiology and diagnostic testing of both general conditions and diseases of the human body.

3. Justification/Rationale for Revision

Due to the increased volume of competencies required for accreditation, the addition of 1 lab credit is needed to thoroughly teach clinical skills associated with course content as well as to utilize the simulation laboratory for assessing clinical competence in general medical assessment. HPED 365 was previously listed as a prerequisite simply to enforce program sequencing, not because it has prerequisite content. The change in prerequisite is due to new program course sequencing (which will result in HPED 365 and 385 being taken concurrently for now). HPED 365 is not listed as a co-requisite because there is nothing related to content that necessitates taking them together, and to allow for future sequencing changes when needed without the need for additional course proposals.

4. Old Syllabus of Record

I. Catalog Description

HPED 385 General Medical Conditions in Athletic Training	2 class hours 0 lab hours
Prerequisite: HPED 345 and HPED 365, or permission of instructor	2 credits (2c-0l-2cr)

Provides an overview of general health assessment and physical examination techniques related to the athletic population. A systemic approach will be used to address issues related to the anatomy, pathology, physiology and diagnostic testing of both general conditions and diseases of the human body.

II. Course Outcomes:

Students will be able to

1. Discuss the basic differences between orthopedic and general medical assessment.
2. Describe and demonstrate the proper use of evaluation tools and techniques for assessment of general health.
3. Recognize the following common types of pathological conditions including signs and symptoms, differential assessment, referral, standard medical treatment and physical activity participation implications.
 - a. Respiratory Disorders
 - b. Cardiovascular Disorders
 - c. Gastrointestinal Disorders
 - d. Genitourinary and Gynecological Disorders
 - e. Non-Orthopedic Neurological and Musculoskeletal Disorders
 - f. Disorders of the Eyes, Ears, Nose, Throat and Mouth
 - g. Systemic Disorders
 - h. Infectious Diseases
 - i. Dermatological Diseases
 - j. Mental Health Conditions
4. Identify typical symptoms, clinical signs and typical treatments of pathological conditions seen in athletes with selected disabilities.

III. Course Outline

- A. Introduction to general medical assessment and equipment (2 hours)
- B. Pathology and assessment of head and neck injuries/conditions (2 hours)

- C. Pathology and assessment of non-orthopedic musculoskeletal and neurological conditions (2 hours)
- D. Pathology and assessment of injuries/conditions of the eye (2 hours)
- E. Pathology and assessment of injuries/conditions of the ears, nose, throat and face (2 hours)
- F. EXAM 1 and Practical Skills Assessment (2 hours)
- G. Pathology and assessment of respiratory system conditions (2 hours)
- H. Pathology and assessment of cardiovascular system conditions (2 hours)
- I. Pathology and assessment of gastrointestinal system conditions (2 hours)
- J. Pathology and assessment of genitourinary and gynecological system conditions (2 hours)
- K. EXAM 2 and Practical Skills Assessment (2 hours)
- L. Pathology and assessment of systemic disorders (2 hours)
- M. Pathology and assessment of infectious disease (2 hours)
- N. Pathology and assessment of dermatological conditions (2 hours)
- O. Considerations for treating special populations of physically active individuals (2 hours)
- P. FINAL EXAM – During Final Exam Week

IV. Evaluation Methods

The final grade will be determined as follows:

55% Three Exams – Two exams will be given during the semester and one will be given during finals week. Exams will consist of multiple choice and short answer questions to assess general knowledge as well as essay questions to evaluate critical thinking and assimilation of course information into practical situations.

20% Practical Skills Assessments – The instructor will assess the student's basic competence in the clinical assessment skills discussed in class.

15% Quizzes and Assignments – Routine quizzes will be utilized to encourage the student to keep up with required readings. Additionally, periodic assignments will be given to highlight important course concepts.

10% Reflection Journal – Each week, students will write a ½-1 page reflection on course content. The purpose of this assignment is to promote critical thinking, metacognition and clear and effective writing skills. The student can choose any topic related to course material and write a

narrative addressing how the topic relates to past course material or real-life situations (professional or personal) or potential future experiences or controversial issues in the profession/society or course or program concerns and/or issues.

Grading Scale: A: $\geq 93\%$ B: 83-92% C: 73-82% D: 60-72% F: $<60\%$

V. Attendance Policy

This course is a required course in the ATEP curriculum and contains vital information needed for success as a future ATC. Therefore, although attendance is not mandatory, it is strongly recommended that each student arrive to every class on time ready to fully participate in discussions and activities. If a student needs to miss a class due to some other university activity such as a field trip or athletic event, make sure to notify the instructor beforehand. Every effort will be made to accommodate this activity.

VI. Required textbooks, supplemental books and readings

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Houglum, J., Harrelson, G. & Leaver-Dunn, D. (2005). *Principles of pharmacology for athletic trainers*. Thorofare, NJ: Slack.

Starkey, C. & Ryan, J. (2002). *Evaluation of orthopedic and athletic injuries*. Philadelphia, PA: FA Davis.

VII. Special Resource Requirements

None.

VIII. Bibliography

Booher, J.M. & Thibadeau, G.A. (2000). *Athletic injury assessment*. Boston, MA: McGraw Hill.

Christensen, A.J. & Antoni, M.H. (Eds.). (2002). *Chronic physical disorders: Behavioral medicine's perspective*. Oxford, Blackwell.

Landry, G.L. & Bernhardt, D.T. (2003). *Essentials of primary care sports medicine*. Champaign, IL: Human Kinetics.

Neighbors, M. & Tannehill-Jones, R. (2000). *Human diseases*. Albany, NY: Delmar.

O'Connor, D.P. (2001). *Clinical pathology for athletic trainers*. Thorofare, NJ: Slack, Inc.

Starkey, C. & Johnson, G. (2006). *Athletic training and sports medicine*. Sudbury, MA: Jones and Bartlett.

Part III. Letters of Support

The Department of Nursing has agreed to share the resources in the Simulation Laboratory for use in lab session in this course. See supporting documentation.