

LSC Use Only Proposal No:  
LSC Action-Date:

UWUCC Use Only Proposal No: **14-846**  
UWUCC Action-Date: **AP 10/28/14**

Senate Action Date: **App - 12/2/14**

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) <b>Jim Racchini</b>	Email Address <b>racchini@iup.edu</b>
Proposing Department/Unit <b>Health and Physical Education</b>	Phone <b>724-357-2759</b>

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or 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 185 - Introduction to Athletic Training**

Proposed course prefix, number and full title, if changing:

**2. Liberal Studies Course Designations, as appropriate**  
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills   
  Knowledge Area   
  Global and Multicultural Awareness   
  Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship     
  Information Literacy     
  Oral Communication  
 Quantitative Reasoning     
  Scientific Literacy     
  Technological Literacy

**3. Other Designations, as appropriate**

Honors College Course     
  Other: (e.g. Women's Studies, Pan African)

**4. Program Proposals**

Catalog Description Change     
  Program Revision     
  Program Title Change     
  New Track  
 New Degree Program     
  New Minor Program     
  Liberal Studies Requirement Changes     
  Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		4/24/2014
Department Chairperson(s)		4/25/14
College Curriculum Committee Chair		9/18/14
College Dean		9.30.14
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs		10/29/14

Received  
OCT 29 2014  
Liberal Studies

Received  
OCT 2 2014  
Liberal Studies

## SYLLABUS OF RECORD

### I. Catalog Description

HPED 185 Introduction to Athletic Training	3 class hours 0 lab hours 3 credits
Prerequisites: Athletic Training major	
	(3c-0l-3cr)

Addresses the historical development of athletic training and the scope of present programs. Introduces the domains and competencies of the athletic training profession.

### II. Course Outcomes:

Students will be able to

1. describe organizational and administrative considerations related to the field of athletic training/sports medicine.
2. apply evidence-based practice principles when evaluating athletic training literature.
3. examine factors related to injury prevention, including but not limited to training and conditioning techniques and nutritional considerations
4. identify the professional domains of the practice of athletic training.

### III. Course Outline

- A. Athletic Training and Allied Healthcare (10 hours)
  1. Introduction to the Athletic Healthcare Team
  2. History of the Athletic Training Profession
  3. Certification, Licensure, Accreditation and Professional Societies
  4. Job Settings in Athletic Training
  5. Professionalism and Codes of Ethics
  6. Healthcare Administration
  7. Legal Liability and Insurance
  8. Exam 1
- B. Evidence Based Practice and Professional Literature (7 hours)
  1. What is Evidence Based Practice?
  2. Types and Quality of Research
  3. Searching for Research Articles
  4. Introduction to Epidemiology
  5. Exam 2
- C. Injury Prevention (11 hours)
  1. Bloodborne Pathogens and Universal Precautions
  2. Sports Nutrition Concepts
  3. Conditioning Techniques
  4. Psychological Impact in Activity and Injury Recovery
  5. Protective Sports Equipment

6. Environmental Conditions and Illness
7. Exam 3

D. Introduction to Athletic Training Domains of Practice (14 hours)

1. Tissue Response to Injury
2. Sports Injury Terminology
3. Injury Assessment Process
4. Introduction to Therapeutic Modalities
5. Introduction to Rehabilitation
6. Causes of Sudden Death in Athletes
7. Lower Extremity Injuries
8. Upper Extremity Injuries
9. Axillary Injuries

E. Culminating Activity (2 hours)

**IV. Evaluation Methods**

The final grade will be determined as follows:

70% Exams – There will be three (3) exams during the semester. The exams will be multiple choice, true/false and matching in format.

20% Quizzes – Students will be asked to complete an online and/or in-class quiz for each textbook chapter covered in the course outline.

10% Assignments – Students will be required to locate and summarize professional literature in the athletic training field.

**V. Example Grading Scale**

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

**VI. Attendance Policy**

The course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

**VII. Required textbooks, supplemental books and readings**

Prentice, W.E. (2013). *Essentials of Athletic Injury Management (9<sup>th</sup> ed.)*. New York, NY: McGraw Hill.

Howlett, B., et al. (2014). *Evidence-based practice for health professionals: An interprofessional approach*. Burlington, MA: Jones & Bartlett.

**VIII. Special Resource Requirements**

None.

## IX. Bibliography

- Anderson, M.K., Parr, G.P. & Hall, S.J. (2009). *Foundations of Athletic Training: Prevention, Assessment, and Management (4<sup>th</sup> ed.)*. Baltimore, MD: Lippincott Williams & Wilkins.
- Anderson, M.K. & Parr, G.P. (2011). *Fundamentals of Sports Injury Management (3<sup>rd</sup> ed.)*. Baltimore, MD: Lippincott Williams & Wilkins.
- Ebel, R.G. (1999). *Far beyond the shoebox: Fifty years of the national athletic trainers' association*. New York: Forbes.
- Flegel, M.J. (2014). *Sports First Aid (5<sup>th</sup> ed.)*. Champaign, IL: Human Kinetics.
- 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.
- Pfeiffer, R.P. & Mangus, B.C. (2012). *Concepts of Athletic Training (6<sup>th</sup> ed.)*. Burlington, MA; Jones & Bartlett.
- 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 an introduction to the athletic training profession for athletic training students. Students will be introduced to the professional expectations and domains of practice of an athletic trainer. Additionally, the student will learn the basic concepts of evidence based practice and will be expected to apply those concepts to content when taught in upper-level athletic training courses and in clinical experiences.**

- 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 will replace HPED 175 (Prevention and Care of Injuries to the Physically Active) in the athletic training curriculum.**

- 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 281 (Special Topics) in the spring of 2014. 32 students were 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:  
California University of PA: ATE 150-Introduction to Athletic Training  
Penn State University: KINES 135-Introduction to Athletic Training  
Slippery Rock University of PA: ERS 107-Introduction to 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 an introduction to 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 from the Health and Physical Education Department.**

- 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 281 in Spring 2014 and the new course will be part of his regular teaching load in spring semesters. This course will replace HPED 175 in the athletic training curriculum thus eliminating the need for one section of HPED 175 in Dr. Racchini's schedule.**

- 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 freshman class of the athletic training program which currently numbers between 50 and 70. This is consistent with other HPED freshmen level 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.

**No**

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**