

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-79b	AP-4/12/11	App-9/13/11

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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

<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
	HPED 480 Professional Issues in Athletic Training

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

4. Approvals	Date
Department Curriculum Committee Chair(s)	<i>Richard Hsu</i> 02/22/2011
Department Chair(s)	<i>David Blair</i> 2/24/11
College Curriculum Committee Chair	<i>Janet Wachter</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>Gail Sedquist</i> 4-22-11

Received
Received
 MAR 30 2011
 APR 25 2011
Liberal Studies
Liberal Studies

SYLLABUS OF RECORD

I. Catalog Description

HPED 480 Professional Issues in Athletic Training 3 class hours

0 lab hours

Prerequisites: HPED 380 and 477

3 credits

(3c-0l-3cr)

Explores topics related to professional development and responsibility in athletic training. An application of current research findings in athletic training will be examined. Preparation for the Board of Certification (BOC) examination will be addressed.

II. Course Outcomes:

Students will be able to

1. Develop successful preparation strategies for taking the Board of Certification examination.
2. Contrast the concepts of professionalism and professional ethics to personal philosophical beliefs.
3. Analyze typical sources of conflict in athletic training and utilize contemporary conflict resolution and clinical decision making techniques.
4. Develop a structured plan for an athletic training workshop.
5. Evaluate and criticize the various topics and techniques utilized in contemporary athletic training research.
6. Synthesize knowledge and skills learned throughout the athletic training education program through completion of a research project.

III. Course Outline

A. Professional Roles, Decision Making, Conflict Resolution and Ethics (6 hours)

B. Resume, Cover Letter and Interview Preparation (4 hours)

C. Board of Certification Examination Preparation

1. Domain I Review and Assessment (2 hours)
2. Domain II Review and Assessment (2 hours)
3. Domain III Review and Assessment (2 hours)
4. Domain IV Review and Assessment (2 hours)
5. Domain V Review and Assessment (2 hours)
6. Mock BOC Examination (3 hours)
7. Mock BOC Examination Debriefing (1 hour)

D. Professional Workshop Development (4 hours)

E. Research in Athletic Training

1. Overview of Athletic Training Research (1 hour)
2. Qualitative vs. Quantitative Research (2 hours)
3. Case Study Research (2 hours)
4. Evidence Based Practice (5 hours)
5. Writing Proposals and Grants (1 hour)
6. Protection of Human Subjects (1 hour)
7. Current Topics in Athletic Training (2 hours)

F. Student Presentations – During Final Exam Week (2 hours)

IV. Evaluation Methods

The final grade will be determined as follows:

30% Evidence Based Practice Project – Students will research and develop an evidence based practice research project on a contemporary athletic training topic. Outcomes will include a paper as well as a poster presentation.

20% Exam Question Development - Students will be assigned a specific area within the six domains of the Role Delineation Study and will write five questions. Questions must be referenced and follow a specific format.

15% Workshop Development - The class will work together to plan and develop an athletic training workshop for a defined audience.

15% Research Mini-Presentations - Each student will read and present four different athletic training research articles to the class. Presentations will be limited to 8-10 minutes in length.

10% Professional Philosophy Statement - Students will develop their own professional philosophy statement that incorporates the various related topics discussed in class.

5% Resume and Mock Cover Letter - Students will take their current resume and develop/modify it to a specific athletic training-related job/graduate position/etc. Additionally, students will develop a position-specific cover letter.

5% Field Trip Reflection - After the trip to the UPMC Research Lab, each student will write a brief summary/reflection of his or her experience.

Grading Scale: A: $\geq 90\%$ B: 80-89% C: 70-79% D: 60-96% F: $< 60\%$

V. Attendance Policy

Appropriate 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 his/her success in the course

Exemption from this policy for atypical circumstances (severe illness, personal tragedy...) may be considered pending proper documentation.

VI. Required textbooks, supplemental books and readings

Board of Certification. (2004). *Role delineation study*. Omaha, NE: Board of Certification, Inc.

Van Ost, L., Manfre, K. & Lew, K. (2009). *Athletic training exam review: A student guide to success*. Thorofare, NJ: Slack.

VII. Special Resource Requirements

None.

VII. Bibliography

Ebel, R.G. (1999). *Far beyond the shoebox: Fifty years of the national athletic trainers' association*. New York: Forbes.

Hannam, S.E. (2000). *Professional behaviors in athletic training*. Thorofare, NJ: Slack.

Ingersoll, C.D. (2001). *Research in athletic training*. Thorofare, NJ: Slack.

Jewell, D.V. (2008). *Guide to evidence-based physical therapy practice*. Boston, MA: Jones and Bartlett.

Long, B.H. & Hale, C.W. (2010). *Athletic training exam review*. Baltimore, MD: Lippincott Williams & Wilkins.

Pitney, W.A. (2002). The professional socialization of certified athletic trainers in high school settings: A grounded theory investigation. *Journal of Athletic Training*, 37(3), 286-292.

Pitney, W.A. & Parker, J. (2001). Qualitative inquiry in athletic training: Principles, possibilities, and promises. *Journal of Athletic Training*, 36(2), 185-189.

Pitney, W.A. & Parker, J. (2002). Qualitative research applications in athletic training. *Journal of Athletic Training*, 37(4), S168-S173.

Schlabach, G.A. & Peer, K.S. (2008). *Professional ethics in athletic training*. St. Louis, MO: Mosby Elsevier.

- Steves, R. & Hootman, J.M. (2004). Evidence-based medicine: What is it and how does it apply to athletic training? *Journal of Athletic Training*, 39(1), 83-87.
- Turocy, P.S. (2002). Overview of athletic training education research publications. *Journal of Athletic Training*, 37(4), S162-S167.
- Turocy, P.S. (2002). Survey research in athletic training: The scientific method of development and implementation. *Journal of Athletic Training*, 37(4), S174-S179.

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 is intended to serve as a senior capstone for athletic training students. Students will use this course to synthesize their professional knowledge accrued from their time in the athletic training program and prepare for their entry into the professional athletic training workforce. Topics to be emphasized include Board of Certification examination preparation, introduction to athletic training research and professional roles and responsibilities of the entry-level athletic trainer.

- 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.

- 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 was offered as a HPED 481 (Special Topics) in Spring 2009 and Spring 2010. Eight students were enrolled in Spring 2009 and Spring 2010.

- 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:
California University of PA: ATE 460-Sports Medicine Research
University of North Carolina – Chapel Hill: EXSS 369-Athletic Training Seminar
University of Pittsburgh: REHSCI 1834-Special Topics 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.

The Commission on Accreditation of Athletic Training Education (CAATE) grants accreditation to programs for entry-level education in Athletic Training. Course 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 one instructor.

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).

This course does not overlap with any other at the University.

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 is not 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. Dr. Racchini taught this course as HPED 481 in Spring 2009 and 2010 and the new course will be part of his regular teaching load in spring semesters.

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?

The class will accommodate the entire senior cohort of the athletic training program which currently numbers between 8 and 16. This is consistent with other upper-level athletic training courses.

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.

CAATE does not limit enrollment in individual courses but does provide program limits based on clinical education capacities.

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.

None.