REQUEST FOR ADDITION OF NEW COURSE

Department: Kinesiology
College: Human Sciences & Education
Date: September 20, 2017

PROPOSED COURSE DESCRIPTION

Rubric & No. ATRN 7002
Title Protective Taping & Bracing

<table>
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<tr>
<th>Short Title (≤ 19 characters)</th>
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<th>R</th>
<th>A</th>
<th>C</th>
<th>E</th>
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| Semester Hours of Credit | 2 |

If combination course type, # hrs. of credit for:

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab/Sem/Rec.</th>
<th>1</th>
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Repeat Credit Max. (if repeatable): Credit hours: 1 Graduate Credit? Yes

Credit will not be given for this course and:

<table>
<thead>
<tr>
<th>Course Type (Indicate hours in the appropriate course type.)</th>
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<tbody>
<tr>
<td>Lecture</td>
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Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 25

Grading System:

<table>
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<tr>
<th>Letter Grade</th>
<th>Pass/Fail</th>
<th>Final Exam:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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**(Attach justification if the proposed course will not hold a final exam during examination week.**

Course Description:
(Concise catalog statement exactly as you wish it to appear in the General Catalog)

7002 Protective Taping & Bracing (2) Prereq.: Acceptance into the program and current registration in ATRN 7000 and 7001. Master of Science in Athletic Training majors only. 1 hrs lecture; 2 hrs lab. Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques into the plan of care; including the following: durable medical equipment; orthotic devices; and taping, bracing, splinting, protective padding, and casting.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.

If this course is approved, will additional staff be needed? Yes No X

Will additional space, equipment, special library materials or other major expense be involved? Yes No X

Academic Affairs Approval: (Date)[signature]

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students)

APPROVALS

Department Faculty Approval Date 9-29-17 College Faculty Approval Date 10-18-17

Department Chair Signature (date) College Dean Signature (date)

Graduate Dean Signature (date) Chair, FS C&C Committee (date)

College Contact E-mail
COURSE JUSTIFICATION
This course is being developed to meet the curricular content requirements for the proposed Master of Science in Athletic Training (MSAT). Although an undergraduate degree in Athletic Training currently exists, the external accreditation agency, the Commission on Accreditation of Athletic Training Education (CAATE) is mandating that all undergraduate degree programs transition to a master’s degree by 2022. After 2022 accredited institutions will only be able to offer a MSAT. As the Department of Kinesiology prepares for this mandate, this course will be required within the proposed Master of Science in Athletic Training (MSAT) as it will assist in meeting the external accreditation agency’s Accreditation Standards for Professional Programs in Athletic Training.

The nationally mandated requirement to transition this degree from an undergraduate one to a master’s one means that these graduate level courses must contain new advanced curricular standards. These elevated requirements will mean that students must demonstrate in classroom and clinical settings, advanced practitioner skills.

Practical Exam/Skill sets: Practical exams will be performed in a one-on-one setting with the course instructor in a classroom setting. Students will be required to perform the appropriate skill set on a standardized patient in a set amount of time based on the content being covered for that particular exam. All exams will be videotaped for quality assurance and students have the right to view their practical exam via appointment with the instructor. The skills will be identified by sections and complete lists of all skills necessary to complete will be listed in moodle.

COURSE DUPLICATION
This course will not duplicate any other course offered in Kinesiology or LSU, and would be available for students accepted into the Master of Science in Athletic Training. Estimated enrollment would be 25.

BUDGET IMPACT – Explanation
The proposed MSAT degree has received approval for the addition of a new tenure-track faculty line that will be implemented once the degree receives full approval from the Louisiana Board of Regents. The new faculty line will bring the total faculty to three (3) full-time faculty (2 professional practice rank; 1 tenure-track rank) assigned to the proposed MSAT program in the School of Kinesiology. This additional faculty line has been approved by the College of Human Sciences and Education and the Office of Academic Affairs prior to the Letter of Intent (LOI) sent to the Board of Regents in Spring 2017.
COURSE SYLLABUS

COURSE TITLE: ATRN7002 - Protective Taping & Bracing
CREDITS: 2 (1 credit lecture; 1 credit lab)
COURSE MEETS: TBA
LOCATION: TBA
SEMESTER/YEAR: Fall 20___
INSTRUCTOR: Email: TBA
OFFICE HOURS: TBA
PHONE NUMBER: TBA

REQUIRED TEXTS:

COURSE DESCRIPTION:
7002 Protective Taping & Bracing (2). Acceptance into the program and current registration in ATRN 7000 and 7001. Master of Science in Athletic Training majors only. Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques into the plan of care; including the following: durable medical equipment; orthotic devices; and taping, bracing, splinting, protective padding, and casting.

Out of Class Expectations
It is expected that the students have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for two (2) credit hours, you should expect to spend around four (4) hours outside of class each week reading, skills practice, or writing assignments for the class.

Course Learning Objectives.
• Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity.
• Explain how the effectiveness of a prevention strategy can be assessed using clinical outcomes, surveillance, or evaluation data.
• Summarize the basic principles associated with the design, construction, fit, maintenance, and reconditioning of protective equipment, including the rules and regulations established by the associations that govern its use.
• Summarize the principles and concepts related to the fabrication, modification, and appropriate application or use of orthotics and other dynamic and static splints.
• Fit standard protective equipment following manufacturers' guidelines.
• Apply preventive taping and wrapping procedures, splints, braces, and other special protective devices.
• Fabricate and apply taping, wrapping, supportive, and protective devices to facilitate return to function.

ACADEMIC INTEGRITY:
All students are required to follow university guidelines for academic integrity. Any type of academic misconduct, as described in the Code of Student Conduct, will not be tolerated. The instructor will follow university Procedures for Reporting Academic Misconduct. Information concerning Academic Integrity can be obtained in the Office of the Dean of Students in 122 Johnston Hall (578-4307).

MEDICAL CONFIDENTIALITY:
During the course of this class and lab you may witness and/or learn of medical procedures. You should respect and protect the privacy of any patient, student, or athlete at all times. Any transmission of this information will be considered a violation of HIPAA and/or FERPA and medical confidentiality, and will
result in the immediate dismissal from any further class or lab participation. Violators will also be reported to the Office of the Dean of Students.

CLINICAL AND DIDACTIC RULES AND REGULATIONS
Students are required to adhere to the rules and regulations outlined in LSU Athletic Training Student Handbook. A copy of this handbook is available at www.lsu.edu/athletictraining. The handbook outlines student responsibilities including misconduct (academic; non-academic), clinical requirements (if applicable), as well as health and safety standards and guidelines. Failure to adhere to the LSU Athletic Training Student Handbook (including but not limited to the LSU Student Code of Conduct) may affect the student’s grade/status in this course.

STUDENTS WITH SPECIAL NEEDS:
The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Louisiana State University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from Disability Services in 115 Johnston Hall, indicating the existence of a disability and the suggested accommodations.

STUDENT EVALUATION CRITERIA:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>A+</td>
<td>100% - 97.00%</td>
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<tr>
<td>A</td>
<td>96.99% - 93.00%</td>
</tr>
<tr>
<td>A-</td>
<td>92.99% - 90.00%</td>
</tr>
<tr>
<td>B+</td>
<td>89.99% - 87.00%</td>
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<tr>
<td>B</td>
<td>86.99% - 83.00%</td>
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<tr>
<td>B-</td>
<td>82.99% - 80.00%</td>
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<tr>
<td>C+</td>
<td>79.99% - 77.00%</td>
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<tr>
<td>C</td>
<td>76.99% - 73.00%</td>
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<tr>
<td>C-</td>
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<td>D+</td>
<td>69.99% - 67.00%</td>
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<tr>
<td>D</td>
<td>66.99% - 63.00%</td>
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<td>F</td>
<td>59.99% and below</td>
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</tbody>
</table>

**** The instructor DOES NOT round up final grades in this course, NOR give extra credit to improve a student’s final grade.

COMPLETION OF ASSIGNMENTS, CLASS ABSENCES
- All assigned work must be completed by dates/times established by the instructor. Failure to complete work by assigned dates/times will result in a grade of “0” points assigned to the late-submitted assignment.
- Students will not be given the opportunity to complete missed examinations (written; practical) unless:
  - The student has made prior arrangements with the instructor in which the student will miss the examination; or
  - As per LSU’s Policy Statement #22 regarding student attendance:
    - “An absence due to illness or other causes beyond a student’s control will be excused when the instructor is convinced that the reason for absence is valid. The University’s Policy Statement 22 discusses approved trips, activities, and other instances or excused absences.”
- It is the responsibility of the student to contact the instructor to determine dates/times of any make-up work and/or examinations in question.

CLASSROOM AND LABORATORY CONDUCT:
- This course is an allied healthcare course. Each student is expected to dress appropriately (and professionally) according to the class and/or laboratory activities (the instructor will inform the class of appropriate clothing for each laboratory session).
- No sleeping (or appearance of) in class.
- Be respectful of other students; offensive, abrasive, or threatening behaviors/comments will not be tolerated and will be subject to removal from the class.

Professional Etiquette in the CLASSROOM
Computers, Cell Phones and PDA’s
Computers in the classroom environment should be used for note taking or instructor approved activities
only. Web surfing, instant messaging, texting, etc. are not allowed. Students may be removed from the class at the discretion of the course instructor for inappropriate use of computers, tablets, cell phones, etc.

*Breaks*

Students should take advantage of formal breaks offered during lengthy classes. Only in rare instances, should it be necessary for a student to leave and return to the classroom.

*Punctuality*

Students should be on time to class and stay the entire session. If the student is going to be late or needs to leave early, arrangements should be made with the instructor prior to class. See absentee section for more information.

*Cell Phones*

Cell phone should either be switched off or kept in the silent mode during class sessions. Text messaging or taking calls during class or clinic is not allowed. The student is required to provide the department with a reliable contact number (cell phone) at all times.

*Conversations*

If students have questions, they should ask them at appropriate times, and should avoid talking and participating in other conversations during classes.

*General*

- Disruptive behavior will not be tolerated. You may be penalized for these behaviors as deemed necessary by the instructor(s).
- Posting of Powerpoint slides before, and/or after a lecture is not required. If available, the instructor may provide to the students via Moodle; however, if changes are made to an advanced posting, it is your responsibility to incorporate those updates as necessary.
- Real-time lecture recording via lecture capturing systems (e.g. Panopto) is not a requirement; instructors (including guest lecturers) are asked in advance if they are willing to record their presentation.
- Breaks are not required for a 2-hour lecture/lab unless you have an approved ADA accommodation. Breaks in courses are at the discretion of the instructor. Only if you have an emergency, should you leave class. Notify the instructor after class if you have such an emergency.
- The end period of a lecture is ten minutes to the hour to allow transitioning between classes and classrooms. Please remain seated and quiet until that time. You may respectfully alert a faculty member if the end-point is surpassed; however, faculty are responsible for alerting a guest lecturer.

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<thead>
<tr>
<th>Evaluation Area</th>
<th>Quantity/Description</th>
<th>Total Points</th>
<th>Weighted %</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>Quizzes will be given on the textbook material and handouts. Quizzes on each course chapter will be administered via Moodle or in-class formats throughout the semester.</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td>Practical Skills Assessments</td>
<td>Practical Skills Assessments will be utilized to assess the student's ability to perform skills taught and practiced in the course. The instructor will provide the class with specific testing times that he/she will be tested on the established testing dates. Due to the number of skills and the time to complete the skills examinations, the student may be required complete his/her practical examinations outside of regularly scheduled class time. Students must demonstrate appropriate clinical skills application on scenario based situations.</td>
<td>25 points each skill tested</td>
<td>50%</td>
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<tr>
<td>Clinical Integration Reports (CIR)</td>
<td>Each student will be provided with a “clinical integration report” form that must be reviewed with their preceptor. The reports must be submitted on the established due dates by the instructor. 5 CIR = 10 points each</td>
<td>50</td>
<td>10%</td>
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<tr>
<td>Class Participation</td>
<td>Due the complexity of this course in learning hands-on skills during various times of the classes, daily participation is required. Must be present to receive credit for each class</td>
<td>150</td>
<td>15%</td>
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<td>Date</td>
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<td>ASSIGNMENTS and NOTICES</td>
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<tr>
<td>Week 1</td>
<td>Intro, Syllabus</td>
<td>Chapter 1</td>
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<tr>
<td>Week 1</td>
<td>Introduction to Taping and Bracing</td>
<td>Quiz 1</td>
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<td></td>
<td>Tapes, Wraps, Braces and Pads</td>
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<tr>
<td>Week 2</td>
<td>Protective Equipment &amp; Padding</td>
<td>Chapter 2</td>
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<td></td>
<td>Facility Design for Taping, Wrapping, Bracing</td>
<td>Quiz 2</td>
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<td>Week 2</td>
<td>Ankle Taping Techniques</td>
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<td>Week 3</td>
<td>Ankle Taping Techniques</td>
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<td>Week 3</td>
<td>Ankle Taping Techniques</td>
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<tr>
<td>Week 4</td>
<td>Foot and Toes</td>
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<tr>
<td>Week 4</td>
<td>Foot and Toes/Lower Leg</td>
<td>Quiz 3</td>
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<td></td>
<td>Lower Leg</td>
<td>CIR 2 due</td>
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<tr>
<td>Week 5</td>
<td>Knee</td>
<td>Chapter 3</td>
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<tr>
<td>Week 5</td>
<td>Knee</td>
<td>Quiz 4</td>
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<td>Week 6</td>
<td>Knee</td>
<td>Quiz 5</td>
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<td></td>
<td>CIR 3 due</td>
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<tr>
<td>Week 6</td>
<td>Thigh, Hip, &amp; Pelvis</td>
<td>Chapter 4</td>
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<td>Week 7</td>
<td>Thigh, Hip, &amp; Pelvis</td>
<td>Quiz 6</td>
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<td>Week 7</td>
<td>REVIEW</td>
<td>Quiz 7</td>
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<td>Week 8</td>
<td>SKILLS TESTING</td>
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<tr>
<td>Week 8</td>
<td>SKILLS TESTING</td>
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<tr>
<td>Week 9</td>
<td>Shoulder &amp; Upper Arm</td>
<td>Chapter 5</td>
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<td></td>
<td>Quiz 8</td>
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<tr>
<td>Week 10</td>
<td>Shoulder &amp; Upper Arm</td>
<td>Quiz 9</td>
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<tr>
<td>Week 11</td>
<td>Elbow &amp; Forearm</td>
<td>Chapter 6</td>
<td></td>
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<td></td>
<td>Quiz 10</td>
<td>CIR 4 due</td>
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<tr>
<td>Week 11</td>
<td>Elbow &amp; Forearm</td>
<td>Quiz 11</td>
<td></td>
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<tr>
<td>Week 12</td>
<td>Wrist</td>
<td>Chapter 7</td>
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<tr>
<td>Week 13</td>
<td>Hand, Fingers, &amp; Thumb</td>
<td>Quiz 12</td>
<td></td>
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<tr>
<td>Week 14</td>
<td>Thorax, Abdomen, and Spine</td>
<td>Quiz 13</td>
<td></td>
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<tr>
<td>Week 15</td>
<td>SKILLS TESTING</td>
<td>CIR 5 due</td>
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<tr>
<td>Week 15</td>
<td>SKILLS TESTING</td>
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<tr>
<td></td>
<td>Written examination</td>
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Dates and materials are subject to change due to the pace of the class.
REQUEST FOR ADDITION OF NEW COURSE

Department: Kinesiology
College: Human Sciences & Education
Date: September 20, 2017

PROPOSED COURSE DESCRIPTION

Rubric & No. ATRN 7101
Title: Athletic Training Clinical Skills I
Short Title (≤ 19 characters) ATCLIN
Semester Hours of Credit 3
If combination course type, # hrs. of credit for:
Lecture: 2 Lab/Sem/Rec: 1
Repeat Credit Max. (If repeatable): credit hours
Graduate Credit? X Yes
Credit will not be given for this course and:
Course Type (Indicate hours in the appropriate course type.)
Lecture Lab Seminar Recitation Lec/Rec Lec/Sem Lec/Lab Res/Ind Clin/Pract Intern
Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 25
Grading System: Letter Grade X Pass/Fail 
Final Exam:** Yes X No
* (Attach justification if the proposed course will not hold a final exam during examination week.)*

Course Description:
(Concisely cataloged statement exactly as you wish it to appear in the General Catalog)

7101 Athletic Training Clinical Skills I (3) Prereq.: ATRN 7000/7001/7002. Master of Science in Athletic Training majors only. 2 hrs. lecture; 2 hrs. lab. Essential clinical knowledge and skills for the athletic training profession, including but not limited to, measurement of vital signs, flexibility, resistance exercises, and assisted and self-stretching techniques.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS “YES”, ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed? Yes ___ No ___ X ___
Will additional space, equipment, special library materials or other major expense be involved? Yes ___ No ___ X ___
Academic Affairs Approval: (Date)

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria
(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students.)

APPROVALS

Department Faculty Approval Date 9-29-17 College Faculty Approval Date 10-18-17

Melinda Salmen/ 10-10-17
Department Chair Signature (date)
Michelle A. Massey 11/7/17
Graduate Dean Signature (date)
Casey Bennett/cbenn@lsu.edu College Contact E-mail

Academic Affairs Approval: (date)
COURSE JUSTIFICATION
This course is being developed to meet the curricular content requirements for the proposed Master of Science in Athletic Training (MSAT). Although an undergraduate degree in Athletic Training currently exists, the external accreditation agency, the Commission on Accreditation of Athletic Training Education (CAATE) is mandating that all undergraduate degree programs transition to a master’s degree by 2022. After 2022 accredited institutions will only be able to offer a MSAT. As the Department of Kinesiology prepares for this mandate, this course will be required within the proposed Master of Science in Athletic Training (MSAT) as it will assist in meeting the external accreditation agency’s Accreditation Standards for Professional Programs in Athletic Training.

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COURSE DUPLICATION
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BUDGET IMPACT – Explanation
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REQUIRED TEXTS:

RECOMMENDED MATERIALS:
- Other materials will be provided by the instructor via Moodle.

COURSE DESCRIPTION:
7101 Athletic Training Clinical Skills I (3) Prereq.: ATRN 7000/7001/7002. Master of Science in Athletic Training majors only. 2 hrs. lecture; 2 hrs. lab. Essential clinical knowledge and skills for the athletic training profession, including but not limited to, measurement of vital signs, flexibility, resistance exercises, and assisted and self-stretching techniques.

Out of Class Expectations
It is expected that the students have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three (3) credit hours, you should expect to spend around six (6) hours outside of class each week reading or writing assignments for the class.

Course Learning Objectives
Exercise Interventions:
- Instruct the patient in home care and self-treatment plans for acute conditions.
- Instruct the patient how to correctly perform rehabilitative exercises.
- Assess the patient to identify indications, contraindications, and precautions applicable to the intended intervention.
- Position and prepare the patient for various therapeutic interventions.
- Explain the theory and principles relating to expected physiological response(s) during and following therapeutic interventions.
- Instruct clients/patients in the basic principles of ergodynamics and their relationship to the prevention of illness and injury.
- Instruct a client/patient regarding fitness exercises and the use of muscle strengthening equipment to include correction or modification of inappropriate, unsafe, or dangerous lifting techniques.

Diagnostics and Vital Signs
- Assess body composition by validated techniques.
- When appropriate, obtain and monitor signs of basic body functions including pulse, blood pressure, respiration, pulse oximetry, pain, and core temperature. Relate changes in vital signs to the patient's status.
- Differentiate between normal and abnormal physical findings (eg, pulse, blood pressure, heart and lung sounds, oxygen saturation, pain, core temperature) and the associated pathophysiology.
- Use a glucometer to monitor blood glucose levels, determine participation status, and make referral decisions.
- Assess oxygen saturation using a pulse oximeter and interpret the results to guide decision making.
- Differentiate the different methods for assessing core body temperature.
- Assess core body temperature using a rectal probe.
Miscellaneous

- Use contemporary documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members.

**ACADEMIC INTEGRITY:**
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During the course of this class and lab you may witness and/or learn of medical procedures. You should respect and protect the privacy of any patient, student, or athlete at all times. Any transmission of this information will be considered a violation of HIPAA and/or FERPA and medical confidentiality, and will result in the immediate dismissal from any further class or lab participation. Violators will also be reported to the Office of the Dean of Students.

**CLINICAL AND DIDACTIC RULES AND REGULATIONS**
Students are required to adhere to the rules and regulations outlined in LSU Athletic Training Student Handbook. A copy of this handbook is available at [www.lsu.edu/athletictraining](http://www.lsu.edu/athletictraining). The handbook outlines student responsibilities including misconduct (academic; non-academic), clinical requirements (if applicable), as well as health and safety standards and guidelines. Failure to adhere to the LSU Athletic Training Student Handbook (including but not limited to the LSU Student Code of Conduct) may affect the student's grade/status in this course.

**STUDENTS WITH SPECIAL NEEDS:**
The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Louisiana State University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from Disability Services in 115 Johnston Hall, indicating the existence of a disability and the suggested accommodations.

**STUDENT EVALUATION CRITERIA:**

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade Symbol</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100% - 97.00%</td>
</tr>
<tr>
<td>A</td>
<td>96.99% - 93.00%</td>
</tr>
<tr>
<td>A-</td>
<td>92.99% - 90.00%</td>
</tr>
<tr>
<td>B+</td>
<td>89.99% - 87.00%</td>
</tr>
<tr>
<td>B</td>
<td>86.99% - 83.00%</td>
</tr>
<tr>
<td>B-</td>
<td>82.99% - 80.00%</td>
</tr>
<tr>
<td>C+</td>
<td>79.99% - 77.00%</td>
</tr>
<tr>
<td>C</td>
<td>76.99% - 73.00%</td>
</tr>
<tr>
<td>C-</td>
<td>72.99% - 70.00%</td>
</tr>
<tr>
<td>D+</td>
<td>69.99% - 67.00%</td>
</tr>
<tr>
<td>D</td>
<td>66.99% - 63.00%</td>
</tr>
<tr>
<td>D-</td>
<td>62.99% - 60.00%</td>
</tr>
<tr>
<td>F</td>
<td>59.99% and below</td>
</tr>
</tbody>
</table>

**** The instructor DOES NOT round up final grades in this course, NOR give extra credit to improve a student's final grade.

**COMPLETION OF ASSIGNMENTS, CLASS ABSENCES**

- All assigned work must be completed by dates/times established by the instructor. Failure to complete work by assigned dates/times will result in a grade of "0" points assigned to the late-submitted assignment.
- Students will not be given the opportunity to complete missed examinations (written; practical) unless:
  - The student has made prior arrangements with the instructor in which the student will miss the examination; or
  - As per LSU's Policy Statement #22 regarding student attendance:
    - "An absence due to illness or other causes beyond a student’s control will be excused when the instructor is convinced that the reason for absence is valid. The University’s Policy Statement 22 discusses approved trips, activities, and other instances or excused absences."
- It is the responsibility of the student to contact the instructor to determine dates/times of any make-up work and/or examinations in question.
CLASSROOM AND LABORATORY CONDUCT:
- This course is an allied healthcare course. Each student is expected to dress appropriately (and professionally) according to the class and/or laboratory activities (the instructor will inform the class of appropriate clothing for each laboratory session).
- No sleeping (or appearance of) in class.
- Be respectful of other students; offensive, abrasive, or threatening behaviors/comments will not be tolerated and will be subject to removal from the class.

PROFESSIONAL ETIQUETTE IN THE CLASSROOM
Computers, Cell Phones and PDA's

Computers in the classroom environment should be used for note taking or instructor approved activities only. Web surfing, instant messaging, texting, etc. are not allowed. Students may be removed from the class at the discretion of the course instructor for inappropriate use of computers, tablets, cell phones, etc.

Breaks
Students should take advantage of formal breaks offered during lengthy classes. Only in rare instances, should it be necessary for a student to leave and return to the classroom.

Punctuality
Students should be on time to class and stay the entire session. If the student is going to be late or needs to leave early, arrangements should be made with the instructor prior to class. See absentee section for more information.

Cell Phones
Cell phone should either be switched off or kept in the silent mode during class sessions. Text messaging or taking calls during class or clinic is not allowed. The student is required to provide the department with a reliable contact number (cell phone) at all times.

Conversations
If students have questions, they should ask them at appropriate times, and should avoid talking and participating in other conversations during classes.

General
- Disruptive behavior will not be tolerated. You may be penalized for these behaviors as deemed necessary by the instructor(s).
- Posting of Powerpoint slides before, and/or after a lecture is not required. If available, the instructor may provide to the students via Moodle; however, if changes are made to an advanced posting, it is your responsibility to incorporate those updates as necessary.
- Real-time lecture recording via lecture capturing systems (e.g. Panopto) is not a requirement; instructors (including guest lecturers) are asked in advance if they are willing to record their presentation.
- Breaks are not required for a 2-hour lecture/lab unless you have an approved ADA accommodation. Breaks in courses are at the discretion of the instructor. Only if you have an emergency, should you leave class. Notify the instructor after class if you have such an emergency.
- The end period of a lecture is ten minutes to the hour to allow transitioning between classes and classrooms. Please remain seated and quiet until that time. You may respectfully alert a faculty member if the end-point is surpassed; however, faculty are responsible for alerting a guest lecturer.

<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th>Quantity/Description</th>
<th>Total Points</th>
<th>Weighted %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>Quizzes will be given on the textbook material, handouts, and lecture/lab content. Quizzes on each designated class component will be administered via Moodle or in-class formats throughout the semester. (11 total quizzes throughout the semester. This will not be announced.)</td>
<td>10 pts each</td>
<td>10%</td>
</tr>
<tr>
<td>Practical Skills Assessments/LABS</td>
<td>Practical Skills Assessments will be utilized to assess the student's ability to perform skills taught and practiced in the course. Due to the number of skills and the time to complete the skills examinations, the student may be required complete all</td>
<td>30 pts each</td>
<td>45%</td>
</tr>
<tr>
<td>Clinical Integration Reports (CIR)</td>
<td>Each student will be provided with a &quot;clinical integration report&quot; form that must be reviewed with their preceptor. The reports must be submitted on the established due dates by the instructor. (10 CIR = 5 points each)</td>
<td>10pts each</td>
<td>5%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Due the complexity of this course in learning hands-on skills during various times of the classes, daily participation is required. Must be present to receive credit for each class where skills are taught/practiced. (24 classes – 10pts each)</td>
<td>240 pts</td>
<td>25%</td>
</tr>
<tr>
<td>Assignments/Projects</td>
<td>Students will be provided various assignments related to the course content to expand understanding and application of information. An assignment may consist of oral report on a topic or a short written summary of a course topic. These projects may be individual and/or small group format in nature. Each assignment is worth 15 points. Total of 5 assignments throughout the class.</td>
<td>75pts</td>
<td>5%</td>
</tr>
<tr>
<td>Written Examinations</td>
<td>Two (2) written examinations will be administered in this course, of which one will be during Final Examination Week; may be administered in-class or through computer-based testing.</td>
<td>50 pts each</td>
<td>10%</td>
</tr>
</tbody>
</table>

**TOTAL 5** | 100% |

*Dates and materials are subject to change due to the pace of the class.*

<table>
<thead>
<tr>
<th>Semester Topic Outline:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weekly Outline:</strong></td>
<td><strong>Weekly Lab Sessions</strong></td>
</tr>
<tr>
<td><strong>Week #</strong></td>
<td><strong>Weekly Lecture Topic(s)</strong></td>
</tr>
<tr>
<td>1</td>
<td>Vital Signs</td>
</tr>
<tr>
<td>2</td>
<td>Vital Signs</td>
</tr>
<tr>
<td>3</td>
<td>Range of motion and Flexibility Assessment</td>
</tr>
<tr>
<td>4</td>
<td>Range of motion and Flexibility Assessment</td>
</tr>
<tr>
<td>5</td>
<td>Stretching techniques</td>
</tr>
<tr>
<td>6</td>
<td>Stretching techniques</td>
</tr>
<tr>
<td>7</td>
<td>Exercise Technique Fundamentals</td>
</tr>
<tr>
<td>8</td>
<td>Proprioception Exercises</td>
</tr>
<tr>
<td>9</td>
<td>Proprioception and Resistance Band Exercises</td>
</tr>
<tr>
<td>10</td>
<td>Proprioceptive and Resistance Band Exercises</td>
</tr>
<tr>
<td>11</td>
<td>Free weight exercises</td>
</tr>
<tr>
<td>12</td>
<td>Free weight exercises</td>
</tr>
<tr>
<td>13</td>
<td>Stability Ball exercise</td>
</tr>
<tr>
<td>14</td>
<td>Stability Ball exercise skills</td>
</tr>
<tr>
<td>15</td>
<td>Final Examination Week</td>
</tr>
</tbody>
</table>
# Request for Addition of New Course

**Proposed Course Description**

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>ATRN 7102 Title</th>
<th>Foundations of Patient Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title (≤ 19 characters)</td>
<td>F O U N D</td>
<td>P T</td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture: 3</td>
<td></td>
</tr>
<tr>
<td>Repeat Credit Max. (If repeatable): credit hours</td>
<td>Graduate Credit? Yes No</td>
<td></td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Type (Indicate hours in the appropriate course type.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Lab</td>
<td>Seminar</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade</td>
<td>Pass/Fail</td>
</tr>
</tbody>
</table>

**Course Description:**

7102 Foundations of Patient Clinical Assessment (3) Prereq.: ATRN 7000/7001/7002. Master of Science in Athletic Training majors only. Designed to give the entry-level athletic training student in-depth instruction in: appropriate techniques of soliciting, organizing, and interpreting patient-specific medical information from patients of all ages, cultures, socioeconomic backgrounds and abilities; patient observation; surface topography/palpation skills; and other basic evaluation techniques.

**Budget Impact (If answer to any question is “Yes,” attach explanation).**

- If this course is approved, will additional staff be needed? Yes No X
- Will additional space, equipment, special library materials or other major expense be involved? Yes No X

**Academic Affairs Approval:** (Date)

**Attachments (Attach the following to your proposal):**

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria.

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students.)

**Approvals**

- Department Faculty Approval Date 9-29-17
- College Faculty Approval Date 10-18-17

- Department Chair Signature: Melanie Solmon, (date) 10-10-17
- Graduate Dean Signature: (date) 11/12/17
- Academic Affairs Approval: (date)
COURSE JUSTIFICATION
This course is being developed to meet the curricular content requirements for the proposed Master of Science in Athletic Training (MSAT). Although an undergraduate degree in Athletic Training currently exists, the external accreditation agency, the Commission on Accreditation of Athletic Training Education (CAATE) is mandating that all undergraduate degree programs transition to a master’s degree by 2022. After 2022 accredited institutions will only be able to offer a MSAT. As the Department of Kinesiology prepares for this mandate, this course will be required within the proposed Master of Science in Athletic Training (MSAT) as it will assist in meeting the external accreditation agency’s Accreditation Standards for Professional Programs in Athletic Training.

The nationally mandated requirement to transition this degree from an undergraduate one to a master’s one means that these graduate level courses must contain new advanced curricular standards. These elevated requirements will mean that students must demonstrate in classroom and clinical settings, advanced practitioner skills.

Practical Exam/Skill sets: Practical exams will be performed in a one-on-one setting with the course instructor in a classroom setting. Students will be required to perform the appropriate skill set on a standardized patient in a set amount of time based on the content being covered for that particular exam. All exams will be videotaped for quality assurance and students have the right to view their practical exam via appointment with the instructor. The skills will be identified by sections and complete lists of all skills necessary to compete will be listed in moodle.

COURSE DUPLICATION
This course will not duplicate any other course offered in Kinesiology or LSU, and would be available for students accepted into the Master of Science in Athletic Training. Estimated enrollment would be 25.

BUDGET IMPACT – Explanation
The proposed MSAT degree has received approval for the addition of a new tenure-track faculty line that will be implemented once the degree receives full approval from the Louisiana Board of Regents. The new faculty line will bring the total faculty to three (3) full-time faculty (2 professional practice rank; 1 tenure-track rank) assigned to the proposed MSAT program in the School of Kinesiology. This additional faculty line has been approved by the College of Human Sciences and Education and the Office of Academic Affairs prior to the Letter of Intent (LOI) sent to the Board of Regents in Spring 2017.
COURSE SYLLABUS

COURSE TITLE: ATRN 7102 – Foundations of Patient Assessment
CREDITS: 3
COURSE MEETS: M-TH 9:00am – 10:20am
LOCATION: TBA
SEMESTER/YEAR: Fall 20
INSTRUCTOR: Email: 
OFFICE HOURS: TBA
PHONE NUMBER: TBA

REQUIRED TEXTS:

COURSE DESCRIPTION:
7102 Foundations of Patient Clinical Assessment (3) Prereq.: ATRN 7000/7001/7002. Master of Science in Athletic Training majors only. Designed to give the entry-level athletic training student in-depth instruction in: appropriate techniques of soliciting, organizing, and interpreting patient-specific medical information from patients of all ages, cultures, socioeconomic backgrounds and abilities; patient observation; surface topography/palpation skills; and other basic evaluation techniques.

Out of Class Expectations
It is expected that the students have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three (3) credit hours, you should expect to spend around six (6) hours outside of class each week reading or writing assignments for the class.

Course Learning Objectives
• Obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition.
• Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to: history taking; inspection/observation; palpation

ACADEMIC INTEGRITY:
All students are required to follow university guidelines for academic integrity. Any type of academic misconduct, as described in the Code of Student Conduct, will not be tolerated. The instructor will follow university Procedures for Reporting Academic Misconduct. Information concerning Academic Integrity can be obtained in the Office of the Dean of Students in 122 Johnston Hall (573-4307).

MEDICAL CONFIDENTIALITY:
During the course of this class and lab you may witness and/or learn of medical procedures. You should respect and protect the privacy of any patient, student, or athlete at all times. Any transmission of this information will be considered a violation of HIPAA and/or FERPA and medical confidentiality, and will result in the immediate dismissal from any further class or lab participation. Violators will also be reported to the Office of the Dean of Students.

COMPLETION OF ASSIGNMENTS, CLASS ABSENCES
• All assigned work must be completed by dates/times established by the instructor. Failure to complete work by assigned dates/times will result in a grade of "0" points assigned to the late-submitted assignment.
• Lecture attendance is not mandatory but highly recommended. Laboratory attendance is mandatory and work will not be allowed to be made up if it is missed. Quizzes will be given on a regular basis and a grade of "0" will be given if you miss class without a doctor’s or university excuse.
• Students will not be given the opportunity to complete missed examinations (written; practical) unless:
  o The student has made prior arrangements with the instructor in which the student will miss the examination; or
  o "An absence due to illness or other causes beyond a student's control will be excused when the instructor is convinced that the reason for absence is valid. The University's Policy Statement 22 discusses approved trips, activities, and other instances or excused absences."
• It is the responsibility of the student to contact the instructor WITHIN 2 WEEKS of any make-up work and/or examinations in question.
• Please refer to the Athletic Training Student Handbook for further questions
COURSE POLICIES:
- Cellular phones, pagers/beepers must be turned OFF during all class activities.
- No eating, no drinking, and no sleeping during class activities. The student will be asked to leave the class if this occurs.
- “Surfing” the internet or social media sites during class is strictly prohibited. A student may be asked to leave the class should this occur.

PERSONAL COMPUTER USAGE [IN-CLASS]. Students may only use their personal computers (e.g., mobile devices; laptops) for course-related activities/note-taking only! Any student who is observed using their personal computer device for activities not directly related to this course will be banned from using the computer for the remainder of the semester for any activity (unless the student is specifically instructed to utilize his/her personal computer for a specific course activity.

STUDENTS WITH SPECIAL NEEDS:
The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Louisiana State University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from Disability Services in 115 Johnston Hall, indicating the existence of a disability and the suggested accommodations.

CRITERIA:

GRADING SCALE:
A+ = 100% - 97.00%  
A  = 96.99% - 93.00%  
A- = 92.99% - 90.00%  
B+ = 89.99% - 87.00%  
B  = 86.99% - 83.00%  
B- = 82.99% - 80.00%  
C+ = 79.99% - 77.00%  
C  = 76.99% - 73.00%  
C- = 72.99% - 70.00%  
D+ = 69.99% - 67.00%  
D  = 66.99% - 63.00%  
D- = 62.99% - 60.00%  
F  = 59.99% and below

**** The instructor DOES NOT round up final grades in this course, NOR give extra credit to improve a student’s final grade.

<table>
<thead>
<tr>
<th>Evaluation Mode</th>
<th>Quantity</th>
<th>Point Value</th>
<th>Item Total</th>
<th>% Weight</th>
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</thead>
<tbody>
<tr>
<td>Examination-written</td>
<td>1</td>
<td>50</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Final Examination cumulative written</td>
<td>1</td>
<td>50</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td>CIR</td>
<td>5</td>
<td>10</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Practical exams</td>
<td>5</td>
<td>50</td>
<td>250</td>
<td>50%</td>
</tr>
<tr>
<td>Final Practical</td>
<td>1</td>
<td>50</td>
<td>50</td>
<td>15%</td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td></td>
<td>500</td>
<td>100%</td>
</tr>
</tbody>
</table>

Written Examinations
Written examinations will be administered to evaluate students' learning/retention on topics throughout the semester. These examinations may be administered in-class or through computer-based testing. One of the examinations will take place during the final examination period.

Quizzes
Quizzes on each course chapter will be administered via Moodle or in-class formats throughout the semester.

Assignments
Various assignments will be provided for students to complete outside of regular class time to facilitate understanding of the concepts addressed in the course. These assignments may be individual and/or small group format in nature.

CIR Skills Testing
Students must demonstrate appropriate clinical skills application of fictitious patients.

Dates and materials are subject to change due to the pace of the class.

<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Obtaining a Medical History; Patient observation</td>
</tr>
<tr>
<td>2</td>
<td>Planes of movement</td>
</tr>
<tr>
<td>3</td>
<td>Bony &amp; Soft tissue palpation shoulder</td>
</tr>
<tr>
<td>4</td>
<td>Shoulder ROM/MMT</td>
</tr>
<tr>
<td>5</td>
<td>Shoulder Dermatomes/myotomes</td>
</tr>
<tr>
<td></td>
<td>Review</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6</td>
<td>Forearm &amp; Hand palpation</td>
</tr>
<tr>
<td>7</td>
<td>Practical Exam 1 shoulder</td>
</tr>
<tr>
<td>8</td>
<td>Forearm &amp; Hand ROM/MMT/Dermatomes</td>
</tr>
<tr>
<td>9</td>
<td>Practical Exam 2 Hand and forearm</td>
</tr>
<tr>
<td>10</td>
<td>Spine and Thorax palpation</td>
</tr>
<tr>
<td>11</td>
<td>Spine and Thorax ROM/Neurological</td>
</tr>
<tr>
<td>12</td>
<td>Written exam (shoulder, forearm, hand, thorax)</td>
</tr>
<tr>
<td>13</td>
<td>Practical Exam 3 spine and thorax- Leg and foot lecture</td>
</tr>
<tr>
<td>14</td>
<td>Leg and foot palpations</td>
</tr>
<tr>
<td>15</td>
<td>Leg and foot ROM/MMT/neurological</td>
</tr>
<tr>
<td>16</td>
<td>Pelvis and thigh palpations</td>
</tr>
<tr>
<td>12</td>
<td>PRACTICAL EXAM 4 leg and foot</td>
</tr>
<tr>
<td>13</td>
<td>Pelvis and thigh ROM/MMT</td>
</tr>
<tr>
<td>14</td>
<td>Practical Exam 5 Pelvis and thigh</td>
</tr>
<tr>
<td>15</td>
<td>Head Neck and Face palpation</td>
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<tr>
<td>16</td>
<td>Head Neck and Face ROM/MMT</td>
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<tr>
<td>15</td>
<td>Review for final</td>
</tr>
<tr>
<td>16</td>
<td>Final Practical</td>
</tr>
</tbody>
</table>
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & No. ATRN 7103 Title Lower Extremity and Spine Orthopedic Evaluation

Short Title (≤ 19 characters) L E S P I N E O R T H O E V A L
Semester Hours of Credit 3
If combination course type, # hrs. of credit for
Lecture: 3 Lab/Sem/Rec:
Repeat Credit Max. (if repeatable): credit hours Graduate Credit? X Yes _ No
Credit will not be given for this course and:
Course Type (Indicate hours in the appropriate course type.)
Lecture 3 Lab Seminar Recitation Lec/Rec Lec/Sem Lec/Lab Res/Ind Clin/Pract Intern
Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 25
Grading System: Letter Grade X Pass/Fail Final Exam:** Yes X No
**(Attach justification if the proposed course will not hold a final exam during examination week.)**

Course Description:
(Concise catalog statement exactly as you wish it to appear in the General Catalog)

7103 Lower Extremity and Spine Orthopedic Evaluation (3) Prereq.: ATRN 7000/7001/7002. Master of Science in Athletic Training majors only. Specialized course in the initial on-field and clinical evaluation of orthopedic injuries and conditions of the lower extremities and the spine, including emergency care procedures, signs/symptoms, and treatment of various injuries/conditions.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.

If this course is approved, will additional staff be needed? Yes X No
Will additional space, equipment, special library materials or other major expense be involved? Yes X No
Academic Affairs Approval:

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)
JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses? SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS
Department Faculty Approval Date 9-29-17 College Faculty Approval Date 10-18-17

Department Chair Signature 10-10-17 Graduate Dean Signature 11/27/17

College Contact E-mail Casey Bennett/cbenne5@lsu.edu

College Dean Signature (date) Chair JSC C&C Committee (date)

Academic Affairs Approval (date)
COURSE JUSTIFICATION
This course is being developed to meet the curricular content requirements for the proposed Master of Science in Athletic Training (MSAT). Although an undergraduate degree in Athletic Training currently exists, the external accreditation agency, the Commission on Accreditation of Athletic Training Education (CAATE) is mandating that all undergraduate degree programs transition to a master’s degree by 2022. After 2022 accredited institutions will only be able to offer a MSAT. As the Department of Kinesiology prepares for this mandate, this course will be required within the proposed Master of Science in Athletic Training (MSAT) as it will assist in meeting the external accreditation agency’s Accreditation Standards for Professional Programs in Athletic Training.

The nationally mandated requirement to transition this degree from an undergraduate one to a master’s one means that these graduate level courses must contain new advanced curricular standards. These elevated requirements will mean that students must demonstrate in classroom and clinical settings, advanced practitioner skills.

Practical Exam/Skill sets: Practical exams will be performed in a one-on-one setting with the course instructor in a classroom setting. Students will be required to perform the appropriate skill set on a standardized patient in a set amount of time based on the content being covered for that particular exam. All exams will be videotaped for quality assurance and students have the right to view their practical exam via appointment with the instructor. The skills will be identified by sections and complete lists of all skills necessary to compete will be listed in moodle.

COURSE DUPLICATION
This course will not duplicate any other course offered in Kinesiology or LSU, and would be available for students accepted into the Master of Science in Athletic Training. Estimated enrollment would be 25.

BUDGET IMPACT – Explanation
The proposed MSAT degree has received approval for the addition of a new tenure-track faculty line that will be implemented once the degree receives full approval from the Louisiana Board of Regents. The new faculty line will bring the total faculty to three (3) full-time faculty (2 professional practice rank; 1 tenure-track rank) assigned to the proposed MSAT program in the School of Kinesiology. This additional faculty line has been approved by the College of Human Sciences and Education and the Office of Academic Affairs prior to the Letter of Intent (LOI) sent to the Board of Regents in Spring 2017.
COURSE TITLE: ATRN 7103 – Lower Extremity and Spine Orthopedic Evaluation
CREDITS: 3
COURSE MEETS: M/W/F 8:30am – 9:20am
LOCATION: Spring 20__
INSTRUCTOR: Amanda Benson, PhD, ATC, LAT
Email: abenson@lsu.edu Phone: 578-3549
OFFICE HOURS: TBA

REQUIRED TEXTS:

COURSE DESCRIPTION:
7103 Lower Extremity and Spine Orthopedic Evaluation (3) Prereq.: ATRN 7000/7001/7002. Master of Science in Athletic Training majors only. Specialized course in the initial on-field and clinical evaluation of orthopedic injuries and conditions of the lower extremities and the spine, including emergency care procedures, signs/symptoms, and treatment of various injuries/conditions.

Out of Class Expectations
It is expected that the students have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three (3) credit hours, you should expect to spend around six (6) hours outside of class each week reading, clinical skills, or writing assignments for the class.

Course Learning Objectives
- Explain the legal, moral, and ethical parameters that define the athletic trainer’s scope of acute and emergency care.
- Differentiate the roles and responsibilities of the athletic trainer from other pre-hospital care and hospital-based providers, including emergency medical technicians/paramedics, nurses, physician assistants, and physicians.
- Demonstrate the ability to perform scene, primary, and secondary surveys.
- Obtain a medical history appropriate for the patient’s ability to respond.
- When appropriate, obtain and monitor signs of basic body functions including pulse, blood pressure, respiration, pulse oximetry, pain, and core temperature. Relate changes in vital signs to the patient’s status.
- Differentiate between normal and abnormal physical findings (e.g., pulse, blood pressure, heart and lung sounds, oxygen saturation, pain, core temperature) and the associated pathophysiology.
- Instruct the patient in home care and self-treatment plans for acute conditions.
- Describe the normal structures and interrelated functions of the body systems.
- Describe the normal anatomical, systemic, and physiological changes associated with the lifespan.
- Identify the common congenital and acquired risk factors and causes of musculoskeletal injuries and common illnesses that may influence physical activity in pediatric, adolescent, adult, and aging populations.
- Describe the principles and concepts of body movement, including normal osteokinematics and arthrokinematics.
- Describe the influence of pathomechanics on function.
- Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process.
- Identify the patient’s participation restrictions (disabilities) and activity limitations (functional limitations) to determine the impact of the condition on the patient’s life.
- Explain the role and importance of functional outcome measures in clinical practice and patient health-related quality of life.
- Identify functional and patient-centered quality of life outcome measures appropriate for use in athletic training practice.
- Explain diagnostic accuracy concepts including reliability, sensitivity, specificity, likelihood ratios, prediction values, and pre-test and post-test probabilities in the selection and interpretation of physical examination and diagnostic procedures.
- Explain the creation of clinical prediction rules in the diagnosis and prognosis of various clinical conditions.
- Apply clinical prediction rules (e.g., Ottawa Ankle Rules) during clinical examination procedures.
- Obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient’s perceived pain, and the history and course of the present condition.
- Differentiate between an initial injury evaluation and follow-up/reassessment as a means to evaluate the efficacy of the patient's treatment/rehabilitation program, and make modifications to the patient’s program as needed.
- Demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses.
- Recognize the signs and symptoms of catastrophic and emergent conditions and demonstrate appropriate referral decisions.
- Use clinical reasoning skills to formulate an appropriate clinical diagnosis for common illness/disease and orthopedic injuries/conditions.
- Incorporate the concept of differential diagnosis into the examination process.
- Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient's current status.
- Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to: history taking; inspection/observation; palpation; functional assessment; selective tissue testing techniques / special tests; neurological assessments (sensory, motor, reflexes, balance, cognitive function)
- Neurological assessments (sensory, motor, reflexes, balance, cognitive function)
- Assess and interpret findings from a physical examination that is based on the patient’s clinical presentation. This exam can include: Assessment of posture, gait, and movement patterns’ Palpation’ Muscle function assessment’ Assessment of quantity and quality of osteokinematic joint motion; Capsular and ligamentous stress testing’ Joint play (arthrokinematics)’ Selective tissue examination techniques / special tests’ Neurologic function (sensory, motor, reflexes, balance, cognition)
- Determine when the findings of an examination warrant referral of the patient.
- Describe current setting-specific (eg, high school, college) and activity-specific rules and guidelines for managing injuries and illnesses.
- Define evidence-based practice as it relates to athletic training clinical practice.
- Explain the role of evidence in the clinical decision-making process.
- Explain the theoretical foundation of clinical outcomes assessment (eg, disablement, health-related quality of life) and describe common methods of outcomes assessment in athletic training clinical practice (generic, disease-specific, region-specific, and dimension-specific outcomes instruments).
- Describe the types of outcomes measures for clinical practice (patient-based and clinician-based) as well as types of evidence that are gathered through outcomes assessment (patient-oriented evidence versus disease-oriented evidence).
- Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.
- Instruct clients/patients in the basic principles of ergodynamics and their relationship to the prevention of illness and injury.
- Identify patient- and clinician-oriented outcomes measures commonly used to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.
- Analyze gait and select appropriate instruction and correction strategies to facilitate safe progression to functional gait pattern.

**ACADEMIC INTEGRITY:**
All students are required to follow university guidelines for academic integrity. Any type of academic misconduct, as described in the Code of Student Conduct, will not be tolerated. The instructor will follow university Procedures for Reporting Academic Misconduct. Information concerning Academic Integrity can be obtained in the Office of the Dean of Students in 122 Johnston Hall (578-4307).

**MEDICAL CONFIDENTIALITY:**
During the course of this class and lab you may witness and/or learn of medical procedures. You should respect and protect the privacy of any patient, student, or athlete at all times. Any transmission of this information will be considered a violation of HIPAA and/or FERPA and medical confidentiality, and will result in the immediate dismissal from any further class or lab participation. Violators will also be reported to the Office of the Dean of Students.

**CLINICAL AND DIDACTIC RULES AND REGULATIONS**
Students are required to adhere to the rules and regulations outlined in LSU Athletic Training Student Handbook. A copy of this handbook is available at www.lsu.edu/athletictraining. The handbook outlines student responsibilities including misconduct (academic; non-academic), clinical requirements (if applicable), as well as health and safety standards and guidelines. Failure
to adhere to the LSU Athletic Training Student Handbook (including but not limited to the LSU Student Code of Conduct) may affect the student's grade/status in this course.

**COMPLETION OF ASSIGNMENTS, CLASS ABSENCES**
- All assigned work must be completed by dates/times established by the instructor. Failure to complete work by assigned dates/times will result in a grade of "0" points assigned to the late-submitted assignment.
- Lecture attendance is not mandatory but highly recommended. Quizzes will be given on a regular basis and a grade of "0" will be given if you miss class without a doctor's excuse. If you have a doctor's excuse you will be required to make up the quiz, it will be in short answer and discussion form.
- Students will not be given the opportunity to complete missed examinations (written; practical) unless:
  - The student has made prior arrangements with the instructor in which the student will miss the examination; or
  - "An absence due to illness or other causes beyond a student's control will be excused when the instructor is convinced that the reason for absence is valid. The University’s Policy Statement 22 discusses approved trips, activities, and other instances or excused absences."
- It is the responsibility of the student to contact the instructor WITHIN 1 WEEK to make-up work and/or examinations in question.
- Please refer to the Athletic Training Student Handbook for further questions

**CLASSROOM AND LABORATORY CONDUCT:**
- This course is an allied healthcare course. Each student is expected to dress appropriately (and professionally) according to the class and/or laboratory activities (the instructor will inform the class of appropriate clothing for each laboratory session).
- No sleeping (or appearance of) in class.
- Be respectful of other students; offensive, abrasive, or threatening behaviors/comments will not be tolerated and will be subject to removal from the class.

**PROFESSIONAL ETIQUETTE IN THE CLASSROOM**
Computers, Cell Phones and PDA's

Computers in the classroom environment should be used for note taking or instructor approved activities only. Web surfing, instant messaging, texting, etc. are not allowed. Students may be removed from the class at the discretion of the course instructor for inappropriate use of computers, tablets, cell phones, etc.

**Breaks**
Students should take advantage of formal breaks offered during lengthy classes. Only in rare instances, should it be necessary for a student to leave and return to the classroom.

**Punctuality**
Students should be on time to class and stay the entire session. If the student is going to be late or needs to leave early, arrangements should be made with the instructor prior to class. See absentee section for more information.

**Cell Phones**
Cell phone should either be switched off or kept in the silent mode during class sessions. Text messaging or taking calls during class or clinic is not allowed. The student is required to provide the department with a reliable contact number (cell phone) at all times.

**Conversations**
If students have questions, they should ask them at appropriate times, and should avoid talking and participating in other conversations during classes.

**General**
- Disruptive behavior will not be tolerated. You may be penalized for these behaviors as deemed necessary by the instructor(s).
- Posting of Powerpoint slides before, and/or after a lecture is not required. If available, the instructor may provide to the students via Moodle; however, if changes are made to an advanced posting, it is your responsibility to incorporate those updates as necessary.
- Real-time lecture recording via lecture capturing systems (e.g. Panopto) is not a requirement; instructors (including guest lecturers) are asked in advance if they are willing to record their presentation.
- Breaks are not required for a 2-hour lecture/lab unless you have an approved ADA accommodation. Breaks in courses are at the discretion of the instructor. Only if you have an emergency, should you leave class. Notify the instructor after class if you have such an emergency.
- The end period of a lecture is ten minutes to the hour to allow transitioning between classes and classrooms. Please remain seated and quiet until that time. You may respectfully alert a faculty member if the end-point is surpassed; however, faculty are responsible for alerting a guest lecturer.

**STUDENT EVALUATION CRITERIA:**

**GRADING SCALE:**

A+ = 100% - 97.00%  
A = 96.99% - 93.00%  
A- = 92.99% - 90.00%
B+ = 89.99% - 87.00%  B = 88.99% - 83.00%  B- = 82.99% - 80.00%
C+ = 79.99% - 77.00%  C = 76.99% - 73.00%  C- = 72.99% - 70.00%
D+ = 69.99% - 67.00%  D = 66.99% - 63.00%  D- = 62.99% - 60.00%
F = 59.99% and below

**** The instructor DOES NOT round up final grades in this course, NOR give extra credit to improve a student's final grade.

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<thead>
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<th>Quantity</th>
<th>Point Value</th>
<th>Item Total</th>
<th>% Weight</th>
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PERSONAL COMPUTER USAGE [IN-CLASS]. Students may only use their personal computers (e.g., mobile devices; laptops) for course-related activities/note-taking only! Any student who is observed using their personal computer device for activities not directly related to this course will be banned from using the computer for the remainder of the semester for any activity (unless the student is specifically instructed to utilize his/her personal computer for a specific course activity).

STUDENTS WITH SPECIAL NEEDS:
The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Louisiana State University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from Disability Services in 115 Johnston Hall, indicating the existence of a disability and the suggested accommodations.

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<tr>
<th>Week #</th>
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<th>TOPIC</th>
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<td>Introduction- Chapter 8 Foot &amp; Toe</td>
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<td>Jan 15</td>
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<td>Chapter 8 Foot &amp; Toe</td>
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<td>Chapter 8 Foot &amp; Toe</td>
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<td>Jan 22</td>
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<td>Chapter 8 Foot &amp; Toe Lab</td>
<td>Chapter 8</td>
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<td>Jan 25</td>
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<td>Chapter 9 Ankle and Lower Leg</td>
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<td>Written Exam 1 Foot and Toe</td>
<td>Chapter 9 CIR #1 due</td>
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<td>Chapter 9 Ankle and Lower Leg</td>
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<td>Chapter 9 Ankle and Lower Leg Lab</td>
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<td>Online Quiz CBT</td>
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<td>Mardi Gras Holiday-no classes before 12:30</td>
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<td>Practical Exam 1 Foot/ankle/foot leg</td>
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<td>Feb 17</td>
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<td>Chapter 10- knee &amp; patellofemoral</td>
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<td>5</td>
<td>Feb 22</td>
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<td>Chapter 10- knee &amp; patellofemoral</td>
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<td>Chapter 10- knee-lab &amp; patellofemoral</td>
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<td>6</td>
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<td>Practical exam 2 knee &amp; patellofemoral</td>
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<td>Chapter 12 Pelvis &amp; Thigh Pathologies</td>
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<td>Chapter 12 Pelvis &amp; Thigh Pathologies</td>
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<td>Wednesday</td>
<td>Chapter 12 Pelvis &amp; Thigh Pathologies</td>
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<td>Chapter 12 Pelvis &amp; Thigh Pathologies</td>
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<td>March 14</td>
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<td>MIDTERM LAB PRACTICAL scenarios</td>
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<td>March 18</td>
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<td>Chapter 12 Pelvis &amp; Thigh Pathologies- Lab</td>
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<td>March 28</td>
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<td>Chapter 13- Lumbosacral pathologies</td>
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<td>April 1</td>
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<td>Written Exam 4 Pelvis and thigh</td>
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<td>Monday</td>
<td>Practical exam 3 Pelvis and thigh</td>
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<td>April 6</td>
<td>Wednesday</td>
<td>Written Exam 4 Pelvis and thigh</td>
<td>Chapter 13</td>
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<td>April 8</td>
<td>Friday</td>
<td>Chapter 13- Lumbosacral pathologies</td>
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<td>April 11</td>
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<td>April 18</td>
<td>Monday</td>
<td>Lab scenarios</td>
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<td>April 20</td>
<td>Wednesday</td>
<td>Evaluation of Gait- Chapter 7</td>
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<tr>
<td>April 22</td>
<td>Friday</td>
<td>Final Practical EXAM</td>
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<td>April 25</td>
<td>Monday</td>
<td>Evaluation of Gait Chapter 7</td>
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<td>April 27</td>
<td>Wednesday</td>
<td>Quiz on Gait/Review for final practical</td>
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<td>April 29</td>
<td>Friday</td>
<td>Review for final</td>
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<td>May 6th</td>
<td>Friday</td>
<td>CUMULATIVE FINAL EXAM 7:30-9:30AM</td>
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**Written Examinations**
Written examinations will be administered to evaluate students' learning/retention on topics throughout the semester. These examinations may be administered in-class or through computer-based testing. **One of the examinations will take place during the final examination period.**

**Practical Examinations:** Practical examinations will be given on the related joint structure. You will be responsible for palpating, and accurately performing the skill sets related to that joint on a human model.

**Quizzes**
Quizzes on each course chapter will be administered via Moodle or in-class formats throughout the semester.

**Assignments**
Various projects will be provided for students to complete outside of regular class time to facilitate understanding of the emergency medical response process in various clinical settings. These projects may be individual and/or small group format in nature.

**Lab Scenarios**
Students must demonstrate appropriate clinical skills application of standardized patient that ahs suffered an injury.

**Clinical Integration reports**
Your preceptor at a clinical site will complete clinical integration reports. They show that you have practiced your skill sets for the practical examination.
REQUEST FOR ADDITION OF NEW COURSE

Department: Kinesiology
College: Human Sciences & Education
Date: September 20, 2017

PROPOSED COURSE DESCRIPTION

Rubric & No.: ATRN 7104
Title: Clinical Diagnostic Procedures

Short Title (≤ 19 characters): CLIN D I A G P R O

Semester Hours of Credit: 3
If combination course type, # hrs. of credit for
   Lecture: 3
   Lab/Sem/Rec:

Repeat Credit Max. (if repeatable): _ credit hours Graduate Credit? _ Yes _ No

Credit will not be given for this course and:

Course Type (Indicate hours in the appropriate course type.)
   Lecture _3__ Lab ___ Seminar ___ Recitation ___
   Lec/Rec ___ Lec/Sem ___ Lec/Lab ___ Res/Ind ___ Clin/Pract ___ Intern ___

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 25

Grading System:
   Letter Grade _X__ Pass/Fail ___ Final Exam: ** Yes _X__ No ___

**(Attach justification if the proposed course will not hold a final exam during examination week.)**

Course Description:
(Concise catalog statement exactly as you wish it to appear in the General Catalog)

7104 Clinical Diagnostic Procedures (3) Prereq.: ATRN 7000/7001/7002 or permission of instructor. Master of Science in Athletic Training and Kinesiology majors only. This course presents the athletic training student with selected clinical diagnostic laboratory and imaging tests and with selected procedures practiced by athletic trainers. Clinical presentation, acute care, etiology, pathophysiology, clinical decision making for selecting appropriate tests or procedures, interpretation of diagnostic test results, appropriate referral and management of medical conditions is addressed. Students will use evidence-based research to appropriately gather, interpret, and manage objective diagnostic clinical data to manage various health problems across the lifespan.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION).

If this course is approved, will additional staff be needed? _ Yes _ No _X__

Will additional space, equipment, special library materials or other major expense be involved? _ Yes _ No _X__

Academic Affairs Approval: ___ (Date)

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria
(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date: 9-29-17 College Faculty Approval Date: 10-18-17

Melinda Deluca 10-10-17
College Chair Signature

Michelle E. Massi 11/17/17
Graduate Dean Signature

Casey Bennetts cbennetts@isu.edu
College Contact E-mail

Augustine Knezevich for Donna Andrews
College Dean Signature

Chair, FS C&C Committee 11/17/17

Academic Affairs Approval (Date)
COURSE JUSTIFICATION

This course is being developed to meet the curricular content requirements for the proposed Master of Science in Athletic Training (MSAT). Although an undergraduate degree in Athletic Training currently exists, the external accreditation agency, the Commission on Accreditation of Athletic Training Education (CAATE) is mandating that all undergraduate degree programs transition to a master’s degree by 2022. After 2022 accredited institutions will only be able to offer a MSAT. As the Department of Kinesiology prepares for this mandate, this course will be required within the proposed Master of Science in Athletic Training (MSAT) as it will assist in meeting the external accreditation agency’s Accreditation Standards for Professional Programs in Athletic Training.

The nationally mandated requirement to transition this degree from an undergraduate one to a master’s one means that these graduate level courses must contain new advanced curricular standards. These elevated requirements will mean that students must demonstrate in classroom and clinical settings, advanced practitioner skills.

Practical Exam/Skill sets: Practical exams will be performed in a one-on-one setting with the course instructor in a classroom setting. Students will be required to perform the appropriate skill set on a standardized patient in a set amount of time based on the content being covered for that particular exam. All exams will be videotaped for quality assurance and students have the right to view their practical exam via appointment with the instructor. The skills will be identified by sections and complete lists of all skills necessary to compete will be listed in moodle.

COURSE DUPLICATION

This course will not duplicate any other course offered in Kinesiology or LSU, and would be available for students accepted into the Master of Science in Athletic Training. Estimated enrollment would be 25.

BUDGET IMPACT – Explanation

The proposed MSAT degree has received approval for the addition of a new tenure-track faculty line that will be implemented once the degree receives full approval from the Louisiana Board of Regents. The new faculty line will bring the total faculty to three (3) full-time faculty (2 professional practice rank; 1 tenure-track rank) assigned to the proposed MSAT program in the School of Kinesiology. This additional faculty line has been approved by the College of Human Sciences and Education and the Office of Academic Affairs prior to the Letter of Intent (LOI) sent to the Board of Regents in Spring 2017.
COURSE TITLE: ATRN 7104 – Clinical Diagnostic Procedures
CREDITS: 3
COURSE MEETS: TBA
LOCATION: TBA
SEMESTER/YEAR: Spring 20___
INSTRUCTOR: Ray Castle, PhD, ATC, LAT
Email: RCASTL1@LSU.EDU Phone: 578-7175
OFFICE HOURS: TBA

REQUIRED TEXTS:

COURSE DESCRIPTION:
7104 Clinical Diagnostic Procedures (3) Prereq.: ATRN 7000/7001/7002 or permission of instructor. Master of Science in Athletic Training and Kinesiology majors only. This course presents the athletic training student with selected clinical diagnostic laboratory and imaging tests and with selected procedures practiced by athletic trainers. Clinical presentation, acute care, etiology, pathophysiology, clinical decision making for selecting appropriate tests or procedures, interpretation of diagnostic test results, appropriate referral and management of medical conditions is addressed. Students will use evidence-based research to appropriately gather, interpret, and manage objective diagnostic clinical data to manage various health problems across the lifespan.

Out of Class Expectations
It is expected that the students have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three (3) credit hours, you should expect to spend around six (6) hours outside of class each week reading or writing assignments for the class.

Course Learning Objectives
• Explain diagnostic accuracy concepts including reliability, sensitivity, specificity, likelihood ratios, prediction values, and pre-test and post-test probabilities in the selection and interpretation of physical examination and diagnostic procedures.
• Explain the creation of clinical prediction rules in the diagnosis and prognosis of various clinical conditions.
• Apply clinical prediction rules (e.g., Ottawa Ankle Rules) during clinical examination procedures.
• Obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient’s perceived pain, and the history and course of the present condition.
• Demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses.
• Recognize the signs and symptoms of catastrophic and emergent conditions and demonstrate appropriate referral decisions.
• Use clinical reasoning skills to formulate an appropriate clinical diagnosis for common illness/disease and orthopedic injuries/conditions.
• Incorporate the concept of differential diagnosis into the examination process.
• Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient’s current status.
• Use evidence-based research to appropriately gather, interpret, and manage objective diagnostic clinical data to manage various health problems across the lifespan

ACADEMIC INTEGRITY:
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MEDICAL CONFIDENTIALITY:
During the course of this class and lab you may witness and/or learn of medical procedures. You should respect and protect the privacy of any patient, student, or athlete at all times. Any transmission of this information will be considered a violation of
HIPAA and/or FERPA and medical confidentiality, and will result in the immediate dismissal from any further class or lab participation. Violators will also be reported to the Office of the Dean of Students.

COMPLETION OF ASSIGNMENTS, CLASS ABSENCES
- All assigned work must be completed by dates/times established by the instructor. Failure to complete work by assigned dates/times will result in a grade of "0" points assigned to the late-submitted assignment.
- Lecture attendance is not mandatory but highly recommended. Quizzes will be given on a regular basis and a grade of "0" will be given if you miss class without a doctor's excuse. If you have a doctor's excuse you will be required to make up the quiz, it will be in short answer and discussion form.
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STUDENTS WITH SPECIAL NEEDS:
The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Louisiana State University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from Disability Services in 115 Johnston Hall, indicating the existence of a disability and the suggested accommodations.

STUDENT EVALUATION CRITERIA:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>A+ = 100% - 97.00%</th>
<th>A = 96.99% - 93.00%</th>
<th>A- = 92.99% - 90.00%</th>
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<tbody>
<tr>
<td>B+ = 89.99% - 87.00%</td>
<td>B = 86.99% - 83.00%</td>
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<td>C+ = 79.99% - 77.00%</td>
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<td>D+ = 69.99% - 67.00%</td>
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<td>D- = 62.99% - 60.00%</td>
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<td>F = 59.99% and below</td>
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<td><strong>100%</strong></td>
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Written Examinations
Written examinations will be administered to evaluate students' learning/or retention on topics throughout the semester. These examinations may be administered in-class or through computer-based testing. One of the examinations will take place during the final examination period.

Quizzes
Quizzes on each course chapter will be administered via Moodle or in-class formats throughout the semester.

Assignments/Projects
Various projects will be provided for students to complete outside of regular class time to facilitate understanding of the topics addressed in this course. These projects may be individual and/or small group format in nature.
Dates and materials are subject to change due to the pace of the class.

<table>
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<tr>
<th>Week #</th>
<th>Weekly Topic(s)</th>
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<tr>
<td>1</td>
<td>Guidelines for Proper Test Preparation and Performance</td>
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<td>2</td>
<td>Blood Studies</td>
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<td>3</td>
<td>Electrodagnostic Studies</td>
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<td>4</td>
<td>Endoscopic Studies</td>
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<td>5</td>
<td>Fluid Analysis Studies</td>
</tr>
<tr>
<td>6</td>
<td>Manometric and Microscopic Studies</td>
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<td>7</td>
<td>Nuclear Scanning</td>
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<td>8</td>
<td>Stool Tests</td>
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<td>10</td>
<td>X-Ray Studies</td>
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<td>Miscellaneous Studies</td>
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<td>Differential Diagnosis and Management Scenarios</td>
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<td>13</td>
<td>Utilizing Evidence-Based Data into Patient Care</td>
</tr>
<tr>
<td>14</td>
<td>Special Population Testing Considerations</td>
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<td>15</td>
<td>Final Examination Week</td>
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REQUEST FOR ADDITION OF NEW COURSE

Department: Kinesiology  
College: Human Sciences & Education  
Date: September 20, 2017

PROPOSED COURSE DESCRIPTION

<table>
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<th>Rubric &amp; No.</th>
<th>ATRN 7201</th>
<th>Title</th>
<th>Upper Extremity, Cervical Spine, Thorax, Head Orthopedic Evaluation</th>
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</thead>
</table>

Short Title (≤ 19 characters) | U E H E A D O R T H O E V A L |

Semester Hours of Credit | 3 |

If combination course type, # hrs. of credit for:

| Lecture: | 3 |
| Lab/Sem/Rec: | |

Repeat Credit Max. (if repeatable):  
Credit hours | Graduate Credit? |
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<td>X Yes</td>
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<tr>
<td>_</td>
<td>No</td>
</tr>
</tbody>
</table>

Credit will not be given for this course and:

Course Type (Indicate hours in the appropriate course type.):

<table>
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<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Recitation</th>
<th>Lec/Rec</th>
<th>Lec/Sem</th>
<th>Lec/Lab</th>
<th>Res/Ind</th>
<th>Clin/Pract</th>
<th>Intern</th>
</tr>
</thead>
</table>

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) | 25 |

Grading System:  
Letter Grade | Pass/Fail | Final Exam:** | Yes | X | No |
|-------------|----------|---------------|-----|---|---|

**(Attach justification if the proposed course will not hold a final exam during examination week.**) **

Course Description:

(Concise catalog statement exactly as you wish it to appear in the General Catalog)

7201 Upper Extremity, Cervical Spine, Thorax, and Head Orthopedic Evaluation (3) Prereq.: ATRN 7000/7001/7002. Master of Science in Athletic Training majors only. Specialized course in the initial on-field and clinical evaluation of orthopedic injuries and conditions of the upper extremities, cervical spine, head and face; including emergency care procedures and signs/symptoms/treatment of various injuries/conditions.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS “YES”, ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed?  
Yes | No X |

Will additional space, equipment, special library materials or other major expense be involved?  
Yes | No X |

Academic Affairs Approval:  
(Date)

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses? SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date: 9-29-17  
College Faculty Approval Date: 1/6-18-17

Department Chair Signature:  
Melinda J. Salmon  
10-10-17  
(date)

Graduate Dean Signature:  
Valerie A. Massé  
11-2-17  
(date)

College Dean Signature:  
Catherine Carr  
10-18-17  
(date)

Chair, FOBAC Committee:  
John B. Hagan  
11-7-17  
(date)

Casey Bennett/cbenn5@lsu.edu
COURSE JUSTIFICATION
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CREDITS: 3
COURSE MEETS: MTWTH
LOCATION: HPL 152
SEMESTER/YEAR: Fall 20__
INSTRUCTOR: XXXX
Email: Phone: 578-3549
OFFICE HOURS: MTWTH 8-9am


COURSE DESCRIPTION:
7201 Upper Extremity, Cervical Spine, Thorax, and Head Orthopedic Evaluation (3) Prereq.: ATRN 7000/7001/7002. Master of Science in Athletic Training majors only. Specialized course in the initial on-field and clinical evaluation of orthopedic injuries and conditions of the upper extremities, cervical spine, head and face; including emergency care procedures and signs/symptoms/treatment of various injuries/conditions.

Out of Class Expectations: It is expected that the students have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three (3) credit hours, you should expect to spend around six (6) hours outside of class each week reading or writing assignments for the class.

Course Learning Objectives:
• Explain the legal, moral, and ethical parameters that define the athletic trainer’s scope of acute and emergency care.
• Differentiate the roles and responsibilities of the athletic trainer from other pre-hospital care and hospital based providers, including emergency medical technicians/paramedics, nurses, physician assistants, and physicians.
• Demonstrate the ability to perform scene, primary, and secondary surveys.
• Obtain a medical history appropriate for the patient’s ability to respond.
• When appropriate, obtain and monitor signs of basic body functions including pulse, blood pressure, respiration, pulse oximetry, pain, and core temperature.
• Relate changes in vital signs to the patient’s status.
• Differentiate between normal and abnormal physical findings (e.g., pulse, blood pressure, heart and lung sounds oxygen saturation, pain, core temperature) and the associated pathophysiology.
• Explain the indications, guidelines, proper techniques, and necessary supplies for removing equipment and clothing in order to access the airway, evaluate and/or stabilize an athlete’s injured body part.
• Explain the importance of monitoring a patient following a head injury, including the role of obtaining clearance from a physician before further patient participation.
• Identify the criteria used in the decision making process to transport the injured patient for further medical examination.
• Describe the normal structures and interrelated functions of the body systems.
• Describe the normal anatomical, systemic, and physiological changes associated with the lifespan.
• Identify the common congenital and acquired risk factors and causes of musculoskeletal injuries and common illnesses that may influence physical activity in pediatric, adolescent, adult, and aging populations.
• Describe the principles and concepts of body movement, including normal osteokinematics and arthrokinematics.
• Describe the influence of pathomechanics on function.
• Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process.
• Identify the patient’s participation restrictions (disabilities) and activity limitations (functional limitations) to determine the impact of the condition on the patient’s life.
• Explain the role and importance of functional outcome measures in clinical practice and patient health related quality of life.
• Identify functional and patient centered quality of life outcome measures appropriate for use in athletic training practice.
• Explain diagnostic accuracy concepts including reliability, sensitivity, specificity, likelihood ratios, prediction values, and pre-test and post-test probabilities in the selection and interpretation of physical examination and diagnostic procedures.
• Explain the creation of clinical prediction rules in the diagnosis and prognosis of various clinical conditions.
• Apply clinical prediction rules (e.g., Ottawa Ankle Rules) during clinical examination procedures.
• Obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient’s perceived pain, and the history and course of the present condition.
• Differentiate between an initial injury evaluation and follow-up/ reassessment as a means to evaluate the efficacy of the patient’s treatment/rehabilitation program, and make modifications to the patient’s program as needed.
• Demonstrate the ability to modify the diagnostic examination process according to the ability to modify the diagnostic examination process.
According to the demands of the situation and patient responses.
Recognize the signs and symptoms of catastrophic and emergent conditions and demonstrate appropriate referral decisions.
Use clinical reasoning skills to formulate an appropriate clinical diagnosis for common illness/disease and orthopedic injuries/conditions.
Incorporate the concept of differential diagnosis into the examination process.
Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient’s current status.
Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to: history taking; inspection/observation; palpation; functional assessment; selective tissue testing techniques/special tests; neurological assessments (sensory, motor, reflexes, balance, cognitive function).
Assess and interpret findings from a physical Examination that is based on the patient’s clinical presentation. This exam can include:
  o Assessment of posture, gait, and movement patterns
  o Palpation
  o Muscle function assessment
  o Assessment of quantity and quality of osteokinematic joint motion
  o Capsular and ligamentous stress testing
  o Joint play (arthrokinematics)
  o Selective tissue examination techniques/special tests
  o Neurologic function (sensor, motor, reflexes, balance, cognition)
  o Determine when the findings of an examination warrant referral of the patient.
Describe current setting—specific (e.g., high school, college) and activity—specific rules and guidelines for managing injuries and illnesses.
Define evidence—based practice as it relates to athletic training clinical practice.
Explain the role of evidence in the clinical decision—making process.
Explain the theoretical foundation of clinical outcomes assessment (e.g., disablement, health—related quality of life) and describe common methods of outcomes assessment in athletic training clinical practice (generic disease—specific, region—specific, and dimension—specific outcomes instruments).
Describe the types of outcomes measures for clinical practice (patient—based and clinician—based) as well as types of evidence that are gathered through outcomes assessment (patient—oriented evidence versus disease—oriented evidence).
Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies that facilitate that referral.
Instruct clients/patients in the basic principles of ergodynamics and their relationship to the prevention of illness and injury.
Identify patient— and clinician—oriented outcomes measures commonly used to recommend activity level, make return to play decisions, and maximize outcomes and progress in the treatment plan.
Explain the relationship between posture, biomechanics, and ergodynamics and the need to address these components in a therapeutic intervention.

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GRADING SCALE:

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<thead>
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<tr>
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<tr>
<td>F</td>
<td>59.99% and below</td>
</tr>
</tbody>
</table>

**** The instructor DOES NOT round up final grades in this course unless it is above a .5, NOR give extra credit to improve a student’s final grade.

<table>
<thead>
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**Written Examinations**
Written examinations will be administered to evaluate students' learning/retention on topics throughout the semester. These examinations may be administered in-class or through computer-based testing. One of the examinations will take place during the final examination period.

**Quizzes**
Quizzes on each course chapter will be administered via Moodle or in-class formats throughout the semester.

**Assignments**
Various projects will be provided for students to complete outside of regular class time to facilitate understanding of the emergency medical response process in various clinical settings. These projects may be individual and/or small group format in nature.

**Practical Scenario**
Students must demonstrate appropriate clinical skills application of fictitious patients.

**Practical Examination**
Students must demonstrate various skill sets accurately on a patient based on the material covered in class. The graded skill component is provided in moodle.

**CIR**
Clinical integration reports allow students to practice the skill sets in a clinical setting with their assigned preceptor. Once the student has practiced with their preceptor, the preceptor will then sign off on the students skills and the sheet is turned in for a grade.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Weekly Topic(s)</th>
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<tbody>
<tr>
<td>1</td>
<td>Anatomy and Clinical Examination Process of the Shoulder Complex and Upper Arm</td>
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<tr>
<td>2</td>
<td>Anatomy and Clinical Examination Process of the Shoulder Complex and Upper Arm (Quiz 1)</td>
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<tr>
<td>3</td>
<td>Exam 1 Shoulder- Written Shoulder Practical Exams</td>
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<td>Anatomy and Clinical Examination Process of Elbow and Forearm Injuries</td>
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<td>Anatomy and Clinical Examination Process of Elbow and Forearm Injuries</td>
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<td>5</td>
<td>Anatomy and Clinical Examination Process of Elbow and Forearm Injuries</td>
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<td>6</td>
<td>Elbow and Forearm Written Elbow and Forearm- Practical</td>
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<td>Anatomy and Clinical Examination Process of the Wrist and Hand</td>
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<td>9</td>
<td>Hand and Wrist Written</td>
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<td>Hand and Wrist Practical</td>
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<td>On-Field and Clinical Evaluation and Management of Head, Face, &amp; Eye Injuries</td>
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<td>10</td>
<td>On-Field and Clinical Evaluation and Management of Head, Face, &amp; Eye Injuries</td>
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<td>11</td>
<td>Anatomy and Clinical Examination Process of the Cardiothorax and Abdomen</td>
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<td>12</td>
<td>Anatomy and Clinical Examination Process of the Cardiothorax and Abdomen (quiz 2)</td>
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<td>13</td>
<td>Head/Face/Eye; Cardiothorax/Abdomen – Written Exam</td>
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<td>Head/Face/Eye; Cardiothorax/Abdomen – Practical Exam</td>
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<td>Anatomy and Clinical Examination Process of the Cervical Spine-</td>
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<td>Anatomy and Clinical Examination Process of the Cervical Spine-</td>
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<td>15</td>
<td>Anatomy and Clinical Examination Process of the Cervical Spine-</td>
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<td>16</td>
<td>Final Practical Exam – Final Written –</td>
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