



## SYLLABUS OF RECORD

### I. Catalog Description

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

Provides an overview of general health assessment and physical examination techniques related to the physically active. 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 in physically active individuals and individuals with disabilities.

### II. Course Outcomes:

Students will be able to

1. Evaluate the basic differences between orthopedic and general medical assessment of physically active individuals.
2. Demonstrate the proper use of evaluation tools and techniques for assessment of general health.
3. Recognize common types of pathological conditions in physically active individuals including their signs and symptoms, differential assessment, referral, standard medical treatment and physical activity participation implications.
4. Identify typical symptoms, clinical signs and typical treatments of pathological conditions seen in physically active individuals with selected disabilities.

### III. Course Outline

- A. Introduction to general medical assessment and equipment (1hour)
- B. Pathology, assessment and management of head and neck injuries/conditions in physically active individuals (e.g. concussion, cervical spine injury, skull fractures) (2 hours)
- C. Pathology, assessment and management of non-orthopedic musculoskeletal and neurological conditions (e.g. gout, arthritis, meningitis) (2 hours)
- D. Pathology, assessment and management of injuries/conditions of the eye (e.g. blowout fracture, conjunctivitis, corneal abrasion) (2 hours)
- E. Pathology, assessment and management of injuries/conditions of the ears, nose, throat and face in physically active individuals (e.g. pinna hematoma, epistaxis, nasal fractures, dental injuries) (2 hours)
- F. **EXAM 1 and Practical Skills Assessment (1 hour)**

- G. Pathology, assessment and management of respiratory system conditions in physically active individuals (e.g. asthma, hyperventilation, common cold) (2 hours)
- H. Pathology, assessment and management of cardiovascular system conditions in physically active individuals (e.g. hypertension, hypertrophic cardiomyopathy, shock) (2 hours)
- I. Pathology, assessment and management of gastrointestinal system conditions (e.g. appendicitis, constipation, ulcer) (2 hours)
- J. Pathology, assessment and management of genitourinary and gynecological system conditions (e.g. kidney stones, spermatic cord torsion, UTI, menstrual dysfunction) (2 hours)
- K. EXAM 2 and Practical Skills Assessment (1 hour)**
- L. Pathology, assessment and management of systemic disorders conditions in physically active individuals (e.g. anemia, Lyme disease, diabetes) (2 hours)
- M. Pathology, assessment and management of infectious disease conditions in physically active individuals (STDs, mononucleosis, influenza) (2 hours)
- N. Pathology, assessment and management of dermatological conditions (e.g. ringworm, impetigo, tinea, hives, frostbite) (2 hours)
- O. Considerations for treating selected disabilities of physically active individuals (e.g. paraplegia, spina bifida, amputations) (2 hours)
- P. EXAM 3 and Practical Skills Assessment (1 hour)**
- Q. CUMULATIVE FINAL EXAM – During Final Exam Week (2 hours)**

#### **IV. Evaluation Methods**

The final grade will be determined as follows:

Written Exams	40%
Final Exam	15%
Practical Skills Assessments	15%
Quizzes/Assignments	10%
Reflection Journal	10%
General Medical Observation	10%

Written Exams – Three exams will be given during the semester and 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.

Final Exam – A cumulative final exam will be given during final exams week and will include short answer and essay questions.

**Practical Skills Assessments** – The instructor will assess the student’s basic competence in the clinical assessment skills discussed in class. Assessment tools based on the Athletic Training Clinical Proficiencies will be used in the assessment.

**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.

**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.

**General Medical Clinical Experience Observation** – Each student will be required to accumulate observation hours in the general medical setting. Proper documentation will be required to prove attendance. Additionally, the student will write a 1-2 page reflection for each date of observation.

**Grading Scale:** A: ≥93%    B: 83-92%    C: 73-82%    D: 60-72%    F: <60%

## **V. Attendance Policy**

Attendance is a necessity for success in this course. For that reason, an attendance policy will be used that may influence a student’s success in the course. A large number of assignments and projects will take place during class meetings. Therefore, a student who misses these activities will jeopardize their success in the course.

## **VI. Required textbooks, supplemental books and readings**

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

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.

## **VII. Bibliography**

Aubry, M., Cantu, R., Dvorak, T., Graf-Baumann, K., Johnston, K., Kelly, J., et al. (2002). Summary and agreement statement of the first International Conference on Concussion in Sport, Vienna 2001. *British Journal of Sports Medicine*, 36, 6-9.

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.
- Crowley, L.V. (2001). *An introduction to human disease: Pathology and pathophysiology correlations*. Sudbury, MA: Jones and Bartlett.
- Frazier, M.S. & Drzymkowski, J.W. (2004). *Essentials of human diseases and conditions*. Philadelphia, PA: WB Saunders.
- Koester, M.C. (2001). A review of sudden cardiac death in young athletes and strategies for preparticipation cardiovascular screening. *Journal of Athletic Training, 36*, 197-204.
- 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.
- Prentice, W.E. (2005). *Arnheim's principles of athletic training: A competency-based approach*. Boston, MA: McGraw-Hill.
- Starkey, C. & Johnson, G. (2006). *Athletic training and sports medicine*. Sudbury, MA: Jones and Bartlett.
- Terry, G.C., Kyle, J.M., Ellis, J.M., Cantwell, J., Courson, R., & Medlin, R. (2001). Sudden cardiac arrest in athletic medicine. *Journal of Athletic Training, 36*, 205-209.

## Course Analysis Questionnaire

### Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

**There is a need for the new course because current courses in the program do not adequately cover Athletic Training Competencies in "General Medical Conditions and Disabilities" and "Pathology of Injuries and Illnesses." Several new competencies in these areas have been added to the accreditation requirements of athletic training education programs (ATEP) since IUP's initial ATEP accreditation and there is not room in existing coursework to adequately cover these added requirements.**

**This course is currently an elective for students in the Athletic Training program. Upon approval of this course, curricular changes shall be proposed to make it a required course in the curriculum.**

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

**No other courses will require changes as a result of the addition of this new course. This course will be an elective for students in the Athletic Training program.**

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

**This course has been offered as a special topics course, HPED 481, in Spring 2006. 25 students are enrolled in the course.**

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

**This course is not intended to be dual level.**

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

**This course is not to be taken for variable credit.**

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

**Similar courses are offered at the following institutions, among others:  
Duquesne University: ATHTR 414 - Medical Perspectives in Athletic Training  
Frostburg State University: HEED 320 - Pharmacology and General Medical Conditions  
Lock Haven University: HLTH 260 - General Medical Conditions in Athletic Training  
UNC – Chapel Hill: EXSS 70 - General Medicine in Athletic Training**

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

**content is comprised of competencies and clinical proficiencies required to be taught in an accredited program.**

### **Section B: Interdisciplinary Implications**

B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

**This course will be taught by a Certified Athletic Trainer.**

B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

**The content of this course specifically addresses competencies in Athletic Training (see attached Competencies).**

B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

**This course will not be cross-listed.**

### **Section C: Implementation**

C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

**No new faculty member will be required to teach this course. Current faculty complement includes Certified Athletic Trainers.**

C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

- Space – **Current classroom space is adequate for this course.**
- Equipment – **No additional equipment is required to teach the course.**
- Laboratory Supplies and other Consumable Goods – **Current athletic training lab equipment is adequate for the course.**
- Library Materials – **Current library holdings are adequate.**
- Travel Funds – **No travel funds required.**

C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

**No grant funds are required for this course.**

C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

**The course will be offered every spring semester.**

C5 How many sections of this course do you anticipate offering in any single semester?

**One section of the course will be offered each spring semester.**

- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

**Due to the nature of the clinical allied health care skills taught in this course, a small class size is required to allow close student supervision. Additionally, the course will be taught in the athletic training lab which has a maximum capacity of 12-16 students.**

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

**CAAHEP does not mandate a specific maximum enrollment number in individual courses. However, there are specific accreditation standards regarding desirable faculty/student ratios, and clinical education in general. Section IB1b(c) (Faculty and Instructional Staff Number) and section IIA1h. (Clinical Education) of the accreditation standards describe and provide a compelling rationale for small class sizes similar to those in comparable allied health care programs at IUP and elsewhere.**

- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

**This course does not entail distance education.**

#### **Section D: Miscellaneous**

Include any additional information valuable to those reviewing this new course proposal.

**See attached: General Medical Conditions in Athletic Training competencies and relevant sections of the CAAHEP Accreditation Standards.**