

LSC Use Only No: LSC Action-Date: UWUCC USE Only No. **02-105d** UWUCC Action-Date: **App-4/22/03** Senate Action Date: **App-4/29/03**

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Health and Physical Education	Phone X76918

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)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current Course prefix, number and full title

HPED 380 Seminar in Sports Medicine
Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Catalog Description Change Program Revision
 New Minor Program Program Title Change Other
 New Track

Current program name

Proposed program name, if changing

4. Approvals

		Date
Department Curriculum Committee Chair(s)	Madelin Patygro - Baff	3-13-03
Department Chair(s)	Ernie Bon	3-17-03
College Curriculum Committee Chair	John Miller	3-19-03
College Dean	Richard J. Zorn	19 April 03
Director of Liberal Studies *		
Director of Honors College *		
Provost *		

Additional signatures as appropriate:

(include title)

MAR 25 2003

UWUCC Co-Chairs

Gail S. Schmitt

4/22/03

* where applicable

LIBERAL STUDIES

New Syllabus of Record

I. Catalog Description

2 lecture hours
0 lab hours
2 credits
2c-01-2cr

HPED 380 Seminar in Sports Medicine

Prerequisites: HPED 345 or permission of instructor

Comprehensive instruction in such areas as health care administration , pharmacology, radiology , technological advances in sports medicine and other contemporary issues will be presented.

II. Course Objectives

The student will be able to:

1. define and describe major issues related to athletic health care administration and management.
2. list and describe advanced diagnostic modalities available to the athletic trainer for the continuing evaluation and treatment of injuries to the physically active.
3. recognize and perform psychomotor skills specific to the evaluation and treatment of athletic related injuries.
4. describe the pharmacological agents commonly used in the care of injuries to the physically active as well as issues related to the use and abuse of therapeutic and illicit agents.
5. identify and describe the structure and responsibility of those associations that regulate the Athletic Training profession as well as define current issues related to the governance and ethical practice of this profession.

6. identify and define management issues as they relate to Sports Medicine/Athletic Training profession.
7. list and describe human resource strategies necessary in the management of Sports Medicine/Athletic Training facilities and personnel.

III. **Course Outline**

- | | | |
|----|--|-----------|
| A. | Administrative Issues, Athletic Training Staffing | (2 hours) |
| B. | Athletic Training Staffing, Human Resource Management | (2 hours) |
| C. | Inventory and Budgeting of an Athletic Training Program | (2 hours) |
| D. | Training Room Design | (2 hours) |
| E. | Writing S.O.A.P. Notes, Athletic Training Data Software, | (2 hours) |
| F. | Data Software, Record Keeping | (2 hours) |
| G. | Written Exam One , Professional Position Statements,
National Athletic Trainers Association | (2 hours) |
| H. | Professional Position Statements,
American College of Sports Medicine | (2 hours) |
| I | Athletic Training Professional Practice and Licensure | (2 hours) |
| J. | Third Party Reimbursement and the Athletic Trainer | (2 hours) |
| K. | Diagnostic Imaging | (2 hours) |
| L. | Advanced Diagnostic Testing for Injuries to the Physically
Active | (2 hours) |
| M. | Pharmacology, Common Agents used in the Care of
Athletic Related Conditions, Dispensing Policies and Procedures | (2 hours) |
| N. | Pharmacology, Drug Education, Counseling, and Testing | (2 hours) |
| O. | Culminating Activity, Exam Two, Oral Evaluation | (2 hours) |

IV. Evaluation Methods

- A. Written Examinations.....50% of total grade
- B. Oral Evaluation.....25% of total grade
- C. Written Assignments25% of total grade

Written examinations are intended to assess the student's awareness and understanding of the concepts presented in class and through related readings. Items on these examinations will be derived from texts, daily lectures, and course handouts. The content of each examination will usually mirror the content of those units most recently presented in class. Examination methodology may include multiple choice, true and false, matching, and short answer/essay format.

Oral Practical Evaluations will allow the student to demonstrate his/her ability to preform psychomotor skills. Rubrics will be used to document student achievement.

Written activities and out of class assignments will be scheduled at various times throughout the semester. These assignments will be graded based on scholarly writing skills and presentation of specific content assigned.

V. Example Grading Scale

90-100.....	A
80-89.....	B
70-79.....	C
60-69.....	D
59 and below.....	F

VI. Attendance Policy

Appropriate attendance is a necessity for this class. For that reason a policy has been developed that may have an influence on a students success in this course A great number of assignments will take place during class meetings. Due to this fact a student missing these activities will in turn miss those points awarded for those assignments missed. Credit missed due to a students absence can only be made up once proper documentation is provided to support an absence due to illness or personal emergency or other accepted university function, ie. athletic participation, professional conferences, etc. . This documentation must be presented by the student upon his/her next attendance in class. More specific guidelines may be developed by the instructor of record and presented to all enrolled students.

VII. Required Textbooks and References

1. Ray, R. (2000). Management Strategies in Athletic Training. (2nd ed.). Champaign, IL: Human Kinetics
2. Starkey, C., Ryan, J. (2002). Evaluation of Orthopedic and Athletic Injuries. (2nd ed.). Philadelphia, PA: F.A. Davis 2nd Ed.

VIII. Special Resource Requirements

None required.

IX. Bibliography

Anderson, M. K., Hall, S. J. (1997). Fundamentals of Sports Injury Management. Baltimore, MD: Williams and Wilkins.

Arnheim, D., D., Prentice, W. E. (1999). Essentials of Athletic Training. (4th ed.). St. Louis, MO: Mosby.

Fahey, T. D. (1996). Athletic Training: Principles and Practice. Palo Alto, CA: Mayfield

Horine, L. (1991). Administration of Physical Education and Sports Programs. (2nd ed.). Dubuque, IA: Brown

Mangus, B. C., Pfeiffer, R. P. (1998). Concepts of Athletic Training. (2nd ed.). Sudbury, MA: Jones and Bartlett.

Martin, M., Yates, W. N. (1998). Therapeutic Medications in Sports Medicine. (1st ed.). Philadelphia, PA. Williams & Wilkins.

National Athletic Trainers Association (2001). Code of Ethics. Dallas, TX

National Athletic Trainers Association (1999). Standards of Practice for Athletic Trainers. Dallas, TX.

National Collegiate Athletic Association, (2002) 2002-2003 NCAA Sports Medicine Handbook. Overland Park, KS

Rankin, J. M., & Ingersoll, C. (2000). Athletic Training Management: Concepts and Applications. St. Louis, MO: Mosby

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.**

This course will serve as a Athletic Training Track requirement offered through the Department of Health and Physical Education. This course will serve as an introduction course for the development of administration skills as well as contemporary issues related to the evaluation, treatment and care of the physically active.

- 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.**

This course necessitates no change in other courses.

- 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 will be offered during Spring 2003 as a special topics course with an enrollment of 18.

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

It is not intended to be dual level course.

- 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?**

It will not 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 most universities offering an Athletic Training Education Program.

East Stroudsburg University
Penn State University
West Chester University
Duquesne University

-MSES 431 Organization and Administration in Athletic Training
-KINES 438 Administrative Aspects of Athletic Training
-SMD 414 History, Organization and Administration of Athletic Training
-ATHTR 412 - Organization and Administration 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 presented within this course is required by the Committee for Accreditation of Allied Health Education Programs (CAAHEP) for an accredited Athletic Training Education 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.

Course will be taught by a member of the Health and Physical Education faculty holding National Athletic Trainers Association, Board of Certification Credentials. If an agreement can be made it may also be team taught with a member of the Nursing Department faculty. Guest lecturers may also be utilized which demonstrate specialization in specific content areas.

- 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).

There may be some relationship between a few content areas of this course and the content of courses offered by other departments, ie. pharmacology, health care administration, however, due to the fact this course is specific to the athletic training profession and required for CAAHEP accreditation the uniqueness of this course can be demonstrated.

- 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.

Yes. Since this course will serve as an introduction course to administration and management principles related to the profession of Athletic Training, it may be appropriate for others, with permission of instructor, outside of the Health and Physical Education Department.

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.

Yes, this course will be taught by existing department faculty.

- 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, Equipment, Laboratory Supplies and other Consumable Goods, Library Materials, Travel Funds

All resources necessary to teach this course are currently available through the IUP Sport Medicine and Health and Physical Education Departments.

- 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.)

This course will not be funded by a grant

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

This course will be taught once each academic year.

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

One section will be offered each year

- 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 skill activities that may be taught in the IUP Sports Medicine Clinic it is recommended that enrollment not exceed 25 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.

No limitations imposed by professional society.

- 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.

N/A

Section D: Miscellaneous

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