REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & ATRN 7202
No. Title Therapeutic Modalities

Short Title (≤ 19 characters) THERAPY MODALITIES

Semester Hours of Credit 3

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

Repeatability 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 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 Pass/Fail Final Exam:** X 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)

7202 Therapeutic Modalities (3) Prereq.: ATRN 7100/7101/7102/7103/7104. Master of Science in Athletic Training majors only. Operational physics, physiological action, and clinical rationale/decision-making of various therapeutic agents used in physical rehabilitation settings. Application of various therapeutic agents such as light, sound, heat, cold, traction and compression will be addressed using an evidence-based problem-solving approach.

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:

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 9-27-17 College Faculty Approval Date 10-18-17

Department Chair Signature: Michelle Salmons 10-10-17

Graduate Dean Signature: Michelle A. Massé 11/17/17

College Dean Signature: John J. Hopley 11/9/17

Chair, FS C&C Committee: (date)

Academic Affairs Approval: (date)

College Contact: E-mail: Casey Bennett/chenne5@lsu.edu

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 7202 – Therapeutic Modalities
CREDITS: 3
COURSE MEETS: M/W/F 8:30am – 9:20am
LOCATION: TBA
SEMESTER/YEAR: Fall 20__
INSTRUCTOR: Ray Castle, PhD, ATC, LAT
Email: RCASTL1@LSU.EDU Phone: 578-7175
OFFICE HOURS: TBA

REQUIRED TEXTS:
- Starkey, C. (2013). Therapeutic Modalities, 4e. FA Davis Company

COURSE DESCRIPTION:
7202 Therapeutic Modalities (3) Prereq.: ATRN 7100/7101/7102/7103/7104. Master of Science in Athletic Training majors only. Operational physics, physiological action, and clinical rationale/decision-making of various therapeutic agents used in physical rehabilitation settings. Application of various therapeutic agents such as light, sound, heat, cold, traction and compression will be addressed using an evidence-based problem-solving approach.

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
- Instruct the patient in home care and self-treatment plans for acute conditions.
- Develop a relevant clinical question using a pre-defined question format (eg, PICO = Patients, Intervention, Comparison, Outcomes; PIO = Patients, Intervention, Outcomes).
- 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).
- Understand the methods of assessing patient status and progress (eg, global rating of change, minimal clinically important difference, minimal detectable difference) with clinical outcomes assessments.
- Apply and interpret clinical outcomes to assess patient status, progress, and change using psychometrically sound outcome instruments.
- Describe and differentiate the physiological and pathophysiological responses to inflammatory and non-inflammatory conditions and the influence of these responses on the design, implementation, and progression of a therapeutic intervention.
- Compare and contrast contemporary theories of pain perception and pain modulation.
- Compare and contrast the variations in the physiological response to injury and healing across the lifespan.
- 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.
- Explain the theory and principles relating to expected physiological response(s) during and following therapeutic interventions.
- Describe the laws of physics that (1) underlay the application of thermal, mechanical, electromagnetic, and acoustic energy to the body and (2) form the foundation for the development of therapeutic interventions (eg, stress-strain, leverage, thermodynamics, energy transmission and attenuation, electricity).
- Integrate self-treatment into the intervention when appropriate, including instructing the patient regarding self-treatment plans.
- Design therapeutic interventions to meet specified treatment goals.
- Assess the patient to identify indications, contraindications, and precautions applicable to the intended intervention.
- Position and prepare the patient for various therapeutic interventions.
- Describe the expected effects and potential adverse reactions to the patient.
- Apply the intervention, using parameters appropriate to the intended outcome.
- Reassess the patient to determine the immediate impact of the intervention.
- Use the results of on-going clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued.
• Describe the relationship between the application of therapeutic modalities and the incorporation of active and passive exercise and/or manual therapies, including therapeutic massage, myofascial techniques, and muscle energy techniques.
• Identify manufacturer, institutional, state, and/or federal standards that influence approval, operation, inspection, maintenance and safe application of therapeutic modalities and rehabilitation equipment.
• Inspect therapeutic equipment and the treatment environment for potential safety hazards.
• Use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications.
• Describe how common pharmacological agents influence pain and healing and their influence on various therapeutic interventions.
• Explain the general therapeutic strategy, including drug categories used for treatment, desired treatment outcomes, and typical duration of treatment, for the following common diseases and conditions: asthma, diabetes, hypertension, infections, depression, GERD, allergies, pain, inflammation, and the common cold.
• Optimize therapeutic outcomes by communicating with patients and/or appropriate healthcare professionals regarding compliance issues, drug interactions, adverse drug reactions, and sub-optimal therapy.

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.

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:
  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.

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.

**STUDENT EVALUATION CRITERIA:**

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
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<tr>
<td>A</td>
<td>96.99% - 93.00%</td>
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<td>Assignments</td>
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<td>Evidence-Based Paper + Presentation</td>
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<td>10%</td>
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<tr>
<td><strong>TOTALS</strong></td>
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<td></td>
<td><strong>100%</strong></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.**

**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 concepts addressed in class. These projects may be individual and/or small group format in nature.

**Evidence-Based Paper + Presentation**

Students will research and write an evidence-based paper on a selected therapeutic modality intervention. The format of this paper is posted in moodle however the paper will be 4-7 pages in length and will use scientific research to substantiate your writing on your selected modality. The summary of the paper will be presented as an oral presentation.

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Topic Outline:</th>
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<tbody>
<tr>
<td>Week #</td>
<td>Weekly Topic(s)</td>
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<tr>
<td>1</td>
<td>Evidence-Based Practice + Patient Outcomes</td>
</tr>
<tr>
<td>2</td>
<td>The Injury Response Process + Physiology/Psychology of Pain</td>
</tr>
<tr>
<td>3</td>
<td>Delivery of Treatment Protocols + Administrative Considerations</td>
</tr>
<tr>
<td>4</td>
<td>Thermal Modalities and Clinical Applications</td>
</tr>
<tr>
<td>5</td>
<td>Peripheral Compression Devices and Clinical Applications</td>
</tr>
<tr>
<td>6</td>
<td>Therapeutic Ultrasound and Clinical Applications</td>
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<tr>
<td>7</td>
<td>Shortwave Diathermy</td>
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<tr>
<td>8</td>
<td>Therapeutic Massage and Clinical Applications</td>
</tr>
<tr>
<td>9</td>
<td>Manual and Mechanical Traction of the Cervical and Lumbar Spine</td>
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<tr>
<td>10</td>
<td>Continuous Passive Motion</td>
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<td>Electrical Stimulating Currents</td>
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<td>12</td>
<td>Light Therapy and Clinical Applications</td>
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<tr>
<td>13</td>
<td>EMG Biofeedback</td>
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<tr>
<td>14</td>
<td>Putting It All Together: Evidence-Based Clinical Decision-Making</td>
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<tr>
<td>15</td>
<td>Final Examination Week</td>
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REQUEST FOR ADDITION OF NEW COURSE

**PROPOSED COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>ATRN 7203</th>
<th>Title</th>
<th>Therapeutic Rehabilitation</th>
</tr>
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**Short Title (≤ 19 characters)**

<table>
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<th>T H E R A</th>
<th>R E H A B</th>
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**Semester Hours of Credit**

3

**If combination course type, # hrs. of credit**

<table>
<thead>
<tr>
<th>Lecture:</th>
<th>3</th>
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<tbody>
<tr>
<td>Lab/Sem/Rec:</td>
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**Repeat Credit Max. (if repeatable):**

<table>
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<th>credit hours</th>
<th>Graduate Credit?</th>
<th>X</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Credit will not be given for this course and:

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

<table>
<thead>
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<th>Lecture</th>
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<tbody>
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<td>Seminar</td>
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<td>Res/Ind</td>
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<tr>
<td>Clin/Pract</td>
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<tr>
<td>Intern</td>
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**Maximum enrollment per section: (use integer, e.g. 25 not 20-30)**

25

**Grading System:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>X</th>
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<tbody>
<tr>
<td>Pass/Fail</td>
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<tr>
<td>Final Exam:</td>
<td>**</td>
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<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**(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)

7203 Therapeutic Rehabilitation (3) Prereq.: ATRN 7100/7101/7102/7103/7104. Master of Science in Athletic Training majors only. Evidence-based concepts, principles, clinical application, and progression of appropriate therapeutic exercise interventions of patients across the lifespan to remediate musculoskeletal and neurological dysfunction.

**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 10-10-17 (date)

Graduate Dean Signature 11-2-17 (date)

College Contact casey.bennett@lsu.edu

E-mail

Academic Affairs Approval (Date) 11-27-17

Chair, FS C&C Committee (Date)
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COURSE TITLE: ATRN 7203 — Therapeutic Rehabilitation
CREDITS: 3
COURSE MEETS: M/W/F 8:30am – 9:20am
LOCATION: TBA
SEMESTER/YEAR: Fall 20   
INSTRUCTOR: Ray Castle, PhD, ATC, LAT  
   Email: RCASTL1@LSU.EDU   Phone: 578-7175
OFFICE HOURS: TBA

REQUIRED TEXTS:

COURSE DESCRIPTION:
7203 Therapeutic Rehabilitation (3) Prereq.: ATRN 7100/7101/7102/7103/7104. Master of Science in Athletic Training majors only. Athletic Training majors must have earned a favorable program progression evaluation to enroll in this course. Evidence-based concepts, principles, clinical application, and progression of appropriate therapeutic exercise interventions of patients across the lifespan to remediate musculoskeletal and neurological dysfunction.

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
• Describe the influence of pathomechanics on function.
• 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.
• 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.
• 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
• Define evidence-based practice as it relates to athletic training clinical practice.
• Explain the role of evidence in the clinical decision-making process.
• Describe a systematic approach (eg, five step approach) to create and answer a clinical question through review and application of existing research.
• Develop a relevant clinical question using a pre-defined question format (eg, PICO = Patients, Intervention, Comparison, Outcomes; PIO = Patients, Intervention, Outcomes).
• Describe and contrast research and literature resources including databases and online critical appraisal libraries that can be used for conducting clinically-relevant searches.
• Conduct a literature search using a clinical question relevant to athletic training practice using search techniques (eg, Boolean search, Medical Subject Headings) and resources appropriate for a specific clinical question.
• Describe the differences between narrative reviews, systematic reviews, and meta-analyses.
• Use standard criteria or developed scales (eg, Physiotherapy Evidence Database Scale [PEDro], Oxford Centre for Evidence Based Medicine Scale) to critically appraise the structure, rigor, and overall quality of research studies.
• Determine the effectiveness and efficacy of an athletic training intervention utilizing evidence-based practice concepts.
• Understand the methods of assessing patient status and progress (eg, global rating of change, minimal clinically important difference, minimal detectable difference) with clinical outcomes assessments.
• Apply and interpret clinical outcomes to assess patient status, progress, and change using psychometrically sound outcome instruments.
• Instruct clients/patients in the basic principles of ergodynamics and their relationship to the prevention of illness and injury.
• Describe how psychosocial considerations affect clinical decision-making related to return to activity or participation (eg, motivation, confidence).
• Explain the importance of educating patients, parents/guardians, and others regarding the condition in order to enhance the psychological and emotional well-being of the patient.
• Describe the psychological techniques (eg, goal setting, imagery, positive self-talk, relaxation/anxiety reduction) that the athletic trainer can use to motivate the patient during injury rehabilitation and return to activity processes.
- Describe psychological interventions (e.g., goal setting, motivational techniques) that are used to facilitate a patient's physical, psychological, and return to activity needs.
- Describe and differentiate the physiological and pathophysiological responses to inflammatory and non-inflammatory conditions and the influence of these responses on the design, implementation, and progression of a therapeutic intervention.
- Analyze the impact of immobilization, inactivity, and mobilization on the body systems (e.g., cardiovascular, pulmonary, musculoskeletal) and injury response.
- Compare and contrast the variations in the physiological response to injury and healing across the lifespan.

- Describe common surgical techniques, including interpretation of operative reports, and any resulting precautions, contraindications, and comorbidities that impact the selection and progression of a therapeutic intervention program.
- 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.
- Explain the theory and principles relating to expected physiological response(s) during and following therapeutic interventions.
- Integrate self-treatment into the intervention when appropriate, including instructing the patient regarding self-treatment plans.
- Design therapeutic interventions to meet specified treatment goals.
- Assess the patient to identify indications, contraindications, and precautions applicable to the intended intervention.
- Position and prepare the patient for various therapeutic interventions.
- Describe the expected effects and potential adverse reactions to the patient.
- Instruct the patient how to correctly perform rehabilitative exercises.
- Apply the intervention, using parameters appropriate to the intended outcome.
- Reassess the patient to determine the immediate impact of the intervention.
- Use the results of on-going clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued.
- Describe the relationship between the application of therapeutic modalities and the incorporation of active and passive exercise and/or manual therapies, including therapeutic massage, myofascial techniques, and muscle energy techniques.
- Describe the use of joint mobilization in pain reduction and restoration of joint mobility.
- Perform joint mobilization techniques as indicated by examination findings.
- Analyze gait and select appropriate instruction and correction strategies to facilitate safe progression to functional gait pattern.
- Explain the relationship between posture, biomechanics, and ergodynamics and the need to address these components in a therapeutic intervention.
- Identify manufacturer, institutional, state, and/or federal standards that influence approval, operation, inspection, maintenance and safe application of therapeutic modalities and rehabilitation equipment.
- Inspect therapeutic equipment and the treatment environment for potential safety hazards.
- Describe how common pharmacological agents influence pain and healing and their influence on various therapeutic interventions.

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- 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."

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<tr>
<td>TOTALS</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.**

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.

Rehabilitation Development Project
Students will be required to develop a comprehensive injury rehabilitation plan for a patient given pre-determined medical information. Students will be given an injury and will be responsible for conducting research on this condition. This project will be presented to the class in 10-15 minutes followed by a question and answer session.

*Dates and materials are subject to change due to the pace of the class.*
<table>
<thead>
<tr>
<th>Week #</th>
<th>Weekly Topic(s)</th>
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<tbody>
<tr>
<td>1</td>
<td>Concepts of Mobility, Function, Rehabilitation and Performance Enhancement</td>
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<td>2</td>
<td>Functional and Activity-Specific Exercise Parameters</td>
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<tr>
<td>3</td>
<td>Application of Posture and Body Mechanics</td>
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<tr>
<td>4</td>
<td>Aquatic Therapeutic Exercise Prescription</td>
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<td>5</td>
<td>Lifespan Motor Development and Its Impact on Therapeutic Exercise Prescription</td>
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<tr>
<td>6</td>
<td>Therapeutic Rehabilitation Considerations for Special Medical Populations</td>
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<td>7</td>
<td>Age- and Activity-Level Rehabilitation of Spine and Sacroiliac Rehabilitation</td>
</tr>
<tr>
<td>8</td>
<td>Age- and Activity-Level Rehabilitation of Shoulder and Arm Injuries/Conditions</td>
</tr>
<tr>
<td>9</td>
<td>Age- and Activity-Level Rehabilitation of Elbow and Forearm Injuries/Conditions</td>
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<td>10</td>
<td>Age- and Activity-Level Rehabilitation of Wrist and Hand Injuries/Conditions</td>
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<td>11</td>
<td>Age- and Activity-Level Rehabilitation of Foot, Ankle, Leg Injuries/Conditions</td>
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<td>12</td>
<td>Age- and Activity-Level Rehabilitation of Knee and Thigh Injuries/Conditions</td>
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<tr>
<td>13</td>
<td>Age- and Activity-Level Rehabilitation of Hip/Pelvic Injuries/Conditions</td>
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<tr>
<td>14</td>
<td>Vestibular Rehabilitation Concepts</td>
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<tr>
<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>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>ATRN 7204</th>
<th>Title</th>
<th>Primary Care Medicine</th>
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<td>Pass/Fail</td>
<td>Final Exam: **</td>
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| ***(Attach justification if the proposed course will not hold a final exam during examination week.***)

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

7204 Primary Care Medicine (3) Prereq.: ATRN 7100/7101/7102/7103/7104. Master of Science in Athletic Training majors only. Evaluation, clinical diagnosis, and management of general medical conditions using a systems based-approach. Pre-requisite and co-requisite knowledge of pathophysiology and clinical signs/symptoms utilized in performing a patient evaluation to: reach a clinical diagnosis, interpret laboratory and diagnostic results; and utilize clinical data in the management of medical problems.

**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**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>College Faculty Approval Date</th>
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<tbody>
<tr>
<td>9-24-17</td>
<td>10-18-17</td>
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</table>

**Department Chair Signature**  
Melinda Solomon  
10-10-17  
(date)

**Graduate Dean Signature**  
Michelle A Marie  
11/7/17  
(date)

**College Dean Signature**  
Jacqueline Brown  
10-16-17  
(date)

**Chair, F&S C&C Committee**  
John B. Hopkins  
11/9/17  
(date)

**Academic Affairs Approval**  
Casey Bennett/cbenne2@lsu.edu  
11/27/17  
(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 7204 – Primary Care Medicine
CREDITS: 3
COURSE MEETS: M/W/F 8:30am – 9:20am
LOCATION: TBA
SEMESTER/YEAR: Fall 20__
INSTRUCTOR: Ray Castle, PhD, ATC, LAT
Email: RCASTL1@LSU.EDU Phone: 578-7175
OFFICE HOURS: TBA

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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 medical history appropriate for the patient’s ability to respond.
- Select and use appropriate procedures for the cleaning, closure, and dressing of wounds, identifying when referral is necessary.
- Explain the importance of monitoring a patient following a head injury, including the role of obtaining clearance from a physician before further patient participation.
- Instruct the patient in home care and self-treatment plans for acute conditions.
- 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.
- 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)
- Perform a comprehensive clinical examination of a patient with an upper extremity, lower extremity, head, neck, thorax, and/or spine injury or condition. This exam should incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient’s goals, provide the appropriate initial care and establish overall treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.
- Identify the necessary components to include in a preparticipation physical examination as recommended by contemporary guidelines (eg, American Heart Association, American Academy of Pediatrics Council on Sports Medicine & Fitness).
- Explain the role of the preparticipation physical exam in identifying conditions that might predispose the athlete to injury or illness.
- Explain the basic concepts and practice of fitness and wellness screening.
• Optimize therapeutic outcomes by communicating with patients and/or appropriate healthcare professionals regarding compliance issues, drug interactions, adverse drug reactions, and sub-optimal therapy.
• 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.
• Select and use appropriate procedures for the cleaning, closure, and dressing of wounds, identifying when referral is necessary.
• Assist the patient in the use of a nebulizer treatment for an asthmatic attack.
• Determine when use of a metered-dose inhaler is warranted based on a patient’s condition.
• Instruct a patient in the use of a metered-dose inhaler in the presence of asthma-related bronchospasm.
• Demonstrate the use of an auto-injectable epinephrine in the management of allergic anaphylaxis. Decide when auto-injectable epinephrine use is warranted based on a patient’s condition.
• Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for: internal hemorrhage; diabetic emergencies including hypoglycemia and ketoacidosis; asthma attacks; epileptic and non-epileptic seizures.
• 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.
• 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: respiratory assessments (auscultation, percussion, respiration, peak-flow); circulatory assessments (pulse, blood pressure, auscultation); abdominal assessments (percussion, palpation, auscultation); other clinical assessments (otoscope, urinalysis, glucometer, temperature, ophthalmoscope, otoscope, urinalysis, glucometer, temperature).
• Assess and interpret findings from a physical examination that is based on the patient’s clinical presentation. This exam can include: Neurological function (sensory, motor, reflexes, balance, cognition); Pulmonary function (including differentiation between normal breath sounds, percussion sounds, number and characteristics of respirations, peak expiratory flow); Gastrointestinal function (including differentiation between normal and abnormal bowel sounds); Genitourinary function (urinalysis); Ocular function (vision, ophthalmoscope); Function of the ear, nose, and throat (including otoscopic evaluation); Dermatological assessment; Other assessments (glucometer, temperature).
• Develop, implement, and monitor prevention strategies for at-risk individuals (e.g., persons with asthma or diabetes, persons with a previous history of heat illness, persons with sickle cell trait) and large groups to allow safe physical activity in a variety of conditions. This includes obtaining and interpreting data related to potentially hazardous environmental conditions, monitoring body functions (e.g., blood glucose, peak expiratory flow, hydration status), and making the appropriate recommendations for individual safety and activity status.
• Perform a comprehensive clinical examination of a patient with a common illness/condition that includes appropriate clinical reasoning in the selection of assessment procedures and interpretation of history and physical examination findings in order to formulate a differential diagnosis and/or diagnosis. Based on the history, physical examination, and patient goals, implement the appropriate treatment strategy to include medications (with physician involvement as necessary). Determine whether patient referral is needed, and identify potential restrictions in activities and participation. Formulate and communicate the appropriate return to activity protocol.
• Explain the precautions and risk factors associated with physical activity in persons with common congenital and acquired abnormalities, disabilities, and diseases.
• Use a glucometer to monitor blood glucose levels, determine participation status, and make referral decisions.
• Use a peak-flow meter to monitor a patient’s asthma symptoms, determine participation status, and make referral decisions.
• Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to: Cardiac arrhythmia or arrest; Asthma.
• Properly assist and/or instruct the patient in the proper use, cleaning, and storage of drugs commonly delivered by metered dose inhalers, nebulizers, insulin pumps, or other parenteral routes as prescribed by the physician.
• Optimize therapeutic outcomes by communicating with patients and/or appropriate healthcare professionals regarding compliance issues, drug interactions, adverse drug reactions, and sub-optimal therapy.
• 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.
- Determine when use of a metered-dose inhaler is warranted based on a patient's condition.
- Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for: sudden cardiac arrest, brain injury including concussion, subdural and epidural hematomas, second impact syndrome and skull fracture, internal hemorrhage, diabetic emergencies including hypoglycemia and ketoacidosis, asthma attacks, systemic allergic reaction, including anaphylactic shock, epileptic and non-epileptic seizures, shock, local allergic reaction.
- Describe the normal structures and interrelated functions of the body systems.
- 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.
- Assess and interpret findings from a physical examination that is based on the patient's clinical presentation. This exam can include: Cardiovascular function (including differentiation between normal and abnormal heart sounds, blood pressure, and heart rate); Pulmonary function (including differentiation between normal breath sounds, percussion sounds, number and characteristics of respirations, peak expiratory flow); Gastrointestinal function (including differentiation between normal and abnormal bowel sounds); Genitourinary function (urinalysis); Ocular function (vision, ophthalmoscope); Function of the ear, nose, and throat (including otoscopic evaluation); Dermatological assessment; Other assessments (glucometer, temperature)
- Determine when the findings of an examination warrant referral of the patient.
- Describe the concepts (e.g., case definitions, incidence versus prevalence, exposure assessment, rates) and uses of injury and illness surveillance relevant to athletic training.
- Identify modifiable/non-modifiable risk factors and mechanisms for injury and illness.
- Explain how the effectiveness of a prevention strategy can be assessed using clinical outcomes, surveillance, or evaluation data.
- Explain the precautions and risk factors associated with physical activity in persons with common congenital and acquired abnormalities, disabilities, and diseases.
- Summarize the epidemiology data related to the risk of injury and illness associated with participation in physical activity.
- Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to: Cardiac arrhythmia or arrest; Asthma
- Summarize the general principles of health maintenance and personal hygiene, including skin care, dental hygiene, sanitation, immunizations, avoidance of infectious and contagious diseases, diet, rest, exercise, and weight control.
- Describe the psychological and sociocultural factors associated with common eating disorders.
- Explain the general therapeutic strategy, including drug categories used for treatment, desired treatment outcomes, and typical duration of treatment, for the following common diseases and conditions: asthma, diabetes, hypertension, infections, depression, GERD, allergies, pain, inflammation, and the common cold.

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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.

**Scenario-Based Patient Examination**
Students will be presented with and complete a systems-based examination on a fictitious patient medical condition.

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

<table>
<thead>
<tr>
<th>Semester Topic Outline:</th>
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**REQUEST FOR ADDITION OF NEW COURSE**

**PROPOSED COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>ATRN 7401</th>
<th>Title</th>
<th>Management of Nutritional &amp; Psychosocial Conditions</th>
</tr>
</thead>
</table>

| Short Title (≤ 19 characters) | M | G | T | N | U | T | R | I | T | I | O | N | P | S | Y | C | H |
|------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 [X] 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: [X] Yes 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)

7401 Management of Nutritional and Psychosocial Conditions (3) Prereq.: ATRN 7300. Master of Science in Athletic Training majors only. Clinical diagnosis, management and appropriate psychosocial intervention strategies and patient referral techniques specific to the role of an athletic trainer within the broader context of primary care medicine. Introduction to classification of various psychosocial conditions and the multi-axial approach to patient assessment 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 [X] No
- Will additional space, equipment, special library materials or other major expense be involved? Yes [X] No

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**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>College Faculty Approval Date</th>
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<tr>
<td>9-19-17</td>
<td>10-18-17</td>
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Department Chair Signature: ____________________________ (Date)

Graduate Dean Signature: ____________________________ (Date)

College Dean Signature: ____________________________ (Date)

Chair, 4000 S C & C Committee: ____________________________ (Date)

Academic Affairs Approval: ____________________________ (Date)

Casey Bennett/chenne5@lsu.edu
**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 7401 – Management of Nutritional and Psychosocial Conditions
CREDITS: 3
COURSE MEETS: M/W/F 8:30am – 9:20am
LOCATION: TBA
SEMESTER/YEAR: Fall 20__
INSTRUCTOR: Ray Castle, PhD, ATC, LAT
              Email: RCASTL1@LSU.EDU       Phone: 578-7175
OFFICE HOURS: TBA

REQUIRED TEXTS/RESOURCES:
- Enrollment in MySportsDietitian University (www.mysportsduniversity.com); Provided by LSU Athletic Training Program.

COURSE DESCRIPTION:
7401 Management of Nutritional and Psychosocial Conditions (3) Prereq.: ATRN 7300. Master of Science in Athletic Training majors only. Clinical diagnosis, management and appropriate psychosocial intervention strategies and patient referral techniques specific to the role of an athletic trainer within the broader context of primary care medicine. This course will introduce the student to classification of various psychosocial conditions and the multi-axial approach to patient assessment 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
- Administer testing procedures to obtain baseline data regarding a client’s/patient’s level of general health (including nutritional habits, physical activity status, and body composition). Use this data to design, implement, evaluate, and modify a program specific to the performance and health goals of the patient. This will include instructing the patient in the proper performance of the activities, recognizing the warning signs and symptoms of potential injuries and illnesses that may occur, and explaining the role of exercise in maintaining overall health and the prevention of diseases. Incorporate contemporary behavioral change theory when educating clients/patients and associated individuals to effect health-related change. Refer to other medical and health professionals when appropriate.
- Select and integrate appropriate psychosocial techniques into a patient’s treatment or rehabilitation program to enhance rehabilitation adherence, return to play, and overall outcomes. This includes, but is not limited to, verbal motivation, goal setting, imagery, pain management, self-talk, and/or relaxation.
- Demonstrate the ability to recognize and refer at-risk individuals and individuals with psychosocial disorders and/or mental health emergencies. As a member of the management team, develop an appropriate management plan (including recommendations for patient safety and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer’s role of informed patient advocate in a manner consistent with current practice guidelines.
- Develop a relevant clinical question using a pre-defined question format (eg, PICO = Patients, Intervention, Comparison, Outcomes; PIO = Patients, Intervention, Outcomes).
- Describe and contrast research and literature resources including databases and online critical appraisal libraries that can be used for conducting clinically-relevant searches.
- Conduct a literature search using a clinical question relevant to athletic training practice using search techniques (eg, Boolean search, Medical Subject Headings) and resources appropriate for a specific clinical question.
- Perform a self-assessment of professional competence and create a professional development plan to maintain necessary credentials and promote life-long learning strategies.
- Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.
- Administer and interpret fitness tests to assess a client’s/patient’s physical status and readiness for physical activity.
• Design a fitness program to meet the individual needs of a client/patient based on the results of standard fitness assessments and wellness screening.
• 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.
• Describe the role of nutrition in enhancing performance, preventing injury or illness, and maintaining a healthy lifestyle.
• Educate clients/patients on the importance of healthy eating, regular exercise, and general preventative strategies for improving or maintaining health and quality of life.
• Describe contemporary nutritional intake recommendations and explain how these recommendations can be used in performing a basic dietary analysis and providing appropriate general dietary recommendations.
• Describe the proper intake, sources of, and effects of micro- and macronutrients on performance, health, and disease.
• Describe current guidelines for proper hydration and explain the consequences of improper fluid/electrolyte replacement.
• Identify, analyze, and utilize the essential components of food labels to determine the content, quality, and appropriateness of food products.
• Describe nutritional principles that apply to tissue growth and repair.
• Describe changes in dietary requirements that occur as a result of changes in an individual’s health, age, and activity level.
• Explain the physiologic principles and time factors associated with the design and planning of pre-activity and recovery meals/snacks and hydration practices.
• Identify the foods and fluids that are most appropriate for pre-activity, activity, and recovery meals/snacks.
• Explain how changes in the type and intensity of physical activity influence the energy and nutritional demands placed on the client/patient.
• Describe the principles and methods of body composition assessment to assess a client’s/patient’s health status and to monitor changes related to weight management, strength training, injury, disordered eating, menstrual status, and/or bone density status.
• Assess body composition by validated techniques.
• Describe contemporary weight management methods and strategies needed to support activities of daily life and physical activity.
• Identify and describe the signs, symptoms, physiological, and psychological responses of clients/patients with disordered eating or eating disorders.
• Describe the method of appropriate management and referral for clients/patients with disordered eating or eating disorders in a manner consistent with current practice guidelines.
• Describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, and patient and social environment interactions as they affect patient interactions.
• Explain the theoretical background of psychological and emotional responses to injury and forced inactivity (eg, cognitive appraisal model, stress response model).
• Summarize and demonstrate the basic processes of effective interpersonal and cross-cultural communication as it relates to interactions with patients and others involved in the healthcare of the patient.
• Describe the psychosocial factors that affect persistent pain sensation and perception (eg, emotional state, locus of control, psychodynamic issues, sociocultural factors, personal values and beliefs) and identify multidisciplinary approaches for assisting patients with persistent pain.
• Describe the role of various mental healthcare providers (eg, psychiatrists, psychologists, counselors, social workers) that may comprise a mental health referral network.
• Identify and refer clients/patients in need of mental healthcare.
• Identify and describe the basic signs and symptoms of mental health disorders (eg, psychosis, neurosis; sub-clinical mood disturbances (eg, depression, anxiety); and personal/social conflict (eg, adjustment to injury, family problems, academic or emotional stress, personal assault or abuse, sexual assault or harassment) that may indicate the need for referral to a mental healthcare professional.
• Describe the psychological and sociocultural factors associated with common eating disorders.
• Identify the symptoms and clinical signs of substance misuse/abuse, the psychological and sociocultural factors associated with such misuse/abuse, its impact on an individual’s health and physical performance, and the need for proper referral to a healthcare professional.
• Formulate a referral for an individual with a suspected mental health or substance abuse problem.
• Describe the psychological and emotional responses to a catastrophic event, the potential need for a psychological intervention and a referral plan for all parties affected by the event.
• Provide appropriate education regarding the condition and plan of care to the patient and appropriately discuss with others as needed and as appropriate to protect patient privacy.

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.

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:
  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.

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.

STUDENT EVALUATION CRITERIA:

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<td>Quizzes</td>
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Quizzes
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Assignments
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Students will be presented with and complete a clinical examination on a fictitious patient.

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

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<td>Helping Approaches, Skills And Applications</td>
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<td>Systematic Referrals: Issues And Processes Related To Psychosocial Referrals For Athletic Trainers</td>
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<td>Substance Abuse Issues For Athletic Trainers</td>
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<td>Disordered Eating</td>
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<td>Psychological Response To Injury And Interventions</td>
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<td>7</td>
<td>Mental Health Issues For Athletic Trainers</td>
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<td>8</td>
<td>Catastrophic Injuries And The Athletic Trainer</td>
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<td>9</td>
<td>Nutritional Supplements: A Scientific Review for the Athletic Trainer</td>
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<td>Nutritional Consultation Strategies for Various Patient Populations</td>
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<td>Psychological Aspects Of Child And Adolescent Sports</td>
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<td>Psychosocial Issues And Trends For The Athletic Trainer</td>
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<td>13</td>
<td>Strategies for Mental Training and Improving Performance</td>
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<td>Utilizing the Multi-Axial Approach to Manage Patients Across the Life Span</td>
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REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric No. Title
ATRN 7402 Principles of Healthcare Administration in Athletic Training

Short Title (≤ 19 characters) H E A L T H C A R E A D M I N A T

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 ___ 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 ___ Pass/Fail ___ Final Exam:___ Yes ___ 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)

7402 Principles of Healthcare Administration in Athletic Training (3) Prereq.: ATRN 7300. Master of Science in Athletic Training majors only. An overview of administrative concepts and organization of health care facilities that provide athletic training services. Topics covered include: facility design, fiscal and human resource management, insurance and reimbursement, legal and ethical practices, and healthcare informatics.

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

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

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

Academic Affairs Approval: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ 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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 Salmon Graduate Dean Signature 10-10-17
(date)

Casey Bennett/cbennett@lsu.edu E-mail

Jacquelin Rane Chair, C&C Committee (date) 11/27/17

John B. Hopper Academic Affairs Approval (date) 11/4/17

Department Chair Signature 10-10-17

Academic Affairs Approval (date) 11/4/17

Graduate Dean Signature 11/2/17

(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 7402 — Principles of Healthcare Administration in Athletic Training
CREDITS: 3
COURSE MEETS: M/W/F 8:30am — 9:20am
LOCATION: TBA
SEMESTER/YEAR: Fall 20__
INSTRUCTOR: Ray Castle, PhD, ATC, LAT
              Email: RCASTL1@LSU.EDU   Phone: 578-7175
OFFICE HOURS: TBA

COURSE DESCRIPTION:
7402 Principles of Healthcare Administration in Athletic Training (3) Prereq.: ATRN 7300. Master of Science in Athletic Training majors only. An overview of administrative concepts and organization of health care facilities that provide athletic training services. Topics covered include: facility design, fiscal and human resource management, insurance and reimbursement, legal and ethical practices, and healthcare informatics.

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.
• Describe the hospital trauma level system and its role in the transportation decision-making process.
• Describe the role of the athletic trainer and the delivery of athletic training services within the context of the broader healthcare system.
• Describe the impact of organizational structure on the daily operations of a healthcare facility.
• Describe the role of strategic planning as a means to assess and promote organizational improvement.
• Describe the conceptual components of developing and implementing a basic business plan.
• Describe basic healthcare facility design for a safe and efficient clinical practice setting.
• Explain components of the budgeting process including: purchasing, requisition, bidding, request for proposal, inventory, profit and loss ratios, budget balancing, and return on investments.
• Assess the value of the services provided by an athletic trainer (e.g., return on investment).
• Develop operational and capital budgets based on a supply inventory and needs assessment; including capital equipment, salaries and benefits, trending analysis facility cost, and common expenses.
• Identify the components that comprise a comprehensive medical record.
• Identify and explain the statutes that regulate the privacy and security of medical records.
• Use contemporary documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members.
• Use a comprehensive patient-file management system for appropriate chart documentation, risk management, outcomes, and billing.
• Define state and federal statutes that regulate employment practices.
• Describe principles of recruiting, selecting, hiring, and evaluating employees.
• Identify principles of recruiting, selecting, employing, and contracting with physicians and other medical and healthcare personnel in the deployment of healthcare services.
• Identify key regulatory agencies that impact healthcare facilities, and describe their function in the regulation and overall delivery of healthcare.
• Describe the basic legal principles that apply to an athletic trainer’s responsibilities.
• Identify components of a risk management plan to include security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.
• Create a risk management plan and develop associated policies and procedures to guide the operation of athletic training services within a healthcare facility to include issues related to security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.
• Develop comprehensive, venue-specific emergency action plans for the care of acutely injured or ill individuals.
• Develop specific plans of care for common potential emergent conditions (e.g., asthma attack, diabetic emergency).
• Identify and explain the recommended or required components of a pre-participation examination based on appropriate authorities’ rules, guidelines, and/or recommendations.
• Describe a plan to access appropriate medical assistance on disease control, notify medical authorities, and prevent disease epidemics.
• Describe common health insurance models, insurance contract negotiation, and the common benefits and exclusions identified within these models.
• Describe the criteria for selection, common features, specifications, and required documentation needed for secondary, excess accident, and catastrophic health insurance.
• Describe the concepts and procedures for revenue generation and reimbursement.
• Understand the role of and use diagnostic and procedural codes when documenting patient care.
• Describe the role and functions of various healthcare providers and protocols that govern the referral of patients to these professionals.
• Summarize the athletic training profession’s history and development and how current athletic training practice has been influenced by its past.
• Describe the role and function of the National Athletic Trainers’ Association and its influence on the profession.
• Describe the role and function of the Board of Certification, the Commission on Accreditation of Athletic Training Education, and state regulatory boards.
• Explain the role and function of state athletic training practice acts and registration, licensure, and certification agencies including (1) basic legislative processes for the implementation of practice acts, (2) rationale for state regulations that govern the practice of athletic training, and (3) consequences of violating federal and state regulatory acts.
• Access, analyze, and differentiate between the essential documents of the national governing, credentialing and regulatory bodies, including, but not limited to, the NATA Athletic Training Educational Competencies, the BOC Standards of Professional Practice, the NATA Code of Ethics, and the BOC Role Delineation Study/Practice Analysis.
• Explain the process of obtaining and maintaining necessary local, state, and national credentials for the practice of athletic training.
• Differentiate among the preparation, scopes of practice, and roles and responsibilities of healthcare providers and other professionals with whom athletic trainers interact.
• Identify mechanisms by which athletic trainers influence state and federal healthcare regulation.
• Describe the concepts (e.g., case definitions, incidence versus prevalence, exposure assessment, rates) and uses of injury and illness surveillance relevant to athletic training.
• Identify and describe the measures used to monitor injury prevention strategies (e.g., injury rates and risk, relative risks, odds ratios, risk differences, numbers needed to treat/harm).
• Identify the necessary components to include in a preparticipation physical examination as recommended by contemporary guidelines (e.g., American Heart Association, American Academy of Pediatrics Council on Sports Medicine & Fitness).
• Explain the role of the preparticipation physical exam in identifying conditions that might predispose the athlete to injury or illness.
• Explain the impact of sociocultural issues that influence the nature and quality of healthcare received (e.g., cultural competence, access to appropriate healthcare providers, uninsured/underinsured patients, insurance) and formulate and implement strategies to maximize client/patient outcomes.
• Explain the federal, state, and local laws, regulations, and procedures for the proper storage, disposal, transportation, dispensing (administering where appropriate), and documentation associated with commonly used prescription and nonprescription medications.
• Identify and use appropriate pharmaceutical terminology for management of medications, inventory control, and reporting of pharmacological agents commonly used in an athletic training facility.

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.

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.
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  - The student has made prior arrangements with the instructor in which the student will miss the examination; or
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- It is the responsibility of the student to contact the instructor WITHIN 2 WEEKS of any make-up work and/or examinations in question.

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/notes-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.

STUDENT EVALUATION CRITERIA:

<table>
<thead>
<tr>
<th>GRADING SCALE:</th>
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<tbody>
<tr>
<td>A+ = 100% - 97.00%</td>
<td>A = 96.99% - 93.00%</td>
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<tr>
<td>B+ = 89.99% - 87.00%</td>
<td>A- = 92.99% - 90.00%</td>
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<td>C+ = 79.99% - 77.00%</td>
<td>B = 86.99% - 83.00%</td>
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<td>D+ = 69.99% - 67.00%</td>
<td>B- = 82.99% - 80.00%</td>
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<td>C- = 72.99% - 70.00%</td>
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<tr>
<td></td>
<td>D- = 62.99% - 60.00%</td>
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<tr>
<th>Evaluation Mode</th>
<th>Quantity</th>
<th>Point Value</th>
<th>Item Total</th>
<th>% Weight</th>
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<tr>
<td>Written Examinations</td>
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<tr>
<td>Quizzes</td>
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<td>10%</td>
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<td>Facility Design and Budget Project</td>
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<td>200</td>
<td>30%</td>
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<tr>
<td><strong>TOTALS</strong></td>
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<td><strong>200</strong></td>
<td><strong>100%</strong></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.

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

Facility Design and Budget Project
This project will be provided for students to complete outside of regular class time to facilitate understanding of the concepts addressed in this course. This project will be small group format in nature and will require a formal presentation to the Athletic Training staff.

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

<table>
<thead>
<tr>
<th>Semester Topic Outline:</th>
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<tbody>
<tr>
<td><strong>Week #</strong></td>
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<tr>
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### REQUEST FOR ADDITION OF NEW COURSE

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

### PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>ATRN 7403</th>
<th>Title</th>
<th>Athletic Training Clinical Skills II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title (≤ 19 characters)</td>
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<td>T</td>
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</tr>
<tr>
<td>Semester Hours of Credit</td>
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<td></td>
<td></td>
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<tr>
<td>If combination course type, # hrs. of credit for</td>
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<td>Lab/Sem/Rec: 1</td>
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<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>credit hours</td>
<td>Graduate Credit?</td>
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<tr>
<td>Credit will not be given for this course and:</td>
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<tr>
<td>Course Type (Indicate hours in the appropriate course type.)</td>
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<tr>
<td>Lecture</td>
<td>Lab</td>
<td>Seminar</td>
<td>Recitation</td>
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<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
<td>25</td>
<td></td>
<td></td>
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<tr>
<td>Grading System:</td>
<td>Letter Grade</td>
<td>X</td>
<td>Pass/Fail</td>
</tr>
</tbody>
</table>

**(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)

**7403 Athletic Training Clinical Skills I (3)** Prereq.: ATRN 7300. Master of Science in Athletic Training majors only. 2 hrs. lecture; 2 hrs. lab. Acquisition, evaluation, synthesis, and application of advanced clinical skills in the prevention, clinical evaluation and diagnosis, immediate care and treatment, and rehabilitation and reconditioning of injuries and illnesses.

### 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 | 10-10-17 (date) | College Dean Signature | 10-18-17 (date) |
| Graduate Dean Signature | 11/11/17 (date) | Chair, FG C&C Committee | 1/17/17 (date) |
| Casey Bennett/chenne5@lsu.edu | E-mail | Academic Affairs Approval | (date) |
COURSE JUSTIFICATION
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COURSE TITLE: ATRN 7403 - Athletic Training Clinical Skills II
CREDITS: 3.0
COURSE MEETS: TBA
LOCATION: TBA
SEMESTER/YEAR: Fall 20__; TERM "B"
INSTRUCTOR: 
OFFICE HOURS: 

REQUIRED TEXTS:
- Graston Technique Course Manual (digital handout).
- Other materials provided by instructor

COURSE DESCRIPTION:
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Course Learning Objectives
- Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to: respiratory assessments (auscultation, percussion, respirations, peak-flow); circulatory assessments (pulse, blood pressure, auscultation); abdominal assessments (percussion, palpation, auscultation); other clinical assessments (otoscope, urinalysis, glucometer, temperature, ophthalmoscope, otoscope, urinalysis, glucometer, temperature)
- Assess and interpret findings from a physical examination that is based on the patient's clinical presentation. This exam can include: Neurologic function (sensory, motor, reflexes, balance, cognition); Pulmonary function (including differentiation between normal breath sounds, percussion sounds, number and characteristics of respirations, peak expiratory flow); Gastrointestinal function (including differentiation between normal and abnormal bowel sounds); Genitourinary function (urinalysis); Ocular function (vision, ophthalmoscope); Function of the ear, nose, and throat (including otoscopic evaluation); Dermatological assessment; Other assessments (glucometer, temperature)
- Differentiate between normal and abnormal physical findings (eg, pulse, blood pressure, heart and lung sounds, oxygen saturation, pain, core temperature) and the associated pathophysiology.
- Determine when use of a metered-dose inhaler is warranted based on a patient's condition.
- Assist the patient in the use of a nebulizer treatment for an asthmatic attack.
- Determine when use of a metered-dose inhaler is warranted based on a patient’s condition.
- Instruct a patient in the use of a meter-dosed inhaler in the presence of asthma-related bronchospasm.
- Demonstrate the use of an auto-injectable epinephrine in the management of allergic anaphylaxis. Decide when auto-injectable epinephrine use is warranted based on a patient's condition.
- Use a glucometer to monitor blood glucose levels, determine participation status, and make referral decisions.
- Use a peak-flow meter to monitor a patient's asthma symptoms, determine participation status, and make referral decisions.
- Properly assist and/or instruct the patient in the proper use, cleaning, and storage of drugs commonly delivered by metered dose inhalers, nebulizers, insulin pumps, or other parenteral routes as prescribed by the physician.
- Select, apply, evaluate, and modify appropriate casting/splinting/bracing 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.
- Perform advanced manual therapy techniques utilized in the treatment and rehabilitation of various injuries and conditions.
- Select and use appropriate procedures for the cleaning, closure, and dressing of wounds, identifying when referral is necessary.

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).

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- 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.

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>
</tr>
</thead>
<tbody>
<tr>
<td>B+ = 89.99% - 87.00%</td>
<td>B = 86.99% - 83.00%</td>
<td>B- = 82.99% - 80.00%</td>
<td></td>
</tr>
<tr>
<td>C+ = 79.99% - 77.00%</td>
<td>C = 76.99% - 73.00%</td>
<td>C- = 72.99% - 70.00%</td>
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</tr>
<tr>
<td>D+ = 69.99% - 67.00%</td>
<td>D = 66.99% - 63.00%</td>
<td>D- = 62.99% - 60.00%</td>
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<tr>
<td>F = 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.

<table>
<thead>
<tr>
<th>Evaluation Mode</th>
<th>Quantity</th>
<th>Point Value</th>
<th>Item Total</th>
<th>% Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Examinations/Quizzes</td>
<td>2</td>
<td>100</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>30</td>
<td>10</td>
<td>300</td>
<td>40%</td>
</tr>
<tr>
<td>Skills Testing</td>
<td>2</td>
<td>100</td>
<td>400</td>
<td>40%</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td></td>
<td><strong>400</strong></td>
<td><strong>100%</strong></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.

**In-Class Participation**
This course is designed as intensive clinical skills preparation; therefore attendance at all course days/times is essential. Attendance on a daily basis will require the student to be actively engaged in class learning activities.

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

**TENTATIVE CONTENT/SCHEDULE FOR THIS COURSE ***SUBJECT TO CHANGE*****

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC AREA(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview; Patient Vital Signs and Diagnostics</td>
</tr>
<tr>
<td>2</td>
<td>Manual Therapies Review</td>
</tr>
<tr>
<td>3</td>
<td>Wound Closure/Injection</td>
</tr>
<tr>
<td>4</td>
<td>Wound Closure/Injection</td>
</tr>
<tr>
<td>5</td>
<td>Orthopedic Casting</td>
</tr>
<tr>
<td>6</td>
<td>Orthopedic Casting</td>
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<tr>
<td>7</td>
<td>Orthopedic Casting</td>
</tr>
<tr>
<td>8</td>
<td>Orthopedic Bracing</td>
</tr>
<tr>
<td>9</td>
<td>Orthopedic Bracing</td>
</tr>
<tr>
<td>10</td>
<td>MID-TERM/SKILLS TESTING</td>
</tr>
<tr>
<td>11</td>
<td>Isokinetic Testing and Assessment</td>
</tr>
<tr>
<td>12</td>
<td>Instrument-Assisted Soft Tissue Mobilization Techniques</td>
</tr>
<tr>
<td>13</td>
<td>Instrument-Assisted Soft Tissue Mobilization Techniques</td>
</tr>
<tr>
<td>14</td>
<td>Concussion Diagnostic Equipment</td>
</tr>
<tr>
<td>15</td>
<td>Concussion Diagnostic Equipment</td>
</tr>
<tr>
<td>16</td>
<td>FINAL EXAM/SKILLS TESTING</td>
</tr>
</tbody>
</table>

*Due to the nature of the course there may be occasional time periods in which the student will need to attend practice sessions for selected skills. Skills testing may take place outside of class at assigned times.*