

**PROGRAM CHANGES**  
**WEBER STATE UNIVERSITY**

**Submission Date:** 10/23/2009, resubmitted 3/26/2010

**College:** Education

**Department:** HPHP

**Program Title:** Athletic Training, Undergraduate degree (BS)

**PROGRAM DESCRIPTION:** The Department of Health Promotion and Human Performance (HPHP) offers an undergraduate program in Athletic Training. The Athletic Training Education Program (ATEP) at Weber State University is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), which enables students to obtain eligibility for the Board of Certification (BOC) examination. The ATEP is specifically designed to prepare students for careers in allied health care. The program will provide students with skills in the prevention, evaluation, treatment, and rehabilitation of musculoskeletal injuries. Athletic trainers are employed in corporations, public schools, physical therapy clinics, universities, professional organizations, the military, factories, and hospitals.

Check all that apply:

New course(s) required for major, minor, emphasis, or concentration.

Modified course(s) required for major, minor, emphasis, or concentration.

Credit hour change(s) required for major, minor, emphasis, or concentration.

Credit hour change(s) for a course which is required for the major, minor, emphasis, or concentration.

Attribute change(s) for any course.

Program name change.

Deletion of required course(s).

Other (additional information).

- 1) AT 4700 is a new course "*Introduction to Radiology for the Athletic Training Professional*", 1 credit hour

If multiple changes are being proposed, please provide a summary. Use ~~strikeout~~ (strikeout) when deleting items in the program and highlight (highlight) when adding items.

**Submit the original to the Faculty Senate Office, MC 1033, and an electronic copy to kbrown4 @weber.edu**

## JUSTIFICATION:

After examining the curriculum for a course to insert a radiology module, no course was able to allow the time needed to gain effective education on this skill. After speaking with Dr. Walker, a 1-credit course will both meet the needs of the athletic training students and fit within the existing curriculum credit limit (moving it to 61). Technically speaking, this change will not add a credit to the major. We currently require 78 credits in the BSAT program and this would move it to 79. However, we now have 19 credits that count for general education [HLTH SS1030 Healthy Lifestyles (3), HTHS LS1110 Biomedical Core Lab (4), PSY SS1010 Introductory Psychology (3), PEP SI3500 Kinesiology (3), PEP SI3600 Measurement for Evaluation and Research (3), NUTR LS1020 Foundations in Nutrition (3)]. So, the total number of credits required for the major, that do not also count for general education (19), is 59 (60 if AT 1500 is approved to increase from 1 to 2 credits), leaving more than adequate room for the 1 credit increase to 61 overall.

The current class that addresses radiology and imaging for accreditation purposes is ZOOL 2100 (see attachment entitled "Commission on Accreditation of Athletic Training Education: Diagnosis Content Area"); this courses lectures on the content only. A better, more practical approach, which will improve the education of our majors (and to set our program apart from the pack of 363 other accredited undergraduate programs, including 3 in Utah) would be to teach the diagnosis content area through lectures, hands on learning, and case study approaches to applying knowledge of anatomy and injury radiographs. See DI-C13 in the attached document for specific wording on required accreditation competencies.

Additionally, the field of athletic training has expanded to include employment of athletic training program graduates (who pass their board certification exam) at doctors' offices as physician extenders. Basic knowledge of diagnostic imagining would serve the athletic training student well in the role of a physician extender. Additionally, this course on the student's transcript may be what sets them apart and lands the job over other candidates not having such training.

Finally, athletic training students are exposed to diagnostic imaging on a weekly basis in the athletic training room and on visits to the doctor's office with the athlete; ATEP's should provide a well-rounded educational background that prepares the student for this exposure, optimizing the learning experience.

\*The undergraduate and graduate courses neither meet in the same room, nor on the same day; they are not held together and are two distinct groups. They interact in Weeks 13/14 for final presentation of graduate case study assignments (led by the graduate students).

## INFORMATION PAGE

Attach a copy of the present program from the current catalog and a revised version (exactly as you wish it to appear in the catalog).

### **\*\*\*OLD Catalog**

#### General Education

Refer to pages 37-43 for Bachelor of Science requirements.

#### Course Requirements for BS Degree

##### *Required Support Courses (17 credit hours)*

HLTH SS1030 Healthy Lifestyles (3)  
HTHS LS1110 Biomed Core Lecture/Lab (4)\*

HTHS 1111	Biomed Core Lecture/Lab (continued) (4)*
PSY SS1010	Introductory Psychology (3)
PEP SI3600	Measurement for Evaluation and Research (3)

\*ZOOL 2100 (Human Anatomy) (4) and ZOOL 2200 (Human Physiology) (4) will also be accepted in place of HTHS LS1110 and HTHS 1111.

**Professional Knowledge Courses Required (17 credit hours)**

NUTR LS1020	Foundations in Nutrition (3)
HLTH/AT 2300	Emergency Response (3)
PEP 3280	Teaching Neuromuscular Conditioning (2)
PEP SI3500	Kinesiology (3)
PEP 3510	Exercise Physiology (3)
HTHS 2240	Intro to Pharmacology (3)

**Athletic Training Major Courses Required (29 credit hours)**

AT 2431	Taping, Wrapping, Bracing, Padding, and Splinting (1)
AT 3200	Psychology of Sport, Injury & Rehabilitation (3)
AT 3300	Evaluation & Care of Musculoskeletal Injuries: Lower Extremities (3)
AT 3301	Evaluation & Care of Musculoskeletal Injuries: Upper Extremities (3)
AT 4100	Basic Therapeutic Modalities for Musculoskeletal Injuries (3)
AT 4101	Advanced Therapeutic Modalities for Musculoskeletal Injuries (3)
AT 4200	Basic Rehabilitation of Musculoskeletal Injuries (3)
AT 4201	Advanced Rehabilitation of Musculoskeletal Injuries (3)
AT 4550	General Medical Conditions and Advances in Athletic Training (3)
AT 4600	Administration & Management in Athletic Training (3)
AT 4999	Critical Thinking for Musculoskeletal Injury Management (1)

**Clinical Application Courses Required (15 credit hours)**

AT 1500	Introduction to Athletic Training (1)
AT 1501	Clinical Application of Athletic Training I (1)
AT 2500	Clinical Application of Athletic Training II (2)
AT 2501	Clinical Application of Athletic Training III (2)
AT 3500	Clinical Application of Athletic Training IV (3)
AT 3501	Clinical Application of Athletic Training V (3)
AT 4500	Clinical Application of Athletic Training VI (3)

**Optional Electives**

AT 4800	Individual Projects (1-4)
AT 4998	Preparation for the Board of Certification (BOC) Exam (1)

**\*\*\*New Catalog**

**General Education**

Refer to pages 37-43 for Bachelor of Science requirements.

**Course Requirements for BS Degree**

**Required Support Courses (17 credit hours)**

HLTH SS1030	Healthy Lifestyles (3)
HTHS LS1110	Biomed Core Lecture/Lab (4)*
HTHS 1111	Biomed Core Lecture/Lab (continued) (4)*
PSY SS1010	Introductory Psychology (3)
PEP SI3600	Measurement for Evaluation and Research (3)

\*ZOOL 2100 (Human Anatomy) (4) and ZOOL 2200 (Human Physiology) (4) will also be accepted in place of HTHS LS1110 and HTHS 1111.

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AT 4201	Advanced Rehabilitation of Musculoskeletal Injuries (3)
AT 4550	General Medical Conditions and Advances in Athletic Training (3)
AT 4600	Administration & Management in Athletic Training (3)
AT 4700	Introduction to Radiology for the Athletic Training Professional (1)
AT 4999	Critical Thinking for Musculoskeletal Injury Management (1)

**Clinical Application Courses Required (16 credit hours)**

AT 1500	Introduction to Athletic Training (2)
AT 1501	Clinical Application of Athletic Training I (1)
AT 2500	Clinical Application of Athletic Training II (2)
AT 2501	Clinical Application of Athletic Training III (2)
AT 3500	Clinical Application of Athletic Training IV (3)
AT 3501	Clinical Application of Athletic Training V (3)
AT 4500	Clinical Application of Athletic Training VI (3)

**Optional Electives**

AT 4800	Individual Projects (1-4)
AT 4998	Preparation for the Board of Certification (BOC) Exam (1)

Did this program change receive unanimous approval within the Department? **YES**. If not, what are the major concerns raised by the opponents? **NA**.

Explain any effects this program change will have on program requirements or enrollments in other departments including the Bachelor of Integrated Studies Program. ***This course is specific to the ATEP in the Department of Health Promotion and Human Performance; there are no other courses like this that it will have an impact on.***

In the case of similar offerings or affected programs, you should include letters from the departments in question stating their support or opposition to the proposed program. ***See attached letter of support from Dumke College of Health Professions signed by both Robert Walker, PhD (Chair), and Yasmen Simonian, PhD (Dean).***

Indicate the number of credit hours for course work within the program. (Do not include credit hours for General Education, SI, Diversity, or other courses unless those courses fulfill requirements within the proposed program.)

\_\_61\_\_

Indicate the number of credit hours for course work within the current program. (Do not include credit hours for General Education, SI, Diversity, or other courses unless those courses fulfill requirements within the current program.)

\_\_60\_\_

APPROVAL PAGE

for: Athletic Training, Undergraduate degree (BS)

Approval Sequence:

\_\_Jack Loughton, PhD\_\_\_\_\_ Date: \_\_\_\_\_  
Department Chair/Date (& BIS Director if applicable)

\_\_Penee Stewart, PhD\_\_\_\_\_ Date: \_\_\_\_\_  
College Curriculum Committee/Date

\_\_Valerie Herzog, EdD, LAT, ATC\_\_\_\_\_ Date: \_\_\_\_\_  
Program Director or ATE Director (if applicable)/Date

\_\_Jack Rasmussen, PhD\_\_\_\_\_ Date: \_\_\_\_\_  
Dean of College/Date

Courses required in programs leading to secondary undergraduate teacher certification must be approved by the University Council on Teacher Education before being submitted to the Curriculum Committee.

\_\_\_\_\_  
University Council on Teacher Education/Date

Master's program changes must be reviewed by the University Graduate Council before being submitted to the Curriculum Committee.

I have read the proposal and discussed it with the program director.

\_\_\_\_\_  
University Graduate Council Representative/Date

\_\_\_\_\_  
University Curriculum Committee/Date

Passed by Faculty Senate \_\_\_\_\_ Date

Effective Date (As per PPM 4-2a) \_\_\_\_\_

## Course Proposals

List of all proposals Proposal has been updated.

Course Name:

Course Prefix:

Course Number:

Submitted by (Name & E-Mail): Jordan Hamson-Utley, jordanutley@weber.edu

Submission Date:  (mm/dd/yyyy)

College:

Department:

From Term:

Substantive  
  Nonsubstantive  
 [definition](#)

New Course  
  Revision of an Existing Course  
  Delete a Course  
  Change to the course number. This course is equivalent to

Current Course Subject

Current Course Number

- Experimental Course (Catalog numbers 2810, 3810, 4810, 5810, 6810) [definition](#)
- Variable Title Course [definition](#)

If this is a change to an existing course or a course deletion, please copy and paste the current course information from the on-line catalog (include subject, gen ed designation, number, title, credit hours, description & prerequisites).

NA.

### New/Revised Course Information:

Subject:

Course Number:

Check all that apply:  
*This is for courses already approved for gen ed.*  
*Use a different form for proposing a new gen ed designation.*

DV  
  SI  
  CA  
  HU  
  LS  
  PS  
  SS  
 EN  
  AI  
  QL  
  TA  
  TB  
  TC  
  TD  
  TE

Course Title:

Abbreviated Course Title (Limited to 30 characters):

- Course Type:
- LEC - Regular class without lab
  - LEL - Regular class with incorporated lab
  - LAB - Separate section in a laboratory setting
  - SUP - Supervision at Remote Site (e.g., clinical, internships, practica, etc.)
  - INV - Individualized Instruction (e.g., directed readings, etc.)
  - THE - Thesis Credit

Credit Hours:  **or** if variable hours:   Or  To

Contact Hours: Lecture  Lab  Other

Repeat Information: Limit  Max Hrs

(Limit=number of times course can be repeated for credit. Leave at 0 if course cannot be repeated for additional credit).

Grading Mode:  Standard Letter  Credit/No Credit

This course is/will be:

- a required course in a major program
- a required course in a minor program
- a required course in a 1- or 2- year program
- elective

Prerequisites/Co-requisites (also list these at the end of the course description):

AT 4201 Advanced Rehabilitation

Course description (exactly as it will appear in the catalog, including prerequisites):

AT 4700. Introduction to Radiology for the Athletic Training Profession (1) F  
This course provides an opportunity for students to gain exposure to the diagnostic imaging techniques commonly used by the medical community in diagnosis of injury in the athlete. Upon completion of the course, students will be able to identify anatomy and understand terminology used by health professionals when discussing diagnostic images.

Prerequisites: AT 4201

**Justification** for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

After examining the curriculum for a course to insert a radiology module, no course was able to allow the time needed to gain effective education on this skill. After speaking with Dr. Walker, a 1-credit course will both meet the needs of the athletic training students and fit within the existing curriculum credit limit (moving it to 61). Technically speaking, this change will not add a credit to the major. We currently require 78 credits in the BSAT program and this would move it to 79. However, we now have 19 credits that count for general education [HLTH SS1030 Healthy Lifestyles (3), HTHS LS1110 Biomedical Core Lab (4), PSY SS1010 Introductory Psychology (3), PEP SI3500 Kinesiology (3), PEP SI3600 Measurement for Evaluation and Research (3), NUTR LS1020 Foundations in Nutrition (3)]. So, the total number of credits required for the major, that do not also count for general education (19), is 59 (60 if AT 1500 is approved to increase from 1 to 2 credits), leaving more than adequate room for the 1 credit increase to 61 overall.

The current class that addresses radiology and imaging for accreditation purposes is ZOOL 2100 (see attachment entitled "Commission on Accreditation of Athletic Training Education: Diagnosis Content Area"); this courses lectures on the content only. A better, more practical approach, which will improve the education of our majors (and to set our program apart from the pack of 363 other accredited undergraduate programs, including 3 in Utah) would be to teach the diagnosis content area through lectures, hands on learning, and case study approaches to applying knowledge of anatomy and injury radiographs. See DI-C13 in the attached document for specific wording on required accreditation competencies.

Additionally, the field of athletic training has expanded to include employment of athletic training program graduates (who pass their board certification exam) at doctors' offices as physician extenders. Basic knowledge of diagnostic imagining would serve the athletic training student well in the role of a physician extender. Additionally, this course on the student's transcript may be what sets them apart and lands the job over other candidates not having such training.

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**Nonsubstantive proposals stop here and go to the bottom of the form to submit the proposal**

**INFORMATION PAGE**  
for substantive proposals only

1. Did this course receive unanimous approval within the Department?  Yes  No

If not, what are the major concerns raised by the opponents?

NA.

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department? Explain.

No; the depth of knowledge required and time to become acquainted with such knowledge will not fit into a complimentary course (AT 4550, General Medical Conditions), or ay other course in the program, and warrants a dedicated course (see letter of support from the College of Health Professions attached).



3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

After speaking and meeting with Dr. Bob Walker, Chair of Radiological Sciences, there is not a course in existence to meet the needs of the athletic training student (see letter of support). Dr. Walker is very supportive and interested in the implications of this new course (e.g., bridging radiology and sports medicine).

4. Is this course required for certification/accreditation of a program?  Yes  No

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. For course proposals, attach a copy of the course syllabus to the form your are submitting to the Faculty Senate office. The syllabus should be sufficiently detailed so that committees can determine that the course is at the appropriate level and matches the description. There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).

**Please mail a signed approval page to the Faculty Senate Office, MA 210J, MC 1033.**

Proposal has been updated.

**Weber State University**  
Department of Health Promotion and Human Performance  
**Athletic Training Education Program**  
**Syllabus: Fall 2010**

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**Course:** AT 4700 Introduction to Radiology for the Athletic Training Profession  
**Credit Hours:** 1  
**Schedule:** Mondays 1-150pm  
**Instructor:** Bob Walker, PhD, RT, MR, CT, QM, FASRT  
**Office:** MH363  
**Phone:** 801-626-7156 office  
**Email:** rwalker2@weber.edu

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### **Course Description:**

This course provides an opportunity for students to gain exposure to the diagnostic imaging techniques commonly used by the medical community in diagnosis of injury in the athlete. Upon completion of the course, students will be able to identify anatomy and understand terminology used by health professionals when discussing diagnostic images. Prerequisites: AT 4201

### **Course Goals & Objectives:**

The goals of this course are to contribute to the student's professional preparation by reviewing the knowledge, comprehension and application of the diagnostic imaging. Upon completion of the course, the student will be able to identify anatomical structures on various diagnostic images and use related terminology when discussing athletes' cases with allied health professionals.

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### **Textbook(s):**

*Required: None.*

*Additional Resources: Online access.*

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### **Calculating your grade & Course Requirements:**

#### **Assignments**

1. Chapter Quizzes (12 x 10 points each)	120 points
2. Three computer-based case study scenarios (3 x 50 points each)	150 points
3. Attendance (14 x 10 points per week)	<u>140 points</u>
	<b>410 points total</b>

#### **Final Grade**

Your final grade is based on the number of points you earned divided by the total number of possible points.

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>
≥93%	90%	87%	83%	80%	77%	73%	70%	67%	63%	60%	<60%

**1. Weekly Quizzes (10 points each; 120)**

Each week, the student will complete a quiz on learned materials. These quizzes will be offered using the Chi-tester lab and are due each week on Friday. No late quizzes will be accepted.

**2. Computer-based Case Scenario (50 points each; 150)**

Each student will complete three computer-based case study analyses. They will answer questions related to anatomy, terminology, and identification as they complete their case study analysis and draw parallels to the athletic training profession. This will be completed online through a connection to the radiology department.

**3. Attendance (10 points per week; 140)**

The student is expected to be in attendance at each class session. Each class is worth 10 points; no unexcused absences.

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***Academic Integrity:***

Cheating and other forms of academic dishonesty will NOT be tolerated. The policy of the Weber State University Student Code found at <http://weber.edu/ppm/6-22.htm> will be enforced. Any individual caught cheating on examinations and/or assignments or plagiarizing will receive an automatic "E" for their final grade. Furthermore, a letter will go into the student's file describing the situation.

***Students with Disabilities:***

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course material (including this syllabus) in alternative formats if necessary.

***Harassment/Discrimination:***

Weber State University is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in the environment. Thus, students in this class should practice professional deportment, and avoid treating others in a manner that is demeaning or derisive in any respect.

While diverse viewpoints and opinions are welcome in this class, in expressing them, we will practice the mutual deference so important in the world of work. Thus, while I encourage you to share your opinions, when appropriate, you will be expected to do so in a manner that is respectful towards others, even when you disagree with them.

If you have questions regarding the university's policy against discrimination and harassment you may contact the university's AA/EO office (626-6239) or visit its website: <http://departments.weber.edu/aaeeo/>

***The instructor reserves the right to make changes/additions to the syllabus and will notify all students present in class of any such changes/additions.***

## AT 4700 Course Calendar

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### **Week 1**

- Review the basic Radiographic Principle
- Radiographic Terminology
- Radiation Protection
- Image Evaluation

### **Week 2**

- Review radiographic anatomy of the upper extremity
- Upper Extremities-Hand Finger Thumb, Hand and Wrist

### **Week 3**

- Upper Extremities MRI, CT and Other Imaging Modalities of the Upper Extremity
- Review Radiographs of Surgical repaired Upper Extremities

### **Week 4**

- Review Radiographic Anatomy of Shoulder Girdle and Boney Thorax
- Fracture/ Dislocation and Range of Motion Shoulder, Scapula, clavicle, Sternum,

### **Week 5**

- MRI, CT and Other Imaging Modalities of the Shoulder Girdle and Boney Thorax
- Review Radiographs of Surgical repaired Shoulder and associate Joints

### **Week 6**

- Review Radiographic Anatomy of the Nose, Mandible and Facial Bones (Orbits, zygomatic arches)
- Fracture and Dislocation Injuries of the Facial Area
- MRI, CT and Other Imaging Modalities of the Facial Bones
- Review Radiographs of Surgical repaired facial bones

### **Week 7**

- Review Radiographic Anatomy of the complete Spine
- Fracture and Dislocation Injuries of the Spine
- MRI, CT and Other Imaging Modalities of the Spine
- Review Radiographs of Surgical repaired Spinal Injuries

### **Week 8**

- Review radiographic anatomy of the lower Extremity
- Lower Extremities-Foot, Ankle, Knee

### **Week 9**

- MRI, CT and Other Imaging Modalities of the Lower Extremity
- Review Radiographs of Surgical repaired Lower Extremity Injuries

### **Week 10**

- Review radiographic anatomy of the Pelvis and Hip
- Pelvis and Hip

**Week 11**

- MRI, CT and Other Imaging Modalities of the Pelvis and hip
- Review Radiographs of Surgical repaired pelvis and Hip

**Week 12**

- Review Radiographic Anatomy of the Thorax and Abdomen Thorax and Abdominal Injuries
- MRI, CT and Other Imaging Modalities of the Thorax and Abdomen

**Week 13**

- Radiographic Case Studies Presented by MSAT Students and/or Instructor

**Week 14**

- Radiographic Case Studies Presented by MSAT Student and/or instructor



WEBER STATE UNIVERSITY

DR. EZEKIEL R. DUMKE  
COLLEGE OF HEALTH PROFESSIONS  
RADIOLOGIC SCIENCES

October 28, 2009

To Whom It May Concern:

The Department of Radiologic Sciences is happy to assist The Department of Athletic Training with development and teaching of the new course **Diagnostic Imaging for the Athletic Training Professional.** We appreciate the opportunity to use our expertise in medical imaging to advance the education of the graduate and under graduate students in Athletic training.

I have reviewed these teaching arrangements with the Dr. Yasmen Simonian, Dean of the Dumke College of Health Professions and have her support and approval for this interdepartmental relationship. Should you have any question please feel free to contact either of us.

Respectfully,

A handwritten signature in black ink that reads "Robert J. Walker".

Robert j Walker PhD  
Professor and Department Chair  
Radiologic Sciences

A handwritten signature in purple ink that reads "Yasmen Simonian".

Yasmen Simonian PhD  
Professor and Dean  
Dumke College of Health professions

Commission on Accreditation of Athletic Training Education: **Diagnosis Content Area**

<b>Competency Code</b>	<b>Competency</b>	<b>Course Instructed</b>	<b>Course 1 Evaluated</b>
DI-C1	Demonstrate knowledge of the systems of the human body.	ZOOL 2100	ZOOL 2100
DI-C2	Describe the anatomical and physiological growth and development characteristics as well as gender differences across the lifespan.	ZOOL 2100	ZOOL 2100
DI-C3	Describe the physiological and psychological effects of physical activity and their impact on performance.	AT 3200, PEP 3510	AT 3200, PEP 3510
DI-C4	Explain directional terms and cardinal planes used to describe the body and the relationship of its parts.	ZOOL 2100	ZOOL 2100
DI-C5	Describe the principles and concepts of body movement including functional classification of joints, arthrokinematics, normal ranges of joint motion, joint action terminology, and muscle groups responsible for joint actions (prime movers, synergists), skeletal muscle contraction, and kinesthesia/proprioception.	ZOOL 2100, PEP 3500	ZOOL 2100, PEP 3500
DI-C6	Describe common techniques and procedures for evaluating common injuries including taking a history, inspection/observation, palpation, functional testing, special evaluation techniques, and neurological and circulatory tests.	ZOOL 2100, AT 3300, AT 3301	ZOOL 2100, AT 3300, AT 3301
DI-C7	Explain the relationship of injury assessment to the systematic observation of the person as a whole.	AT 3300, AT 3301	AT 3300, AT 3301
DI-C8	Describe the nature of diagnostic tests of the neurological function of cranial nerves, spinal nerves, and peripheral nerves using myotomes, dermatomes, and reflexes.	ZOOL 2100, AT 3300, AT 3301	ZOOL 2100, AT 3300, AT 3301
DI-C9	Assess neurological status, including cranial nerve function, myotomes, dermatomes and reflexes, and circulatory status.	ZOOL 2100, AT 3300, AT 3301	ZOOL 2100, AT 3300, AT 3301
DI-C10	Explain the roles of special tests in injury assessment.	ZOOL 2100, AT 3300, AT 3301	ZOOL 2100, AT 3300, AT 3301
DI-C11	Explain the role of postural examination in injury assessment including gait analysis.	AT 3300, AT 3301, AT 4201	AT 3300, AT 3301, AT 4201
DI-C12	Describe strength assessment using resistive range of motion, break tests, and manual muscle testing.	AT 4200	AT 4200

DI-C13	Describe the use of diagnostic tests and imaging techniques based on their applicability in the assessment of an injury when prescribed by a physician.	ZOOL 2100	ZOOL 2100
DI-C14	Describe the clinical signs and symptoms of environmental stress.	AT 2300, AT 1500	AT 2300, AT 1500
DI-C15	Describe and identify postural deformities.	ZOOL 2100, AT 4201	ZOOL 2100, AT 4201
DI-C16	Explain medical terminology and abbreviations necessary to communicate with physicians and other health professionals	AT 1500	AT 1500
DI-C17	Describe the components of medical documentation (e.g. SOAP, HIPS and HOPS).	AT 1500, AT 4200	AT 1500, AT 4200
DI-P1	Obtain a medical history of the patient that includes a previous history and a history of the present injury.	AT 1500, AT 3300, AT 3301, AT 4200	AT 1500, AT 3300, AT 3301, AT 4200
DI-P2	Perform inspection/observation of the clinical signs associated with common injuries including deformity, posturing and guarding, edema/swelling, hemarthrosis, and discoloration.	AT 3300, AT 3301	AT 3300, AT 3301
DI-P3	Perform inspection/observation of postural, structural, and biomechanical abnormalities.	AT 3300, AT 3301, AT 4200	AT 3300, AT 3301, AT 4200
DI-P4	Palpate the bones and soft tissues to determine normal or pathological characteristics.	AT 3300, AT 3301	AT 3300, AT 3301
DI-P5	Measure the active and passive joint range of motion using commonly accepted techniques, including the use of a goniometer and inclinometer.	AT 4200	AT 4200
DI-P6	Grade the resisted joint range of motion/manual muscle testing and break tests.	AT 4200	AT 4200
DI-P7	Apply appropriate stress tests for ligamentous or capsular stability, soft tissue and muscle, and fractures.	AT 3300, AT 3301	AT 3300, AT 3301
DI-P8	Apply appropriate special tests for injuries to the specific areas of the body as listed above.	AT 3300, AT 3301	AT 3300, AT 3301
DI-P9	Assess neurological status, including cranial nerve function, myotomes, dermatomes and reflexes, and circulatory status.	AT 3300, AT 3301	AT 3300, AT 3301
DI-P10	Document the results of the assessment including the diagnosis.	AT 1500, AT 4200	AT 1500, AT 4200



DI-CP1	Demonstrate a musculoskeletal assessment of upper extremity, lower extremity, head/face, and spine (including the ribs) for the purpose of identifying (a) common acquired or congenital risk factors that would predispose the patient to injury and (b) a musculoskeletal injury. This will include identification and recommendations for the correction of acquired or congenital risk factors for injury. At the conclusion of the assessment, the student will diagnose the patient's condition and determine and apply immediate treatment and/or referral in the management of the condition. Effective lines of communication should be established to elicit and convey information about the patient's status. While maintaining patient confidentiality, all aspects of the assessment should be documented using standardized record-keeping methods.	xxxxxxxxxxxxxx	AT 2501
DI-CP1.1	Foot and Toes	xxxxxxxxxxxxxx	AT 2501
DI-CP1.2	Ankle	xxxxxxxxxxxxxx	AT 2501
DI-CP1.3	Lower Leg	xxxxxxxxxxxxxx	AT 2501
DI-CP1.4	Knee (tibiofemoral and patellofemoral)	xxxxxxxxxxxxxx	AT 2501
DI-CP1.5	Thigh	xxxxxxxxxxxxxx	AT 2501
DI-CP1.6	Hip/Pelvis/Sacroiliac Joint	xxxxxxxxxxxxxx	AT 2501
DI-CP1.7	Lumbar Spine	xxxxxxxxxxxxxx	AT 2501
DI-CP1.8	Thoracic Spine	xxxxxxxxxxxxxx	AT 2501
DI-CP1.9	Ribs	xxxxxxxxxxxxxx	AT 3500
DI-CP1.10	Cervical Spine	xxxxxxxxxxxxxx	AT 3500
DI-CP1.11	Shoulder Girdle	xxxxxxxxxxxxxx	AT 3500
DI-CP1.12	Upper Arm	xxxxxxxxxxxxxx	AT 3500
DI-CP1.13	Elbow	xxxxxxxxxxxxxx	AT 3500
DI-CP1.14	Forearm	xxxxxxxxxxxxxx	AT 3500
DI-CP1.15	Wrist	xxxxxxxxxxxxxx	AT 3500
DI-CP1.16	Hand, Fingers & Thumb	xxxxxxxxxxxxxx	AT 3500
DI-CP1.17	Head and Face	xxxxxxxxxxxxxx	AT 3500

**From:** Doris Stevenson

**To:** Kay BROWN; Valerie HERZOG; Erika DAINES; Jordan Hamson-Utley

**Date:** Wednesday, January 20, 2010 4:42 PM

**Subject:** Re: Curriculum Proposal for Introduction to Athletic Training - AT 1500

I've talked with Erika today. Since the executive committee removed some of the AT curriculum changes from the agenda, it is okay to submit the revisions to executive committee.

Revisions to the new AT courses should clearly distinguish between graduate versus undergraduate courses and should address whether the proposed courses will be taught to two distinct groups or whether the classes will meet at the same time. The syllabus for the graduate course should convey the increased rigor and pace that Valerie talked to me about.

thanks,  
Doris

>>> Kay BROWN 1/20/2010 1:18 PM >>>  
January 20, 2010

Faculty Senate Members;

I have attached the course proposal for Introduction to Athletic Training - AT 1500. This proposal is a change in credit hours only and should not have been pulled from the curriculum. Please take time to look over this proposal before our Senate meeting tomorrow, January 21.

Kay Brown - 6233  
Faculty Senate Office