University Graduate Committee Agenda*
October 23, 2013, 3:00 PM – 5:00 PM
Babbitt Administrative Center, Room 206
Meet-Me Telephone Conference Number: 928-523-6363

* Members – Please notify the chair and send a substitute if you are unable to attend.

I. Welcome, Announcements, and Brief Reports

1- Approval of the Minutes of the September 25, 2013 meeting — Anna Sosa
2- Graduate Student Government Report — Crystal Ewing
3- Dean’s Remarks — Ramona Mellott

II. Curricular Changes

Consent Items
A. College of Engineering, Forestry & Natural Sciences

CSTL

1. Science Teaching; Master of Arts
   Science Teaching; Master of Arts
   8 Term Plan: Program of Study
   Support Link: NCATE
   
   Fall 2014
   Admission Requirements, Major
   Reqmts-Course(s) Added, Major
   Reqmts-Unit Change, Text within Plan
## Action Items

### A. College of Education

**TEACHING AND LEARNING:**

1. **ECI 530**  
   Spring 2014  
   New Course  
   3 THE ROLE OF PHONICS IN READING INSTRUCTION

**B. College of Engineering, Forestry & Natural Sciences**

**FORESTRY**

1. **FOR 515**  
   Fall 2014  
   Course Title  
   3 FORESTRY IN DEVELOPING COUNTRIES  
   Support Link: **FOR 415**

**C. College of Health and Human Services**

**PHYSICAL THERAPY & ATHLETIC TRAINING:**

1a. **Athletic Training; M.S.**  
    Fall 2014  
    New Plan  
    8 Term Plan: **Program of Study**  
    Support: **Submission Memo**  
    Support: **Submission Summary**  
    Support: **New Degree Proposal**

1b. **AT 500**  
    Summer 2014  
    New Course  
    1 BRACING AND PADDING IN ATHLETIC TRAINING

1c. **AT 501**  
    Summer 2014  
    New Course  
    3 CLINICAL EDUCATION I  
    Support: **AT 201 Syllabus**  
    Support: **AT 202 Syllabus**

1d. **AT 502**  
    Summer 2014  
    New Course  
    3 CLINICAL EDUCATION II  
    Support: **AT 301 Syllabus**  
    Support: **AT 302 Syllabus**

1e. **AT 503**  
    Summer 2014  
    New Course  
    2 CLINICAL EDUCATION III
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<td>CLINICAL EDUCATION IV</td>
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<td>AT 368 Syllabus</td>
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<td>New Course</td>
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<td>PHARMACOLOGY IN ATHLETIC TRAINING</td>
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<td>AT 540</td>
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<td>AT 545</td>
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<td>New Course</td>
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1q. AT 555  
AT 555  
Support: AT 315 Syllabus

3 RESEARCH METHODS IN ATHLETIC TRAINING  
Summer 2014  
New Course

1r. AT 610  
AT 610  

3 NUTRITION FOR ATHLETIC PERFORMANCE  
Summer 2014  
New Course

1s. AT 620  
AT 620  
Support: AT 380 Syllabus

3 ADMINISTRATION IN ATHLETIC TRAINING PRACTICE  
Summer 2014  
New Course

1t. AT 625  
AT 625  
Support: AT 385 Syllabus

3 PROFESSIONAL DEVELOPMENT IN ATHLETIC TRAINING  
Summer 2014  
New Course

1u. AT 635  
AT 635  
Support: AT 320 Syllabus

3 PSYCHOLOGY OF THE INJURED ATHLETE  
Summer 2014  
New Course

1v. AT 650  
AT 650

2 RESEARCH EVALUATION IN ATHLETIC TRAINING  
Summer 2014  
New Course

1w. AT 655  
AT 655  
Support: AT 497C Syllabus

2 RESEARCH IV - APPLIED PROJECT  
Summer 2014  
New Course

III. Informational Items

A. October 23, 2013 FAST TRACK Report

IV. Policy Items

A. Integrated Bachelor's/Master's Program Policy
B. Dismissal Policy and Dismissal Policy Comments
V. Discussion Items

A. Recommendation of Dissertation Committee Form
B. Proposal for Restructuring Curriculum and Assessment
   1. Proposal Summary
   2. Proposal Appendices
   3. Feedback on Proposal

V. Agenda Items for Next UGC Meeting
MINUTES
UNIVERSITY GRADUATE COMMITTEE
October 23, 2013

Members Present: Michael Amundson (History), Karen Applequist (Educational Specialties), Steven Barger (Psychology), Emily Babcock (Physician Assistant Studies), Colleen Byron (Administration), Joe Collentine (Modern Language), Michael Costelloe (Criminology and Criminal Justice), William Crawford (English), Gary Emanuel (Educational Leadership), Crystal Ewen (Graduate Student Government), Evie Garcia (Ex-officio: Graduate College), Amy Hughes (Ex-officio: Cline Library), Stephanie Hurst (Chemistry), April Brown Judd (Mathematics and Statistics), Tom Kolb (Forestry), Alan Lew ( Geography, Planning, and Recreation), John Masserini (Music), Gretchen McAllister (Teaching and Learning), Ramona Mellott (Ex-officio: Graduate Dean), Catherine Propper (Biological Sciences), Brant Short (School of Communication), Anna Sosa (Chair, Communication Sciences and Disorders), Fred Solop (Sub – Politics and International Affairs), Kerry Thompson (Anthropology), Barbara Tomlinson (School of Nursing), Niranjan Venkatraman (Engineering), and Meghan Warren (Physical Therapy)

Members Absent: Yuly Asencion-Delaney (Modern Languages), Kim Curtis (Sustainable Communities), Patrick Deegan (Ex-officio: Extended Campuses), Michelle Harris (Sociology), Fred Hurst (Ex-officio: Extended Campuses), Mary McLellan (Educational Psychology), Marcia Metcalf (College of Business), Patricia Peterson (Faculty Senate Representative), Jim Sample (School of Earth Sciences and Environmental Sustainability), and David Trilling (Physics and Astronomy)

Guests: Sharon Cardenas (Center for Science Teaching and Learning), Ward Cockrum (Teaching and Learning), Debbie Craig (Athletic Training), Glenn Edgerton (Athletic Training), Bruce Fox (School of Forestry), Scott Galland (Office of Curriculum, Learning Design, and Academic Assessment), Steve Palmer (College of Health and Human Services), Jenny Scott (Extended Campuses), Melinda Treml (Office of Curriculum, Learning Design, and Academic Assessment), Lisa Williams (Registrar), and Lisa Wischmeier (Extended Campuses).

Graduate College: Kirsten Slaughter-Rice

The meeting was called to order at 3:02 pm by Anna Sosa.

I. Welcome, Announcements, and Brief Reports
   A. Approval of the Minutes from the September 25, 2013, Meeting – Anna Sosa

The minutes were approved by all present.

   B. Graduate Student Government Report – Crystal Ewing

Crystal Ewing reported that the Dismissal Policy was presented to the Graduate Student Government representatives, and the feedback was positive. Ms. Ewing reminded the members about the upcoming constituency meetings and asked them to encourage their students to attend. She plans to discuss the Dismissal Policy at her meeting.

   C. Dean’s Remarks – Ramona Mellott
Dean Mellott discussed the 3 Minute Thesis Project, which the Graduate College is promoting. A call for abstracts will be out before the next UGC meeting, and she asked members to encourage their students to participate. Dean Mellott updated the Committee on the Associate Dean search, which is currently underway. Members will have an opportunity to attend presentations by candidates over the next couple of weeks.

II. Curricular Changes – Consent Items
A. College of Engineering, Forestry, and Natural Sciences
   1. Center for Science Teaching and Learning
      a. Science Teaching; Master of Arts, Fall 2014 – Admission Requirements, Major Requirements-Course(s) Added, Unit Change, and Text within Plan

A motion was approved for the changes to the program.

III. Action Items
A. College of Education
   1. Teaching and Learning
      a. ECI 530, “The Role of Phonics in Reading Instruction,” Spring 2014 – New Course

Ward Cockrum, Professor in the Department of Teaching and Learning, provided a summary of the ECI 530 course. Previously, this course content was taught as a 599 course. With the addition of the reading endorsement certificate, many students want to take the course, and the state department asked that the course be added to the endorsement. The course requires that students work with and assess children and provide instruction when weaknesses are found during the assessment.

A motion was approved for the new course.

B. College of Engineering, Forestry, and Natural Sciences
   1. Forestry
      a. FOR 515, “Forestry in Developing Countries,” Fall 2014 – Course Title

Tom Kolb, Professor in the School of Forestry, explained that the proposed change in course title reflects the inclusion of developed countries in the course content. The proposed course title is “Advanced International Forestry,” and most of the changes to the course consist of replacing “developing forests” with “global forests” or “international forests.”

There was some concern about the differentiation between graduate and undergraduate grading in this co-convened course. Dr. Kolb stated that the difference between the work required of graduate students is approximately 30% more than that required of the undergraduate students. When asked about the lack of different required readings among graduate and undergraduate students, he explained that graduate students have a leadership role where they convene with undergraduate students in small groups to discuss and analyze the readings. The graduate students are responsible for leading these small group meetings and helping the undergraduate students analyze the readings.

A motion was approved for the changes to the course.
C. College of Health and Human Services
   1. Physical Therapy and Athletic Training
      a. Athletic Training, MS; Fall 2014 – New Plan
      b. AT 500, “Bracing and Padding in Athletic Training,” Summer 2014 – New Course
      c. AT 501, “Clinical Education I,” Summer 2014 – New Course
      d. AT 502, “Clinical Education II,” Summer 2014 – New Course
      e. AT 503, “Clinical Education III,” Summer 2014 – New Course
      f. AT 504, “Clinical Education IV,” Summer 2014 – New Course
      g. AT 505, “Clinical Education V,” Summer 2014 – New Course
      h. AT 510, “Ethics Athletic Training Practice,” Summer 2014 – New Course
      i. AT 520, “Anatomy for Athletic Trainers,” Summer 2014 – New Course
      j. AT 525, “Rehabilitation of Athletic Injuries I,” Summer 2014 – New Course
      k. AT 526, “Rehabilitation of Athletic Injuries II,” Summer 2014 – New Course
      l. AT 530, “Therapeutic Modalities,” Summer 2014 – New Course
      m. AT 535, “Pathophysiology of Medical Conditions and Pharmacology in Athletic Training,” Summer 2014 – New Course
      o. AT 545, “Upper Extremity Injury Evaluation,” Summer 2014 – New Course
      q. AT 555, “Research methods in Athletic Training,” Summer 2014 – New Course
      r. AT 610, “Nutrition for Athletic Performance,” Summer 2014 – New Course
      s. AT 620, “Administration in Athletic Training Practice,” Summer 2014 – New Course
      t. AT 625, “Professional Development in Athletic Training,” Summer 2014 – New Course
      u. AT 635, “Psychology of the Injured Athlete,” Summer 2014 – New Course
      w. AT 655, “Research IV – Applied Project,” Summer 2014 – New Course

Deborah Craig, Associate Professor and Program Director of the Athletic Training Education Program, gave a brief summary of the changes to the Athletic Training Program from an undergraduate to graduate degree. Their national board is encouraging all programs to move to a Master’s level degree and has created new competencies that every accredited program was required to teach, beginning in January 2012. These new competencies elevated the work level for undergraduate students, so the program has already been teaching Master’s level content for two years. The knowledge, competencies, and proficiencies are similar between the graduate and undergraduate degrees because of this already elevated level of instruction and content. The main difference is that students will more thoroughly cover the nineteen pages of competencies and proficiencies and are required to do evidence- and discussion-based coursework.

One member asked about the AT 635 course, “Psychology of the Injured Athlete,” in regards to the credentials needed to assess whether an athlete is suffering from substance abuse. Dr. Craig responded that students are taught to identify the signs of substance abuse, use of performance enhancing drugs, and eating disorders, and how to perform an invention with a team of other administrators. The students are taught to perform identification of problems and intervention with the goal of referral to
treatment mental health and other professionals. The students are also taught about the laws that regulate interactions with minors. The member asked how the students are assessing the presence or absence of substance abuse or eating disorders, and Dr. Craig responded that the students have use of a text that provides all the information to assess eating disorders and substance abuse.

Another member had concerns about the AT 510 course, “Ethics in Athletic Training Practice,” and its outcome to recite the NAPCA Code of Ethics. The member asked if the students were required to recite the code of ethics from memory. Dr. Craig responded that the students should know the four comprehensive codes of ethics. The member then asked about the lack of emphasis on laws related to injuries sustained in athletics. Dr. Craig responded that students learn about the reporting statutes for every athletic trainer and coach, the laws on concussions, as well as other statutes and laws. The coursework discusses licensure for athletic trainers, and concussions are covered in every class. Students are also required to compare the concussion laws of different states. The member then asked about how the issues of bullying, initiation, and lack of supervision on buses were addressed in the coursework. Dr. Craig responded that these were all coaching, not athletic training, issues, and that the Athletic Training program looks more at medical issues.

Dr. Sosa asked if any of the courses would be co-convened as the undergraduate degree phases out. Dr. Craig responded that there are no co-convened courses and the faculty members are managing the overlap.

A motion was approved for the new plan and new courses.

IV. Informational Items
A. October 23, 2013 Fast Track Report

Item was reviewed with no comment by representatives.

V. Policy Items
A. Integrated Bachelor’s/Master’s Program

Dean Mellott summarized the changes to the policy, which include a change from “Integrated” to “Accelerated” and a change in the admissions standards allowing programs to admit students at the time of undergraduate admission or transfer to the university.

The policy was approved by all present.

B. Dismissal Policy and Dismissal Policy Comments

Dr. Garcia explained the updated version of the policy distributed yesterday, which highlighted the major changes to the policy. The language in the “Definitions” section was updated, including the exceptions for certain programs that allow more “C” grade units and programs that require fewer units of “C” grades in the program of study.

Dr. Garcia also explained the changes to Section 2, which clarified when students are placed on academic probation and allows programs to recommend probation for specific failures, including lack of progress on theses and dissertations and failure to take courses toward the program of study. These
changes allow programs more leeway, especially if their student handbook defines academic progress and provides students with a fair option to remedy the situation, consistent with the Dismissal Policy.

Another member asked if all courses a student takes are included in the allowed units of “C” grades, even if the student does not count the courses toward their program of study. Dr. Garcia responded that all courses are included in the “up to 6 units of ‘C’ grades,” even if the courses are not included in the program of study. One member asked if this included courses taken prior to the enrollment in the program. Dean Mellott noted that these courses could be included on a case-by-case basis.

Dean Mellott provided clarification on the difference between academic dishonesty and dismissal in response to a question. If a student is accused of academic dishonesty for plagiarism, then the student is dismissed at the university level, and there is no need to also dismiss the student at the program level through the Dismissal Policy. Dr. Garcia noted that the Academic Dishonesty Policy and processes predate the Dismissal Policy and are firmly in place. The two policies may intersect if, for example, a student receives an F in a course due to academic dishonesty. Academic probation will result due to the F grade.

There was a question about whether programs could require a higher GPA standard by adding “unless specified in the program handbook” to the first bullet point under Section I.A. Dean Mellott responded that this could not be added because a GPA of 3.0 is the national and university academic standard. Once the policy is approved, the policy can be revisited if additional standards are needed.

Drs. Mellott and Garcia summarized the changes that will be made to the policy as a result of discussion

- Punctuation will be standardized in the bullet points
- Number of “C” grades will reflect overall performance of the student rather than program of study performance only
- Section 2 will be clarified

A revised policy will be distributed via email for review prior to the next UGC meeting when the policy will be put to a vote.

VI. Discussion Items

A. Recommendation of Dissertation Committee Form

Following some discussion, the item was tabled until a later time.

B. Proposal for Restructuring Curriculum and Assessment

Drs. Fox and Venkatramen and Ms. Treml introduced the proposal and requested the Committee provide feedback. The purpose of the proposal is to enhance student learning and opportunities and to maintain faculty as stewards of the curriculum. Assessment and curriculum processes have been disconnected and will now merge together. The proposal documents include a summary of the proposal, an appendix with the background and details of the proposal, and the feedback received from different groups on campus. The proposed structure of the curriculum committee will also include assessment and will look at the university level learning outcomes. The proposal will go before the Faculty Senate on November 4, 2013.
Following some discussion, including potential for other models, the Committee was asked to send feedback and ideas for other potential models to Dr. Sosa.

The discussion was then tabled.

The meeting was adjourned at 5:09 pm.
If this proposal represents changes to the intent of the plan or its integral components, review by the college dean, graduate dean (for graduate items) and/or the provost may be required prior to college curricular submission.

All Plans with NCATE designation, or plans seeking NCATE designation, must include an NCATE Accreditation Memo of Approval from the NAU NCATE administrator prior to college curricular submission.

UCC proposals must include an updated 8-term plan.
UGC proposals must include an updated program of study.

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<th>1. College:</th>
<th>CEFNS</th>
<th>2. Academic Unit:</th>
<th>Center for Science Teaching &amp; Learning</th>
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<td>Science Teaching; Master of Arts (STMA)</td>
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6. Current student learning outcomes of the plan. If structured as plan/emphasis, include for both core and emphasis.

As an advanced teacher preparation program, MAST learning outcomes are held to the InTASC national standards:
1. The teacher will understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. The teacher will use understanding of individual differences and diverse cultures and communities to ensure inclusive learning

Show the proposed changes in this column (if applicable). Bold the changes, to differentiate from what is not changing, and change font to Bold Red with strikethrough for what is being deleted. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)

UNCHANGED
environments that enable each learner to meet high standards.

3. The teacher will work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

4. The teacher will understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. The teacher will understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. The teacher will understand and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

7. The teacher will plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. The teacher will understand and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. The teacher will engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. The teacher will seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Science Teaching, Master of Arts

In addition to University Requirements:

- Complete individual plan requirements.

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<th>Minimum Units for Completion</th>
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<td>GPA</td>
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<td>Admission requirements over and above admission to NAU are required.</td>
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<td>Thesis</td>
<td>Thesis may be required by chosen emphasis or offered as an option.</td>
</tr>
<tr>
<td>Oral Defense</td>
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<tr>
<td>Research</td>
<td>Individualized research may be required by chosen emphasis or offered as an option.</td>
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<tr>
<td>Program of Study</td>
<td>View Program of Study</td>
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Additional Admission Requirements

Admission requirements over and above admission to NAU are required.

- NAU Graduate Online application required (www.nau.edu/graduateapply) for all programs. Details on admission requirements are included in the online application.
- Undergraduate degree from a regionally accredited institution
- Grade Point Average (GPA) of 3.00 (scale is 4.00 = "A"), or the equivalent.
- Admission to many graduate programs is on a competitive basis, and programs may have higher standards than those established by the Graduate College.
- Transcripts
- For details on graduate admission policies, please visit http://nau.edu/GradCol/Admissions/Graduate-Admissions-Policy/.
- International applicants have additional admission requirements: http://nau.edu/GradCol/Admissions/International/.

Individual program admission requirements

Show the proposed changes in this column. **Bold** the changes, to differentiate from what is not changing, and change font to **Bold Red with strikethrough** for what is being deleted.

Science Teaching, Master of Arts

In addition to University Requirements:

- Complete individual plan requirements.

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<thead>
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<th>Minimum Units for Completion</th>
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- Transcripts
- For details on graduate admission policies, please visit http://nau.edu/GradCol/Admissions/Graduate-Admissions-Policy/.
- International applicants have additional admission requirements: http://nau.edu/GradCol/Admissions/International/.

Individual program admission requirements
include:
- AEPA or NES subject knowledge exam
- 2 letters of recommendation
- Prerequisites (completed prior to enrolling in the program)
  - Minimum of 24 units of appropriate content-specific coursework in the area of teacher certification with a grade of "C" or better, or a passing score on the Arizona Educator Proficiency Assessment (AEPA) or National Evaluation System (NES) subject-matter knowledge test in the area of certification.
- Resume or Curriculum Vitae
- Personal statement or essay
- Fingerprint clearance card
- List of courses taken in the field
- Program of study signed by applicant and advisor

Master's Requirements
Take the following 31 units:

Science Content courses (18 units)
Chosen with your advisor, many of which may be Summer courses.
- Individuals following the community-college track will primarily take courses during the academic year.
- Courses for practicing teachers are often offered as Summer courses.
Science Education or Education courses (9-12 units)
- Two required courses: SCI 612, SCI 613 (6 units)
- Select one course from: SCI 610, SCI 611 (3 units)
- For Portfolio students, the last class will be chosen with your advisor.
- For Thesis students: SCI 699 (3 units)
Capstone courses (1-4 units)
- Are repeatable for credit.
- Only three units of thesis may be applied toward the science-education portion of the degree.

Portfolio students:
- SCI 689, which includes a professional

include:
- AEPA or NES subject knowledge exam
- 2 letters of recommendation
- Prerequisites (completed prior to enrolling in the program)
  - Minimum of 24 units of appropriate content-specific coursework in the area of teacher certification with a grade of "C" or better, or a passing score on the Arizona Educator Proficiency Assessment (AEPA) or National Evaluation System (NES) subject-matter knowledge test in the area of certification.
- Resume or Curriculum Vitae
- Personal statement or essay
- Fingerprint clearance card
- List of courses taken in the field
- Program of study signed by applicant and advisor

Master's Requirements
Take the following 31-30 units:

Science Content courses (18-15 units) Chosen with your advisor, many of which may be Summer courses.
- SCI 613 (3 units)
- Science Content Electives chosen in consultation with your advisor (12 units)
  - Individuals following the community-college track will primarily take courses during the academic year.
  - Courses for practicing teachers are often offered as Summer courses.
Science Education or Education courses (9-12 units)
- Two required courses: SCI 610, SCI 611 SCI 612, SCI 613 (6-9 units)
- Select one course from: SCI 610, SCI 630 or Science Education Elective chosen in consultation with your advisor (3 units)
  - For Portfolio students, the last class will be chosen with your advisor.
  - For Thesis students: SCI 699 (3 units)
portfolio and an oral defense (1 unit)  
Thesis students:  
- SCI 699, which includes a thesis, oral defense, and evidence of mastery of signature assessments (4 units)

Please Note  
- As seen above, this plan offers two options for a capstone experience: a Portfolio or Thesis. Exit criteria include a passing score on the capstone, a GPA of 3.0 or higher, and no more than two grades of "C."

Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.

Capstone courses (1-4 3 units)  
- SCI 689 Portfolio option (3 units)  
- SCI 699 Thesis option (3 units)
- Are repeatable for credit.  
- Only three units of thesis may be applied toward the science-education portion of the degree.

Portfolio students:  
- SCI 689, which includes a professional portfolio and an oral defense (1 unit)  
Thesis students:  
- SCI 699, which includes a thesis, oral defense, and evidence of mastery of signature assessments (4 units)

Please Note  
- As seen above, this plan offers two options for a capstone experience: a Portfolio or Thesis. Exit criteria include a passing score on the capstone, a GPA of 3.0 or higher, and no more than two grades of "C."

Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.

8. Justification for proposal:

The changes listed above represent a streamlining of the MAST program. We are removing the community college track within the program as the current program does not adequately serve these students nor does this degree lead to employment for most graduates. The MAST program will now exclusively service inservice science teachers. This proposal coincides with multiple course name changes designed to reflect the advanced nature of the courses.

The program learning outcomes are the nationally recognized InTASC standards for teacher preparation that all teacher professional programs at the university are required to adopt.

9. NCATE designation, if applicable:  
  - Initial Plan  
  - Advanced Plan  
  - Remove Designation

10. Effective beginning FALL:  
  - Fall 2014  
  - See effective dates calendar.

11. Will this proposal impact other plans, sub plans, or course offerings, etc.?  
Yes ☐  No ☒

If yes, describe the impact and include a letter of response from each impacted academic unit.
Answer 12-13 for UCC/ECCC only:

12. A major is differentiated from another major by required course commonality: 24 units of the required credit hours of a major must be unique, (i.e. not common or not dual use as a required element in another major), to that major. Does this plan have 24 units of unique required credit? Yes ☐ No ☐

13. Minor: A planned group of courses from one or more subject matter areas consisting of at least 18 hours and no more than 24 hours. At least 12 hours of the minor must be unique to that minor to differentiate it from other minors. Does this minor have 12 units of unique required credit? Yes ☐ No ☐

Answer 14-15 for UGC only:

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework? Yes ☒ No ☐

If no, explain why this proposal should be approved.

15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework? Yes ☒ No ☐

If no, explain why this proposal should be approved.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 08/21/2013
Reviewed by Curriculum Process Associate Date

Approval:

Department Chair/Unit Head (if appropriate) 12/18/13
Date

Chair of college curriculum committee Date

Dean of college Date

For Committee use only:

UCC/UGC Approval Date
Answer 12-13 for UCC/ECCC only:

12. A major is differentiated from another major by required course commonality: 24 units of the required credit hours of a major must be unique, (i.e. not common or not dual use as a required element in another major), to that major. Does this plan have 24 units of unique required credit? Yes ☐ No ☐

13. Minor: A planned group of courses from one or more subject matter areas consisting of at least 18 hours and no more than 24 hours. At least 12 hours of the minor must be unique to that minor to differentiate it from other minors. Does this minor have 12 units of unique required credit? Yes ☐ No ☐

Answer 14-15 for UGC only:

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework? Yes ☒ No ☐

If no, explain why this proposal should be approved.

15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework? Yes ☒ No ☐

If no, explain why this proposal should be approved.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 08/21/2013
Reviewed by Curriculum Process Associate Date

Approvals:

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Chair of college curriculum committee Date

Dean of college Date

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UCC/UGC Approval Date
## EXTENDED CAMPUSES

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Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐
# Northern Arizona University
## Center for Science Teaching and Learning
### MAST Program of Study

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<th>Graduate?</th>
<th>Term</th>
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<td>Using Science Assessments to Facilitate Instructional Change</td>
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Total Science Education Required = 12 hours  
**Total = _____/12**  
Courses should be selected in consultation with adviser.

<table>
<thead>
<tr>
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<th>Course No.</th>
<th>Credits</th>
<th>Grade</th>
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<tbody>
<tr>
<td>G</td>
<td>Nature of Science: Historical and Philosophical Perspectives</td>
<td>SCI</td>
<td>613</td>
<td>3</td>
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</table>

Total Science Credits Required = 15  
**Total = _____/15**  
Courses should be selected in consultation with adviser.

### Capstone Courses

<table>
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<tr>
<th>Term</th>
<th>Title</th>
<th>Course Dept.</th>
<th>Course No.</th>
<th>Credits</th>
<th>Grade</th>
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<td>SCI</td>
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<td></td>
<td>MAST Thesis</td>
<td>SCI</td>
<td>699</td>
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</tr>
</tbody>
</table>

Total Capstone Credits Required: 3  
Portfolio option = SCI 689; Thesis option = SCI 699

Total credits (30 minimum):

Planned graduate term:

Advisor: ________________________________

### Graduate Committee:

Chair: ________________________________  Center for Science Teaching and Learning

Member: ________________________________  Content Area: ________________________________

Member: ________________________________  Content Area: ________________________________

10/14/2014
MEMO

To: Dr. Pradeep Maxwell Dass
   Ms. Sharon Cardenas

From: Cynthia Conn, PhD, Assessment & Accreditation Consultant

Date: 10/21/2013

RE: NCATE accreditation implications of the MA in Science Teaching proposed program changes

I write in my capacity as the Northern Arizona University Assessment & Accreditation Consultant for the Professional Education Unit which is accredited by NCATE. This review is in regards to compliance with NCATE/CAEP accreditation. The MA in Science Teaching is not reviewed by the Arizona Department of Education because it does not lead to the granting of an institutional recommendation. This memo addresses accreditation and state review issues only, and should not be construed as an endorsement of any proposed changes.

Additionally, this verification does not include evaluation of the content related assessments required by the NAU Professional Education Unit. Per current NCATE guidelines, the MA in Science Teaching, an Advanced Teaching Program for Continuing Professionals, is not required to submit for review through the Specialized Professional Association review process (see http://www.ncate.org/Accreditation/ProgramReview/GuidelinesAndProcedures/ProgramstobeSubmitted/tabid/442/Default.aspx). The policy does note that “these programs are still part of the unit and must provide all necessary documents for standard 1, etc.” (NCATE website noted above, 2010-2013, para. 9), which is submitted as part of the unit level or institutional accreditation report.

**Accreditation Verification:** The proposed program changes for the MA in Science Teaching maintain documentation of candidate performance regarding institutional, state, and national level standards and criteria required for NAU’s NCATE/CAEP accreditation status.

**Rationale:** The program changes involve reducing the number of credits in the degree program from 31 to 30 credit hours and focus the intended audience for the program to in-service teachers, which does not affect candidates’ ability to demonstrate State, NCATE/CAEP or Unit level standards. The proposed change does not jeopardize NCATE/CAEP accreditation and serves our students well.
Please attach proposed Syllabus in approved university format.

1. Course subject and number: ECI 530  2. Units: 3
   See upper and lower division undergraduate course definitions.

3. College: Education  4. Academic Unit: Teaching and Learning

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)
   Define and assess each phonic element.
   Define and assess major sub categories of phonemic awareness.
   Assess alphabet recognition ability.
   Design and present lessons to develop each phonic element.
   Design and present lessons to develop phonemic awareness.
   Design and present lessons to develop alphabet recognition ability.
   Apply research related to phonics and phonemic awareness instruction.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)
   This course has been offered several times as a 599. It was created in response to the Arizona Department of Education’s requirement that all teachers with a Reading Endorsement have a class in phonics and phonemic awareness instruction.

   See effective dates calendar.

8. Long course title: The Role of Phonics in Reading Instruction
   (max 100 characters including spaces)

9. Short course title: Role of Phonics in Reading
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
    This class examines phonics in reading and in the instruction of reading. Phonemic awareness, specific phonic elements, and methods of teaching and assessing phonics knowledge are included.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
    Yes ☐ No X
    If yes, include the appropriate plan proposal.
While the class is used to help students meet the requirement of the State’s Reading Endorsement, it is not part of a certificate, major, or minor at NAU.

12. Does this course duplicate content of existing courses? Yes ☐ No X
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)? Yes ☐ No X
   If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade X Pass/Fail ☐ Both ☐

15. Co-convened with: _______________ 14a. UGC approval date*: _______________
   (For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes ☐ No X
   16a. If yes, maximum units allowed? _______________
   16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☐

18. Prerequisites: None
   If prerequisites, include the rationale for the prerequisites.

19. Co requisites: None
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes ☐ No X
   If yes, include the units specific to each component in the course description above.
   Dr. Ward Cockrum, Dr. Jennifer Prior, Dr. Pamela Powell, Susie Townsend

21. Names of the current faculty qualified to teach this course: Answer 22-23 for UCC/ECCC only:
22. Is this course being proposed for Liberal Studies designation?  Yes ☐  No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?  Yes ☐  No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

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**FLAGSTAFF MOUNTAIN CAMPUS**

<table>
<thead>
<tr>
<th>Scott Galland</th>
<th>10/15/2013</th>
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<tbody>
<tr>
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For Committee use only:

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Approved as submitted: Yes ☐  No ☐
Approved as modified: Yes ☐  No ☐

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If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes □ No □

If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Reviewed by Curriculum Process Associate

Approvers:

Department Chair/Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For Committee use only:

UCC/UGC Approval

Approved as submitted: Yes □ No □

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</table>

Approved as submitted:  
Yes □  No □

Approved as modified:  
Yes □  No □
Vision Statement
We develop educational leaders who create tomorrow’s opportunities.

Mission Statement
Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

ECI 530
The Role of Phonics in Reading Instruction
Department of Teaching and Learning
(Semester and Year)

General Information
- College of Education ~ Department of Teaching and Learning
- ECI 530
- The Role of Phonics in Reading Instruction
- Semester in which course will be offered
- 3 credit hours
- Instructor’s name
- Office address
- Office hours

Course prerequisites: None

Course description:
This class examines phonics in reading and in the instruction of reading. Phonemic awareness, specific phonics elements, and methods of teaching and assessing phonics knowledge are included. The course is designed for anyone interested in teaching reading. Additionally, this course also fulfills the Arizona State Phonics Requirement for renewal of teaching certificates.

***The NAU Reading Endorsement Program meets the requirements of the K–8 Reading Endorsement granted by the Arizona Department of Education. Therefore, the content of this course primarily reflects reading instruction for grades kindergarten through eighth grade.

Student Learning Expectations/Outcomes for this Course:
Students will be able to:
Define and assess each phonics element.
Define and assess major subcategories of phonemic awareness.
Assess alphabet recognition ability.
Design and present lessons to develop each phonics element.
Design and present lessons to develop phonemic awareness.
Design and present lessons to develop alphabet recognition ability.
Apply research related to phonics and phonemic awareness instruction.
Course structure/approach:
The course will be offered as an online web-based class, hybridized, or a face-to-face class. The content will be covered through a combination of lecture (in face-to-face sections), required readings (with more readings in the online class), and required assignments, including administration of assessments and presentation of lessons to children.

Textbook and required materials:

Access the following articles- (For use in Module 6)


Course outline:

**Weeks 1–3: Module One—Where Phonics Fits in Reading**

Setting the context for phonics in reading.
1. Complete the Module Self-Assessment.
2. Overview of "Where Phonics Fits in Reading."
3. Read Section One, in Phonics from A to Z, a Practical Guide.
4. Do the Reading Skills Chart Activity.
5. Submit a One-Minute Paper as you complete the module.
6. Review the Module Self-Assessment; answer all the questions.
Weeks 4–6: Module Two—Pre-Requisite Skills for Direct Instruction of Phonics: Alphabet Recognition and Phonemic Awareness
Prerequisite skills for direct instruction of phonics
1. Complete the Module Self-Assessment.
2. Read Section Two in Phonics from A to Z, a Practical Guide.
3. Complete the Alphabet Recognition Assessment.
4. Complete the Alphabet Recognition Development Activity.
5. Complete the Phonemic Awareness Assessment.
6. Complete the Phonemic Awareness Development Activity.
7. Submit a One-Minute Paper as you complete the module.
8. Review the Module Self-Assessment; answer all the questions.

Weeks 7–9: Module Three—Direct Instruction of Phonics and Assessing Phonic Knowledge
Direct instruction of phonics and the assessment of phonics knowledge
1. Complete the Module Self-Assessment. Print a copy to use while you work through the rest of the module.
2. Read Section Three in Phonics from A to Z, a Practical Guide.
3. Complete the Test Your Phonics Knowledge Self-Assessment.
4. Develop and administer a phonics assessment instrument.
5. Submit in a One-Minute Paper as you complete the module.
6. Review the Module Self-Assessment; answer all the questions.
7. Complete the Midterm Exam.

Weeks 10–12: Module Four—More Information On Direct Instruction of Phonics and Assessing Phonic Knowledge
Direct instruction of phonics and the assessment of phonics knowledge continued
1. Look at the Module Self-Assessment. Print a copy to use while you work through the rest of the module.
2. Read Section Four in Phonics from A to Z, a Practical Guide.
3. Develop and teach a lesson to teach a consonant sound, similar to the one on page 99 (1998 copyright) or page 136 (2006 copyright) in Phonics from A to Z, a Practical Guide. Submit a report.
4. Choose any of the other sample lessons (on pages 100, 102, 108, 110, 114, and 115) from the 1998 edition (or pages 137, 139, 145, 149, 154, 157) from the 2006 copyright edition, and design a similar lesson. Teach the lesson to a child and submit a report.
5. Choose any of the "35 Quick-and-Easy Phonics and Word Analysis Games" in Section 4 of Phonics from A to Z, a Practical Guide. Use the game with a child and write a report.
6. Administer either the Nonsense Word Assessment or the San Diego Quick Assessment to a child. Compile the results of the assessment and submit the report.
7. Send in a One-Minute Paper as you complete the module.
8. Review the Module Self-Assessment; answer all the questions.

Weeks 13–15: Module 5—Helping Struggling Readers
How to help readers who are having difficulty with phonics and reading instruction
1. Complete the Module Self-Assessment. Print a copy to use while you work through the rest of the module.
2. Read Section Five in *Phonics from A to Z, a Practical Guide*.
3. Submit a One-Minute Paper when you complete the module.
4. Review the Module Self-Assessment; answer all the questions.

**Week 16: Module 6—Response to Current Literature Related to Phonics Instruction**
Addressing the most current issues in reading.

1. Read each of the articles listed on page 2 of the syllabus.
2. Divide the articles into two groups, those that support the use of phonics instruction and those that question the value of phonics instruction.
3. Write a summary of each article.
4. Develop a paper comparing the views presented in the two categories of articles.

**Assessment of Student Learning Outcomes:**
Students assessment will be through multiple means including course assignments, a midterm, and a final exam.

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<th>Assignments</th>
<th>Points</th>
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<td>Navigation Tasks</td>
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<tr>
<td>Midterm Exam</td>
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<td>Final Exam</td>
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<td>Teacher Made Phonics Assessment</td>
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<td>Alphabet Recognition Assessment</td>
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<td>Alphabet Recognition Activity</td>
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<td>Phonemic Awareness Assessment</td>
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<td>Consonant Lesson Report</td>
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<td>Game Report</td>
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<td>Response to Current Literature #1</td>
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**Grading System:**

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<td>83–92%</td>
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<tr>
<td>73–82%</td>
<td>C</td>
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<tr>
<td>63–72%</td>
<td>D</td>
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<tr>
<td>62% and below</td>
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</table>
Course policy:
—Late work is accepted, but your score is lowered two points per day late. You must successfully complete each module before you move to the next module.
—Work submitted is expected to be of college/professional quality and appearance. All attachments are to be submitted as documents in Microsoft Word (.doc or .docx), RTF format (.rtf), or as text files (.txt), double-spaced, and checked for spelling, grammatical errors, and clarity. Substandard work will result in an automatic 20 percent point reduction and will then lose two points per day until the assignment is resubmitted.
—Keep a copy of every assignment you submit to the instructor.
—All assignments must be original work completed for this class only.
—Any form of academic dishonesty cannot be permitted in this course. Academic dishonesty includes plagiarism, cheating, fabrication, or fraud. If an individual engages in any of these activities, the instructor has the right to apply the policy on academic dishonesty in the NAU Students Handbook. This will result in some type of penalty, including failure of the course.
—Due to the interactive nature of this course, no incompletes will be given. As mentioned previously, late assignments result in two points lost per day. Postings and reactions on the discussion board must take place within the week they are assigned or no points will be received.

University policies:
• It is very important for all faculty and students, who do not use their NAU email accounts, to forward email from their NAU account to their primary email account. It is very easy to forward email through the "manage your email accounts" section located on the front page of I.T.S. http://www4.nau.edu/its/home/
• Please note, students will need to use their NAU email account in order to access the evaluation system. http://www.nau.edu/course_evals/
• Here is the link to the Classroom Management statement contained in the NAU Student Handbook: http://www4.nau.edu/stulife/handbookmanagement.htm
• All students will strictly adhere to academic integrity. As noted in the NAU Student Handbook "ACADEMIC INTEGRITY means that students and faculty jointly agree to adhere to a code of conduct appropriate to the mutually trusting relationship that must exist between student and teacher. Those values will not allow either to take credit for work not their own, or to be deceitful in any way, or to take unfair advantage of other students or of each other, or to be other than totally truthful and straightforward in all that they do."

Any allegation of academic dishonesty will be thoroughly investigated immediately. For information on the ACADEMIC DISHONESTY policy, please refer to the NAU Student Handbook available at: http://www4.nau.edu/stulife/handbookdishonesty.htm

*****If you believe they qualify for accommodation(s) related to a disability they must be registered with the NAU office of Disability Support Services (ph. 928-523-4212, http://www2.nau.edu/dss/*****
If the changes included in this proposal are significant, attach copies of original and proposed syllabi in approved university format.

1. Course subject and number: **FOR 515**  
2. Units: **3**  
   See upper and lower division undergraduate course definitions.

3. College: **CEFNS**  
4. Academic Unit: **Forestry**

5. Current Student Learning Outcomes of the course.

By the end of the course students will have:
- Developed an understanding of the biology, management, and policy aspects of forests in developing countries.
- Acquired an understanding of social, political, economic, and environmental issues as they relate to people from developing countries and how they manage their forests.
- Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development.
- Studied the role of women in forest resource management worldwide.
- Become familiar with organizations and career opportunities working in international forestry.

At the end of the course students will be able to:
- Discuss the differences and similarities

<table>
<thead>
<tr>
<th>Proposed Changes</th>
<th>Old Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed an understanding of the biology, management, and policy aspects of <strong>global forests in developing countries</strong>.</td>
<td>Developed an understanding of the biology, management, and policy aspects of forests in developing countries.</td>
</tr>
<tr>
<td>Acquired an understanding of social, political, economic, and environmental issues as they relate to people from developing countries and how they manage their forests.</td>
<td>Acquired an understanding of social, political, economic, and environmental issues as they relate to people from developing countries and how they manage their forests.</td>
</tr>
<tr>
<td>Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development.</td>
<td>Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development.</td>
</tr>
<tr>
<td>Studied the role of women in forest resource management worldwide.</td>
<td>Studied the role of women in forest resource management worldwide.</td>
</tr>
<tr>
<td>Become familiar with organizations and career opportunities working in international forestry.</td>
<td>Become familiar with organizations and career opportunities working in international forestry.</td>
</tr>
</tbody>
</table>

At the end of the course students will be able to:
- Discuss the differences and similarities between forests in different regions within the

*Effective Fall 2012*
between forests in different regions within the developing world.
- Demonstrate understanding of major forestry problems such as over-exploitation, deforestation, and loss of biological diversity.
- Communicate in writing and oral presentations an understanding of cultural and social aspects of a forest problem in developing countries.
- Describe the social and cultural context of the forestry enterprise and how it varies between developing countries and the U.S.
- Demonstrate an understanding of how international policies and treaties can achieve improved management of developing country forests.

<table>
<thead>
<tr>
<th>6. Current <strong>title</strong>, description and units. Cut and paste, in its entirety, from the current on-line academic catalog*</th>
<th>Show the proposed changes in this column <em>Bold</em> the proposed changes in this column to differentiate from what is not changing, and <em>Bold</em> with <em>strikethrough</em> what is being deleted.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOR 515 FORESTRY IN DEVELOPING COUNTRIES (3)</strong></td>
<td><strong>FOR 515 ADVANCED INTERNATIONAL FORESTRY IN DEVELOPING COUNTRIES (3)</strong></td>
</tr>
<tr>
<td>Description: Ecology, management, and policy issues of tropical and arid land forests in developing countries. Co-convenes with FOR 415. Letter grade only.</td>
<td>Description: Ecology, management, and policy issues of tropical and arid land forests in developing countries. Ecology, management, and policy issues related to forests around the world, including ecological, political, economic and cultural perspectives. Co-convenes with FOR 415. Letter grade only.</td>
</tr>
<tr>
<td>Units: 3</td>
<td>Units: 3</td>
</tr>
<tr>
<td>Prerequisite: One FOR-Forestry or BIO-Biology course</td>
<td>Prerequisite: One FOR-Forestry or BIO-Biology course</td>
</tr>
</tbody>
</table>

*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

7. Justification for course change.

The purpose of the changes are to make the course truly international, provide information for students interested in international forestry outside the developing world, provide a context for understanding both the developed and developing forests by studying them together, and possibly broadening the appeal of the course across campus.

Effective Fall 2012
8. Effective **BEGINNING** of what term and year? **Fall 2014**

See effective dates calendar.

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current course subject and number:</td>
<td>Proposed course subject and number:</td>
</tr>
<tr>
<td>Current number of units:</td>
<td>Proposed number of units:</td>
</tr>
<tr>
<td>Current short course title: FORESTRY DEVELOPING COUNTRIES</td>
<td>Proposed short course title (max 30 characters): ADV INTERNATIONAL FORESTRY</td>
</tr>
<tr>
<td>Current long course title: FORESTRY IN DEVELOPING COUNTRIES</td>
<td>Proposed long course title (max 100 characters): ADVANCED INTERNATIONAL FORESTRY</td>
</tr>
<tr>
<td>Current grading option: letter grade [ ] pass/fail [ ] or both [ ]</td>
<td>Proposed grading option: letter grade [ ] pass/fail [ ] or both [ ]</td>
</tr>
<tr>
<td>Current repeat for additional units:</td>
<td>Proposed repeat for additional units:</td>
</tr>
<tr>
<td>Current max number of units:</td>
<td>Proposed max number of units:</td>
</tr>
<tr>
<td>Current prerequisite:</td>
<td>Proposed prerequisite (include rationale in the justification):</td>
</tr>
<tr>
<td>Current co-requisite:</td>
<td>Proposed co-requisite (include rationale in the justification):</td>
</tr>
<tr>
<td>Current co-convene with:</td>
<td>Proposed co-convene with:</td>
</tr>
<tr>
<td>Current cross list with:</td>
<td>Proposed cross list with:</td>
</tr>
</tbody>
</table>

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)?

   Yes [ ]  No [ ]

   If yes, describe the impact and include a letter of response from each impacted academic unit. **Master of Forestry (optional), Forest Science; Ph.D. (optional).**

10. Is there a related plan or sub plan change proposal being submitted?

    Yes [ ]  No [ ]

    **This course title name change will not require any related plan changes; plan requirements remain the same.**

11. Does this course include combined lecture and lab components?

    Yes [ ]  No [ ]

    If yes, include the units specific to each component in the course description above.

   **Answer 12-15 for UCC/ECCC only:**

12. Is this course an approved Liberal Studies or Diversity course?

    Yes [ ]  No [ ]

    If yes, select all that apply.  Liberal Studies [ ]  Diversity [ ]  Both [ ]

Effective Fall 2012
13. Do you want to remove the Liberal Studies or Diversity designation? If yes, select all that apply. Liberal Studies □ Diversity □ Both □

14. Is this course listed in the Course Equivalency Guide? Yes □ No □

15. Is this course a Shared Unique Numbering (SUN) course? Yes □ No □

**FLAGSTAFF MOUNTAIN CAMPUS**

Scott Galland
Reviewed by Curriculum Process Associate
Date 10/15/2013

Approvals:

Department Chair/Unit Head (if appropriate)
Date 12/17/13

Chair of college curriculum committee
Date

Dean of college
Date

For Committee use only:

UCC/UGC Approval
Date

Approved as submitted: Yes □ No □

Approved as modified: Yes □ No □

**EXTENDED CAMPUSES**

Reviewed by Curriculum Process Associate
Date

Approvals:

Academic Unit Head
Date

Effective Fall 2012
14. Is this course listed in the **Course Equivalency Guide**? Yes ☐ No ☐

15. Is this course a **Shared Unique Numbering** (SUN) course? Yes ☐ No ☐

---

**FLAGSTAFF MOUNTAIN CAMPUS**

Scott Galland 08/26/2013
Reviewed by Curriculum Process Associate

**Approvals:**

Department Chair/Unit Head (if appropriate) Date

[Signature]

Chair of college curriculum committee Date

[Signature]

Dean of college Date

**For Committee use only:**

UCC/UGC Approval Date

[Signature]

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

---

**EXTENDED CAMPUSES**

Reviewed by Curriculum Process Associate Date

**Approvals:**

Academic Unit Head Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Effective Fall 2012
<table>
<thead>
<tr>
<th>Role</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td></td>
</tr>
<tr>
<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
<td></td>
</tr>
<tr>
<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td></td>
</tr>
<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
<td></td>
</tr>
</tbody>
</table>

Approved as submitted: Yes [ ] No [ ]

Approved as modified: Yes [ ] No [ ]

Effective Fall 2012
CURRENT SYLLABUS

NORTHERN ARIZONA UNIVERSITY
Course Syllabus

FOR 415/515: Forestry in Developing Countries
Spring 2013

General Information:

Time and place: Mondays and Wednesdays; 12:45 – 2:00 pm
Southwest Forest Science Complex (Bldg. 82), Room 133

Instructors: Dr. Pete Fulé
Southwest Forest Science Complex, Room 246C
Office Phone: 523-1463
Email: Pete_Fule@nau.edu

Office Hours: By appointment. On most days, I should be available immediately after class.

Course Description:
Developing countries hold much of the world’s forests. These forests provide many goods and
services, including wood products, medicinal plants, food, environmental protection, carbon uptake,
ecotourism opportunities, and much of the planet’s plant and animal biodiversity. While they are very
important, forests in developing countries are also at considerable risk due to factors such as
deforestation, forest degradation, and climate change. This course begins with an introduction to the
concept of developing countries and to their physical and biological environment. The majority of the
course is devoted to forest management approaches, including both the biological and
socioeconomic aspects of forest management. A number of individual country or regional case
studies are also presented.

Student Learning Expectations/Outcomes:
By the end of the course students will have:

- Developed an understanding of the biology, management, and policy aspects of forests in
developing countries.
- Acquired an understanding of social, political, economic, and environmental issues as they
  relate to people from developing countries and how they manage their forests.
- Developed an understanding of traditional ecological knowledge and the role of minorities
  and underrepresented groups in economic development.
- Studied the role of women in forest resource management worldwide.
- Become familiar with organizations and career opportunities working in international
  forestry.

At the end of the course students will be able to:

- Discuss the differences and similarities between forests in different regions within the
developing world.
- Demonstrate understanding of major forestry problems such as over-exploitation,
deforestation, and loss of biological diversity.

Effective Fall 2012
Communicate in writing and oral presentations an understanding of cultural and social aspects of a forest problem in developing countries.

Describe the social and cultural context of the forestry enterprise and how it varies between developing countries and the U.S.

Demonstrate an understanding of how international policies and treaties can achieve improved management of developing country forests.

Course Structure:
This is a three credit lecture course with most of the classes devoted to lectures by the instructors and guest speakers. Approximately 25% of the class periods will be devoted to discussion sessions on specific topics and to student presentations. Students will actively participate, as members of teams, in a special project that they will present to the class near the end of the semester. Because this is a co-convened course, some assignments and expectations will vary depending on whether the student is enrolled in FOR 415 or FOR 515.

Textbooks and Required Materials:
There is no textbook required for this course. Selected readings are required and will be posted on the Blackboard Learn web page and/or handed out in class.

Discussion Sessions:
Four discussion sessions are scheduled in the semester. Articles for discussion will be placed on BBLearn. All students will participate in discussions and graduate students will be assigned to lead discussion sections. Further details will be given in a separate document.

Student Project:
Each student in this class is required to participate in a special project on international forestry. This project is designed to allow students to develop skills working in a team and to pursue in greater detail a topic of particular interest to that group. Teams will consist of a graduate student plus several undergraduate students. Assignment details will be given in a separate document.

Assessment of Student Learning Outcomes:
The rubric or guideline below describes the characteristics of excellent academic work, as well as levels that are less than excellent. The rubric is organized around “answering a question”, as on a traditional test, but the guidelines below can be easily adapted for presentations, reports, and the mid-term essays.

- Excellent: Clearly and completely addresses the question. Thorough and logical development of thoughts. Points supported by literature. Correct grammar and spelling, citations in proper format.
- Good: Complete or nearly complete in addressing the question. Thoughts are generally logically and thoroughly expressed. Most arguments or questions of fact are supported by the literature. Only minor errors of grammar, spelling, or citation format.
- Needs Improvement: Incomplete answer or discussion that is tangential to the question. Thoughts sometimes illogical or incomplete. Arguments or questions of fact sporadically supported by the literature. Moderate errors of grammar, spelling, or citation format.
- Poor: Answer mostly fails to address the question. Thoughts often illogical or incomplete. Arguments or questions of fact rarely supported by the literature. Substantial errors of grammar, spelling, or citation format.

Effective Fall 2012
Excellent participation in discussions means reading and considering the articles ahead of class, actively seeking any additional information needed to understand the concepts, and participating thoughtfully and actively in the class discussion.

Graduate students are expected to display a good knowledge of the scientific literature, including the capability to find literature independently and interpret technical information.

**Grading:**
There will be two in-class exams, a mid-term and a final. The exams will consist primarily of short answer and essay questions, although other types of questions (e.g., multiple choice) may be included.

Grading will be based on the following:

<table>
<thead>
<tr>
<th></th>
<th>FOR 415</th>
<th>FOR 515</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>30%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Student Project:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Performance</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Project Leadership</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Leadership</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Course Outline 2013**
Topics subject to change

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Jan</td>
<td>Intro, syllabus, what is a developing country?</td>
<td></td>
</tr>
<tr>
<td>16 Jan</td>
<td>Physical environment</td>
<td></td>
</tr>
<tr>
<td>21 Jan</td>
<td><strong>Holiday: Martin Luther King, Jr. Day</strong></td>
<td></td>
</tr>
<tr>
<td>23 Jan</td>
<td>Biological environment</td>
<td></td>
</tr>
<tr>
<td>28 Jan</td>
<td>Approaches &amp; challenges to forestry</td>
<td></td>
</tr>
<tr>
<td>30 Jan</td>
<td>Community forestry</td>
<td></td>
</tr>
<tr>
<td>4 Feb</td>
<td>Agroforestry</td>
<td></td>
</tr>
<tr>
<td>6 Feb</td>
<td>Discussion #1 (topic: community/agroforestry)</td>
<td>Graduate students</td>
</tr>
<tr>
<td>11 Feb</td>
<td>Indigenous forest management</td>
<td></td>
</tr>
<tr>
<td>13 Feb</td>
<td>Case study: Bolivia, Mexico</td>
<td></td>
</tr>
<tr>
<td>18 Feb</td>
<td>Commercial plantation forestry</td>
<td></td>
</tr>
<tr>
<td>20 Feb</td>
<td>Case study: Swaziland</td>
<td>Dr. Jim Allen</td>
</tr>
<tr>
<td>25 Feb</td>
<td>Gender roles</td>
<td></td>
</tr>
<tr>
<td>27 Feb</td>
<td>Discussion #2 (topic: gender roles)</td>
<td>Graduate students</td>
</tr>
<tr>
<td>4 Mar</td>
<td>Carbon management, REDD</td>
<td></td>
</tr>
<tr>
<td>6 Mar</td>
<td>Ecotourism</td>
<td></td>
</tr>
<tr>
<td>11 Mar</td>
<td><strong>Midterm Exam</strong></td>
<td></td>
</tr>
<tr>
<td>13 Mar</td>
<td>Non-market forest products</td>
<td>Dr. Yeon-Su Kim</td>
</tr>
<tr>
<td>18-22 Mar</td>
<td><strong>Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td>25 Mar</td>
<td>International development policy &amp; legal issues</td>
<td>Graduate students</td>
</tr>
<tr>
<td>27 Mar</td>
<td>Discussion #3 (topic: TBA)</td>
<td>Graduate students</td>
</tr>
<tr>
<td>1 Apr</td>
<td>Case study: Pacific islands</td>
<td>Dr. Jim Allen</td>
</tr>
</tbody>
</table>

Effective Fall 2012
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Apr</td>
<td>Case study: Ghana</td>
<td>Dr. Mike Wagner</td>
</tr>
<tr>
<td>8 Apr</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>10 Apr</td>
<td>Case study: Honduras</td>
<td>Dr. Erik Neilsen</td>
</tr>
<tr>
<td>15 Apr</td>
<td>Student presentations</td>
<td></td>
</tr>
<tr>
<td>17 Apr</td>
<td>Student presentations</td>
<td></td>
</tr>
<tr>
<td>22 Apr</td>
<td>Student presentations</td>
<td></td>
</tr>
<tr>
<td>24 Apr</td>
<td>Peace Corps</td>
<td>Returned PC Volunteers</td>
</tr>
<tr>
<td>29 Apr</td>
<td>Case study: Mainpat, India</td>
<td>Amanda Knauf, Emily Fulé</td>
</tr>
<tr>
<td>1 May</td>
<td>Discussion #4 (topic: TBA)</td>
<td>Graduate students</td>
</tr>
<tr>
<td>6 May</td>
<td>Final Exam 12:30-2:30</td>
<td></td>
</tr>
</tbody>
</table>

**General Course and NAU Policies**

**Course Policies:**

*Makeup exams:* Students are required to take the exams as scheduled. In the case of illness or other legitimate reason, students must inform the instructor BEFORE the exam.

*Attendance* is expected at all class sessions unless prior approval is given by the instructor; in the case of illness or other unforeseen events, students should notify the instructor in advance of the class session.

*Plagiarism and cheating* will not be tolerated. This includes using the same (or a very similar) term paper for this class and any other class. Refer to the NAU statement of academic integrity below.

**Northern Arizona University Policy Statements:**

**SAFE ENVIRONMENT POLICY.**
NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault, or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

**STUDENTS WITH DISABILITIES.**
If you have a learning and/or physical disability, you are encouraged to make arrangements for class assignments/exams so your academic performance will not suffer because of the disability or handicap. If you have questions about special provisions for students with disabilities, contact the Counseling and Testing Center (523-2261). It is your responsibility to register with the Counseling and Testing Center. Application for services should be made at least eight weeks before the start of the semester. If the Counseling and Testing Center verifies your eligibility for special services, you should consult with your instructor during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center.

**INSTITUTIONAL REVIEW BOARD.**
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional

*Effective Fall 2012*
Review Board (IRB) for the protection of human subjects in research and research-related activities. The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

ACADEMIC INTEGRITY.
The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. It is the responsibility of individual faculty members to identify instances of academic dishonesty and recommend penalties to the department chair or college dean in keeping with the severity of the violation. Penalties may range from verbal chastisement to a failing grade in the course. The complete policy on academic integrity is in Appendix F of NAU’s Student Handbook.

CLASSROOM MANAGEMENT STATEMENT.
Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.

Effective Fall 2012
PROPOSED SYLLABUS:

NORTHERN ARIZONA UNIVERSITY
Course Syllabus

FOR 415/515: International Forestry/Advanced International Forestry
Spring 2014

General Information:
Time and place: Mondays and Wednesdays; 12:45 – 2:00 pm
Southwest Forest Science Complex (Bldg. 82), Room 133

Instructors: Dr. Pete Fulé
Southwest Forest Science Complex, Room 246C
Office Phone: 523-1463
Email: Pete.Fule@nau.edu

Office Hours: By appointment. On most days, I should be available immediately after class.

Course Description:
The world’s forests provide many goods and services, including wood products, medicinal plants, food, environmental protection, carbon uptake, ecotourism opportunities, and much of the planet’s plant and animal biodiversity. This course examines forests around the world in terms of their biological, social, and economic attributes. Contrasts between industrialized or “developed” nations and “developing” nations provide useful insights into challenges and opportunities for sustaining forests. Forests in developing countries are often at considerable risk due to factors such as deforestation, forest degradation, and climate change, but forest conservation is often also at risk in wealthier nations due to climate change, human pressure, non-native species, and inappropriate management. The course begins with an introduction to the physical and biological environment of global forests. The majority of the course is devoted to forest management approaches, including both the biological and socioeconomic aspects of forest management. A number of individual country or regional case studies are also presented.

Student Learning Expectations/Outcomes:
By the end of the course students will have:

- Developed an understanding of the biology, management, and policy aspects of global forests.
- Acquired an understanding of social, political, economic, and environmental issues as they relate to people from countries across the spectrum of economic development and how they manage their forests.
- Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development.
- Studied the role of women in forest resource management worldwide.
- Become familiar with organizations and career opportunities working in international forestry.
- Demonstrated an ability to lead class discussions of journal articles and to serve as an effective team leader for the student project.
At the end of the course students will be able to:

- Discuss the differences and similarities between forests in different regions around the world.
- Demonstrate understanding of major forestry problems such as over-exploitation, deforestation, and loss of biological diversity.
- Communicate in writing and oral presentations an understanding of cultural and social aspects of a forest problem in an international setting.
- Describe the social and cultural context of the forestry enterprise and how it varies around the world.
- Demonstrate an understanding of how international policies and treaties can achieve improved management of the world’s forests.

Course Structure:
This is a three credit lecture course with most of the classes devoted to lectures by the instructors and guest speakers. Approximately 25% of the class periods will be devoted to discussion sessions on specific topics and to student presentations. Students will actively participate, as members of teams, in a special project that they will present to the class near the end of the semester. Because this is a co-convened course, some assignments and expectations will vary depending on whether the student is enrolled in FOR 415 or FOR 515.

Textbooks and Required Materials:
There is no textbook required for this course. Selected readings are required and will be posted on the Blackboard Learn web page and/or handed out in class.

Discussion Sessions:
Four discussion sessions are scheduled in the semester. Articles for discussion will be placed on BBLearn. All students will participate in discussions and graduate students will be assigned to lead discussion sections. Further details will be given in a separate document.

Student Project:
Each student in this class is required to participate in a special project on international forestry. This project is designed to allow students to develop skills working in a team and to pursue in greater detail a topic of particular interest to that group. Teams will consist of a graduate student plus several undergraduate students. Graduate students will serve as the team leader and will be responsible for organizing meetings, assigning work, and coordinating the completion of the final report and presentation. Assignment details will be given in a separate document.

Assessment of Student Learning Outcomes:
The rubric or guideline below describes the characteristics of excellent academic work, as well as levels that are less than excellent. The rubric is organized around “answering a question”, as on a traditional test, but the guidelines below can be easily adapted for presentations, reports, and the mid-term essays.

- Excellent: Clearly and completely addresses the question. Thorough and logical development of thoughts. Points supported by literature. Correct grammar and spelling, citations in proper format.
- Good: Complete or nearly complete in addressing the question. Thoughts are generally logically and thoroughly expressed. Most arguments or questions of fact are supported by the literature. Only minor errors of grammar, spelling, or citation format.
• Needs Improvement: Incomplete answer or discussion that is tangential to the question. Thoughts sometimes illogical or incomplete. Arguments or questions of fact sporadically supported by the literature. Moderate errors of grammar, spelling, or citation format.
• Poor: Answer mostly fails to address the question. Thoughts often illogical or incomplete. Arguments or questions of fact rarely supported by the literature. Substantial errors of grammar, spelling, or citation format.

Excellent participation in discussions means reading and considering the articles ahead of class, actively seeking any additional information needed to understand the concepts, and participating thoughtfully and actively in the class discussion.

Graduate students are expected to display a good knowledge of the scientific literature, including the capability to find literature independently and interpret technical information.

**Grading:**
There will be two in-class exams, a mid-term and a final. The exams will consist primarily of short answer and essay questions, although other types of questions (e.g., multiple choice) may be included.

Grading will be based on the following:

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Mid-Term Exam</td>
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<td><strong>Total</strong></td>
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**Course Outline 2014**
Highlighted topics are major changes from "Forestry In Developing Countries"

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
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<td>Case study: New Zealand</td>
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<tr>
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<td>Gender roles</td>
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¹ Note: calendar dates are not correct. The syllabus will be revised with correct dates the next time the course is offered.
Effective Fall 2012
27 Feb  Discussion #2 (topic: gender roles)  Graduate students
4 Mar   Carbon management, REDD
6 Mar   Ecotourism
11 Mar  Midterm Exam
13 Mar  Non-market forest products
18-22 Mar  Spring Break
25 Mar  International development policy & legal issues
27 Mar  Discussion #3 (topic: TBA)  Graduate students
 1 Apr  Case study: Pacific islands
 3 Apr  Investments, tariffs, trade agreements and barriers
 8 Apr  Case study: International forestry corporations
10 Apr  Case study: Honduras
15 Apr  Student presentations
17 Apr  Student presentations
22 Apr  Student presentations
24 Apr  Peace Corps
29 Apr  Case study: Mainpat, India
 1 May  Discussion #4 (topic: TBA)  Graduate students
 6 May  Final Exam 12:30-2:30

General Course and NAU Policies

Course Policies:
**Makeup exams:** Students are required to take the exams as scheduled. In the case of illness or other legitimate reason, students must inform the instructor BEFORE the exam.

**Attendance** is expected at all class sessions unless prior approval is given by the instructor; in the case of illness or other unforeseen events, students should notify the instructor in advance of the class session.

**Plagiarism and cheating** will not be tolerated. This includes using the same (or a very similar) term paper for this class and any other class. Refer to the NAU statement of academic integrity below.

Northern Arizona University Policy Statements:

SAFE ENVIRONMENT POLICY.
NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault, or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

STUDENTS WITH DISABILITIES.
If you have a learning and/or physical disability, you are encouraged to make arrangements for class assignments/exams so your academic performance will not suffer because of the disability or handicap. If you have questions about special provisions for students with disabilities, contact the Counseling and Testing Center (523-2261). It is your responsibility to register with the Counseling and Testing Center. Application for services should be made at least eight weeks before the start of the semester. If the Counseling and Testing Center verifies your eligibility for special services, you should consult with your instructor during the first week in the semester so appropriate arrangements

Effective Fall 2012
can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center.

INSTITUTIONAL REVIEW BOARD.
Any study involving observation of or interaction with human subjects that originates at NAU-including a course project, report, or research paper-must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities. The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

ACADEMIC INTEGRITY. The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. It is the responsibility of individual faculty members to identify instances of academic dishonesty and recommend penalties to the department chair or college dean in keeping with the severity of the violation. Penalties may range from verbal chastisement to a failing grade in the course. The complete policy on academic integrity is in Appendix F of NAU's Student Handbook.

CLASSROOM MANAGEMENT STATEMENT. Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.

Effective Fall 2012
If the changes included in this proposal are significant, attach copies of original and proposed syllabi in approved university format.

1. Course subject and number: FOR 415  
2. Units: 3  
   See upper and lower division undergraduate course definitions.

3. College: CEFNS  
4. Academic Unit: Forestry

5. Current Student Learning Outcomes of the course.

By the end of the course students will have:
- Developed an understanding of the biology, management, and policy aspects of forests in developing countries.
- Acquired an understanding of social, political, economic, and environmental issues as they relate to people from developing countries and how they manage their forests.
- Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development.
- Studied the role of women in forest resource management worldwide.
- Become familiar with organizations and career opportunities working in international forestry.

At the end of the course students will be able to:

By the end of the course students will have:
- Developed an understanding of the biology, management, and policy aspects of global forests in developing countries.
- Acquired an understanding of social, political, economic, and environmental issues as they relate to people from developing countries and how they manage their forests.
- Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development.
- Studied the role of women in forest resource management worldwide.
- Become familiar with organizations and career opportunities working in international forestry.

At the end of the course students will be able to:
- Discuss the differences and similarities
- Discuss the differences and similarities between forests in different regions within the developing world.
- Demonstrate understanding of major forestry problems such as over-exploitation, deforestation, and loss of biological diversity.
- Communicate in writing and oral presentations an understanding of cultural and social aspects of a forest problem in developing countries.
- Describe the social and cultural context of the forestry enterprise and how it varies between developing countries and the U.S.
- Demonstrate an understanding of how international policies and treaties can achieve improved management of developing country forests.

| between forests in different regions within the developing around the world. |
| Demonstrate understanding of major forestry problems such as over-exploitation, deforestation, and loss of biological diversity. |
| Communicate in writing and oral presentations an understanding of cultural and social aspects of a forest problem in developing countries. an international setting. |
| Describe the social and cultural context of the forestry enterprise and how it varies between developing countries and the U.S. around the world. |
| Demonstrate an understanding of how international policies and treaties can achieve improved management of developing country the world`s forests. |

6. **Current title, description and units.** Cut and paste, in its entirety, from the current on-line academic catalog* [http://catalog.nau.edu/Catalog/](http://catalog.nau.edu/Catalog/).

**FOR 415 FORESTRY IN DEVELOPING COUNTRIES (3)**

**Description:** Ecology, management, and policy issues related to forests in developing countries from the social, political, economic and cultural perspective of indigenous people. Co-convenes with FOR 515. Letter grade only.

**Units:** 3

**Requirement Designation:** Global Diversity

**Prerequisite:** Junior Status

---

Show the proposed changes in this column **Bold** the proposed changes in this column to differentiate from what is not changing, and **Bold with strikethrough** what is being deleted.

**FOR 415 INTERNATIONAL FORESTRY IN DEVELOPING COUNTRIES (3)**

**Description:** Ecology, management, and policy issues related to forests in developing countries from the social, political, economic and cultural perspective of indigenous people. Ecology, management, and policy issues related to forests around the world, including ecological, political, economic and cultural perspectives Co-convenes with FOR 515. Letter grade only.

**Units:** 3

**Requirement Designation:** Global Diversity

**Prerequisite:** Junior Status

---

*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

Effective Fall 2012
7. Justification for course change.
The purpose of the changes are to make the course truly international, provide information for students interested in international forestry outside the developing world, provide a context for understanding both the developed and developing forests by studying them together, and possibly broadening the appeal of the course across campus.

8. Effective **BEGINNING** of what term and year? **Fall 2014**  
See effective dates calendar.

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
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</thead>
<tbody>
<tr>
<td>Current course subject and number:</td>
<td>Proposed course subject and number:</td>
</tr>
<tr>
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<td>Proposed number of units:</td>
</tr>
<tr>
<td>Current short course title: FORESTRY DEVELOPING COUNTRIES</td>
<td>Proposed short course title (max 30 characters): INTERNATIONAL FORESTRY</td>
</tr>
<tr>
<td>Current long course title: FORESTRY IN DEVELOPING COUNTRIES</td>
<td>Proposed long course title (max 100 characters): INTERNATIONAL FORESTRY</td>
</tr>
<tr>
<td>Current grading option: letter grade [ ] pass/fail [ ] or both [ ]</td>
<td>Proposed grading option: letter grade [ ] pass/fail [ ] or both [ ]</td>
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<td>Current repeat for additional units:</td>
<td>Proposed repeat for additional units:</td>
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<td>Current max number of units:</td>
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<td>Current prerequisite:</td>
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<tr>
<td>Current co-requisite:</td>
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<td>Proposed co-convene with:</td>
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<td>Current cross list with:</td>
<td>Proposed cross list with:</td>
</tr>
</tbody>
</table>

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)?  
Yes ☒ No ☐  
If yes, describe the impact and include a letter of response from each impacted academic unit.

**BSF/International Forestry and Conservation Certificate**

10. Is there a related plan or sub plan change proposal being submitted?  
Yes ☐ No ☒  
If no, explain.

This course title name change will not require any related plan changes; plan requirements remain the same.

11. Does this course include combined lecture and lab components?  
Yes ☐ No ☒  
If yes, include the units specific to each component in the course description above.

Effective Fall 2012
Answer 12-15 for UCC/ECCC only:

12. Is this course an approved Liberal Studies or Diversity course?  
   If yes, select all that apply.  
   Liberal Studies ☐  Diversity ☐  Both ☐  Yes ☑  No ☐

13. Do you want to remove the Liberal Studies or Diversity designation?  
   If yes, select all that apply.  
   Liberal Studies ☐  Diversity ☐  Both ☐  Yes ☐  No ☑

14. Is this course listed in the **Course Equivalency Guide**?  
   Yes ☐  No ☒

15. Is this course a **Shared Unique Numbering** (SUN) course?  
   Yes ☐  No ☒

**FLAGSTAFF MOUNTAIN CAMPUS**

**Scott Galland**  
Reviewed by Curriculum Process Associate  
Date  

**Approvals:**  

Date

Department Chair/Unit Head (if appropriate)  
Date

Chair of college curriculum committee  
Date

Dean of college  
Date

**For Committee use only:**

**UCC/UGC Approval**  
Date

Approved as submitted:  
Yes ☐  No ☐

Approved as modified:  
Yes ☐  No ☐

**EXTENDED CAMPUSES**

Reviewed by Curriculum Process Associate  
Date

Effective Fall 2012
Chair of college curriculum committee

Date

Dean of college

Date

For Committee use only:

Date

UCC/UGC Approval

Date

Approved as submitted:

Yes ☐ No ☐

Approved as modified:

Yes ☐ No ☐

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

Date

Approvals:

Academic Unit Head

Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)

Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Chief Academic Officer; Extended Campuses (or Designee)

Date

Approved as submitted:

Yes ☐ No ☐

Approved as modified:

Yes ☐ No ☐

Effective Fall 2012
CURRENT SYLLABUS

NORTHERN ARIZONA UNIVERSITY
Course Syllabus

FOR 415/515: Forestry in Developing Countries
Spring 2013

General Information:
Time and place: Mondays and Wednesdays; 12:45 – 2:00 pm
Southwest Forest Science Complex (Bldg. 82), Room 133

Instructors: Dr. Pete Fule
Southwest Forest Science Complex, Room 246C
Office Phone: 523-1463
Email: Pete.Fule@nau.edu

Office Hours: By appointment. On most days, I should be available immediately after class.

Course Description:
Developing countries hold much of the world’s forests. These forests provide many goods and services, including wood products, medicinal plants, food, environmental protection, carbon uptake, ecotourism opportunities, and much of the planet’s plant and animal biodiversity. While they are very important, forests in developing countries are also at considerable risk due to factors such as deforestation, forest degradation, and climate change. This course begins with an introduction to the concept of developing countries and to their physical and biological environment. The majority of the course is devoted to forest management approaches, including both the biological and socioeconomic aspects of forest management. A number of individual country or regional case studies are also presented.

Student Learning Expectations/Outcomes:
By the end of the course students will have:

• Developed an understanding of the biology, management, and policy aspects of forests in developing countries.
• Acquired an understanding of social, political, economic, and environmental issues as they relate to people from developing countries and how they manage their forests.
• Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development.
• Studied the role of women in forest resource management worldwide.
• Become familiar with organizations and career opportunities working in international forestry.

At the end of the course students will be able to:

• Discuss the differences and similarities between forests in different regions within the developing world.
• Demonstrate understanding of major forestry problems such as over-exploitation, deforestation, and loss of biological diversity.
• Communicate in writing and oral presentations an understanding of cultural and social aspects of a forest problem in developing countries.
- Describe the social and cultural context of the forestry enterprise and how it varies between developing countries and the U.S.
- Demonstrate an understanding of how international policies and treaties can achieve improved management of developing country forests.

Course Structure:
This is a three credit lecture course with most of the classes devoted to lectures by the instructors and guest speakers. Approximately 25% of the class periods will be devoted to discussion sessions on specific topics and to student presentations. Students will actively participate, as members of teams, in a special project that they will present to the class near the end of the semester. Because this is a co-convened course, some assignments and expectations will vary depending on whether the student is enrolled in FOR 415 or FOR 515.

Textbooks and Required Materials:
There is no textbook required for this course. Selected readings are required and will be posted on the Blackboard Learn web page and/or handed out in class.

Discussion Sessions:
Four discussion sessions are scheduled in the semester. Articles for discussion will be placed on BBLearn. All students will participate in discussions and graduate students will be assigned to lead discussion sections. Further details will be given in a separate document.

Student Project:
Each student in this class is required to participate in a special project on international forestry. This project is designed to allow students to develop skills working in a team and to pursue in greater detail a topic of particular interest to that group. Teams will consist of a graduate student plus several undergraduate students. Assignment details will be given in a separate document.

Assessment of Student Learning Outcomes:
The rubric or guideline below describes the characteristics of excellent academic work, as well as levels that are less than excellent. The rubric is organized around “answering a question”, as on a traditional test, but the guidelines below can be easily adapted for presentations, reports, and the mid-term essays.

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Effective Fall 2012
Graduate students are expected to display a good knowledge of the scientific literature, including the capability to find literature independently and interpret technical information.

**Grading:**
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<td><strong>Total</strong></td>
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**Course Outline 2013**
Topics subject to change

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<td>Case study: Swaziland</td>
<td>Dr. Jim Allen</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
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<td>6 Mar</td>
<td>Ecotourism</td>
<td>Dr. Yeon-Su Kim</td>
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<td>Discussion #3 (topic: TBA)</td>
<td>Dr. Jim Allen</td>
</tr>
<tr>
<td>1 Apr</td>
<td>Case study: Pacific islands</td>
<td>Dr. Mike Wagner</td>
</tr>
<tr>
<td>3 Apr</td>
<td>Case study: Ghana</td>
<td></td>
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<tr>
<td>8 Apr</td>
<td>TBA</td>
<td>Dr. Erik Neilsen</td>
</tr>
<tr>
<td>10 Apr</td>
<td>Case study: Honduras</td>
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</tr>
<tr>
<td>15 Apr</td>
<td>Student presentations</td>
<td></td>
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Effective Fall 2012
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<td>24 Apr</td>
<td>Peace Corps</td>
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<td>29 Apr</td>
<td>Case study: Mainpat, India</td>
<td>Amanda Knauf, Emily Fulé</td>
</tr>
<tr>
<td>1 May</td>
<td>Discussion #4 (topic: TBA)</td>
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<tr>
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Effective Fall 2012
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PROPOSED SYLLABUS:

NORTHERN ARIZONA UNIVERSITY
Course Syllabus

FOR 415/515: International Forestry/Advanced International Forestry
Spring 2014

General Information:
Time and place: Mondays and Wednesdays; 12:45 – 2:00 pm
Southwest Forest Science Complex (Bldg. 82), Room 133

Instructors: Dr. Pete Fulé
Southwest Forest Science Complex, Room 246C
Office Phone: 523-1463
Email: Pete.Fule@nau.edu

Office Hours: By appointment. On most days, I should be available immediately after class.

Course Description:
The world’s forests provide many goods and services, including wood products, medicinal plants, food, environmental protection, carbon uptake, ecotourism opportunities, and much of the planet’s plant and animal biodiversity. This course examines forests around the world in terms of their biological, social, and economic attributes. Contrasts between industrialized or “developed” nations and “developing” nations provide useful insights into challenges and opportunities for sustaining forests. Forests in developing countries are often at considerable risk due to factors such as deforestation, forest degradation, and climate change, but forest conservation is often also at risk in wealthier nations due to climate change, human pressure, non-native species, and inappropriate management. The course begins with an introduction to the physical and biological environment of global forests. The majority of the course is devoted to forest management approaches, including both the biological and socioeconomic aspects of forest management. A number of individual country or regional case studies are also presented.

Student Learning Expectations/Outcomes:
By the end of the course students will have:
• Developed an understanding of the biology, management, and policy aspects of global forests.
• Acquired an understanding of social, political, economic, and environmental issues as they relate to people from countries across the spectrum of economic development and how they manage their forests.
• Developed an understanding of traditional ecological knowledge and the role of minorities and underrepresented groups in economic development.
• Studied the role of women in forest resource management worldwide.
• Become familiar with organizations and career opportunities working in international forestry.
• Demonstrated an ability to lead class discussions of journal articles and to serve as an effective team leader for the student project.

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At the end of the course students will be able to:
- Discuss the differences and similarities between forests in different regions around the world.
- Demonstrate understanding of major forestry problems such as over-exploitation, deforestation, and loss of biological diversity.
- Communicate in writing and oral presentations an understanding of cultural and social aspects of a forest problem in an international setting.
- Describe the social and cultural context of the forestry enterprise and how it varies around the world.
- Demonstrate an understanding of how international policies and treaties can achieve improved management of the world’s forests.

Course Structure:
This is a three credit lecture course with most of the classes devoted to lectures by the instructors and guest speakers. Approximately 25% of the class periods will be devoted to discussion sessions on specific topics and to student presentations. Students will actively participate, as members of teams, in a special project that they will present to the class near the end of the semester. Because this is a co-convened course, some assignments and expectations will vary depending on whether the student is enrolled in FOR 415 or FOR 515.

Textbooks and Required Materials:
There is no textbook required for this course. Selected readings are required and will be posted on the Blackboard Learn web page and/or handed out in class.

Discussion Sessions:
Four discussion sessions are scheduled in the semester. Articles for discussion will be placed on BBLearn. All students will participate in discussions and graduate students will be assigned to lead discussion sections. Further details will be given in a separate document.

Student Project:
Each student in this class is required to participate in a special project on international forestry. This project is designed to allow students to develop skills working in a team and to pursue in greater detail a topic of particular interest to that group. Teams will consist of a graduate student plus several undergraduate students. Graduate students will serve as the team leader and will be responsible for organizing meetings, assigning work, and coordinating the completion of the final report and presentation. Assignment details will be given in a separate document.

Assessment of Student Learning Outcomes:
The rubric or guideline below describes the characteristics of excellent academic work, as well as levels that are less than excellent. The rubric is organized around "answering a question", as on a traditional test, but the guidelines below can be easily adapted for presentations, reports, and the mid-term essays.
- Excellent: Clearly and completely addresses the question. Thorough and logical development of thoughts. Points supported by literature. Correct grammar and spelling, citations in proper format.
- Good: Complete or nearly complete in addressing the question. Thoughts are generally logically and thoroughly expressed. Most arguments or questions of fact are supported by the literature. Only minor errors of grammar, spelling, or citation format.

Effective Fall 2012
Excellent participation in discussions means reading and considering the articles ahead of class, actively seeking any additional information needed to understand the concepts, and participating thoughtfully and actively in the class discussion.

Graduate students are expected to display a good knowledge of the scientific literature, including the capability to find literature independently and interpret technical information.

**Grading:**
There will be two in-class exams, a mid-term and a final. The exams will consist primarily of short answer and essay questions, although other types of questions (e.g., multiple choice) may be included.

Grading will be based on the following:

<table>
<thead>
<tr>
<th></th>
<th>FOR 415</th>
<th>FOR 515</th>
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<tr>
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<td>Individual Performance</td>
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<td>Discussion Participation</td>
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<tr>
<td>Final Exam</td>
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<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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**Course Outline 2014**
Highlighted topics are major changes from “Forestry In Developing Countries”

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<tr>
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<td>Intro, syllabus, <strong>overview of international forestry</strong></td>
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<td>16 Jan</td>
<td>Physical environment of <strong>global forests</strong></td>
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<td>21 Jan</td>
<td><strong>Holiday: Martin Luther King, Jr. Day</strong></td>
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<tr>
<td>23 Jan</td>
<td>Biological environment of <strong>global forests</strong></td>
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<tr>
<td>28 Jan</td>
<td>Approaches &amp; challenges to forestry: <strong>contrasts of “developed” and “developing” nations</strong></td>
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<td>30 Jan</td>
<td>Community forestry</td>
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<td>4 Feb</td>
<td>Agroforestry</td>
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<tr>
<td>6 Feb</td>
<td>Discussion #1 (topic: community/agroforestry)</td>
<td>Graduate students</td>
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<tr>
<td>11 Feb</td>
<td>Indigenous forest management</td>
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<tr>
<td>13 Feb</td>
<td>Case study: Bolivia, Mexico, <strong>France</strong></td>
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<td>18 Feb</td>
<td>Commercial plantation forestry</td>
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<td>20 Feb</td>
<td>Case study: New Zealand</td>
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<tr>
<td>25 Feb</td>
<td>Gender roles</td>
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1 Note: calendar dates are not correct. The syllabus will be revised with correct dates the next time the course is offered. Effective Fall 2012
<table>
<thead>
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<tr>
<td>4 Mar</td>
<td>Carbon management, REDD</td>
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<td>6 Mar</td>
<td>Ecotourism</td>
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<td>11 Mar</td>
<td>Midterm Exam</td>
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<td>13 Mar</td>
<td>Non-market forest products</td>
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<tr>
<td>18-22 Mar</td>
<td>Spring Break</td>
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<tr>
<td>25 Mar</td>
<td>International development policy &amp; legal issues</td>
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<tr>
<td>27 Mar</td>
<td>Discussion #3 (topic: TBA)</td>
<td>Graduate students</td>
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<td>1 Apr</td>
<td>Case study: Pacific islands</td>
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<td>3 Apr</td>
<td>Investments, tariffs, trade agreements and barriers</td>
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<tr>
<td>8 Apr</td>
<td>Case study: International forestry corporations</td>
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<tr>
<td>10 Apr</td>
<td>Case study: Honduras</td>
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Effective Fall 2012
If this new plan is not listed in the current NAU academic program inventory, then you must first complete the “Proposal to establish a New Degree” form.

All Plans with NCATE designation, or plans seeking NCATE designation, must include an NCATE Accreditation Memo of Approval from the NAU NCATE administrator prior to college curricular submission.

UCC proposals must include an 8-term plan. UGC proposals must include a program of study.


3. Academic Plan Name: Athletic Training; M.S. 4. Emphasis: 


6. Justification for the new plan or certificate, including how the need for the plan was determined. Please also address how it is designed to meet local market, professional requirements, employment opportunities, or other needs.

The university currently offers a bachelor’s degree in Athletic Training, which is very successful. However, nationally our profession is moving toward entry-level preparation being at the master’s degree level. This has not yet been mandated, but is clearly and swiftly happening. Thus, we would rather be proactive than reactive and make this transition to the master’s degree now. We will remain an “entry-level” program, and will thus be held to the same professional accreditation standards that we are currently held to with our entry-level bachelor’s degree program. In fact, our accrediting body, the Commission on Accreditation of Athletic Training Education (CAATE), does NOT require an entirely new accreditation process for programs pursuing this transition. Rather, we must simply submit a document outlining the curricular and clinical experience changes we intend to implement.

Our program will continue to meet the need in the state for Certified Athletic Trainers (ATCs), but will offer this at the master’s degree level. Currently there are only two AT programs in the state that prepare students to become ATCs – NAU and Grand Canyon University. With the move to a master’s degree, we will be able to increase our number of students in the program from a current capacity of 45, to 60 with the master’s program. Currently, 72% of the nation’s certified Athletic Trainers have gone on to earn their master’s degree at some point. Thus, this transition to the master’s degree level will improve the employment opportunities for our graduates by making them more competitive in the marketplace. Indeed, common hiring practice for Athletic Trainers sets the minimum level of education necessary to work in the

Effective Fall 2012
7. Student learning outcomes of the plan. If structured as plan/emphasis, include for both core and emphasis. *(Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).*

- establish high quality *Foundational Behaviors of Professional Practice*;
- become competent in *Evidence Based Practice* skills & clinical implementation;
- implement strategies in injury *Prevention and Health Promotion* for athletes;
- develop strong *Clinical Examination and Diagnosis* skills of athletic injuries/illnesses;
- manage the *Acute Care of Injuries/Illnesses* of athletes;
- design effective and efficient *Therapeutic Interventions* for injured athletes;
- implement *Psychosocial Strategies and Referral* to mental health experts as necessary for athletes to restore a high quality of life after injury/illness;
- become proficient in *Healthcare Administration* in athletic and clinical settings;
- pursue *Professional Development and Responsibility* in graduated steps throughout the program and into the future; and,
- demonstrate proficiency in all *Clinical Integration Proficiencies* learned throughout the program.

8. Academic Catalog text and requirements:

8a. Text to be displayed on the Career tab in the academic catalog (max 3 paragraphs):

**The M.S. in Athletic Training** is an entry-level professional program that prepares you to take the National Athletic Trainers’ Association Board of Certification exam. Certified athletic trainers are medical experts in preventing, recognizing, managing, and rehabilitating injuries that result from physical activity. Athletic training is recognized by the American Medical Association as an allied health-care profession.

*Northern Arizona University's Athletic Training Education Program* is nationally accredited by the *Commission on Accreditation of Athletic Training Education*.

8b. Text to be displayed on the Overview tab in the academic catalog (max 3 paragraphs):

**The MS in Athletic Training** is a nationally accredited program that has a highly competitive admission process. Once admitted, the student will begin in July of the following summer and complete the program two years later. Winter and summer session courses are required. The student will be immersed in extensive clinical coursework, assuring competence to work successfully as a Certified Athletic Trainer upon graduation and passing the national Board of Certification Exam.

8c. Plan requirements to be displayed on the “Details” tab in the academic catalog:

**Major Requirements**

You must complete the following 58 units with a grade of "C" or better:

Effective Fall 2012
- AT 500, 510, 520, 525, 526, 530, 535, 540, 545, 550, 555, 610, 620, 625, 635, 650 (40 units)
- AT 501, 502, 503, 504, and 505 – which complete our clinical education component (16 units)
- AT 655 – Applied Research Project (2 units)

The Graduate College requires a minimum of a 3.0 cumulative GPA and no more than 6 hours of "C" while in the program, in order to graduate. You should be aware that you may be placed on probation if your grade point average falls below a 3.00, or if you receive a grade lower than a "C" in any course required for the program. If you are on probation, you will be assigned limited or no clinical experience.

Teacher-Preparation Requirements

If you plan to teach in the high school setting, you should pursue a bachelor’s degree in Secondary School Teaching. For information about these requirements, see the heading Bachelor's Degree in Teacher Preparation in Secondary Education (within Teaching and Learning) in the Education section of this catalog. You must work with an advisor from the College of Education to fulfill the requirements of this degree.

8d. Attributes to be displayed on the Overview tab in the academic catalog:

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<th>Required</th>
<th>Not Required</th>
<th>Optional</th>
<th>Recommended</th>
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</tbody>
</table>

9. NCATE designation, if applicable:

☐ Initial Plan ☐ Advanced Plan ☐ Remove Designation


See effective dates calendar

Effective Fall 2012
11. Will this proposal impact other plans, sub plans, or course offerings, etc.? 
   Yes ☐  No ☒
   If yes, describe the impact and include a letter of response from each impacted academic unit.

Answer 12-13 for UCC/ECCC only:

12. A major is differentiated from another major by required course commonality: 24 units of the
   required credit hours of a major must be unique, (i.e. not common or not dual use as a required
   element in another major), to that major. Does this plan have 24 units of unique required
   credit?  Yes ☐  No ☐

13. Minor: A planned group of courses from one or more subject matter areas consisting of at least
   18 hours and no more than 24 hours. At least 12 hours of the minor must be unique to that minor
   to differentiate it from other minors.
       Does this minor have 12 units of unique required credit?  Yes ☐  No ☐

Answer 14-15 for UGC only:

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework?  
   Yes ☒  No ☐
   If no, explain why NAU should establish the plan.

15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework?  
   Yes ☐  No ☒
   If no, explain why NAU should establish the plan.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 04/10/2013
Reviewed by Curriculum Process Associate Date

Approvals:  
John Schell 8/20/13

Department Chair/Unit Head (if appropriate) Date
Mary Jane Harmon 8/22/13

Chair of college curriculum committee Date

Effective Fall 2012
Approved as submitted:  Yes ☐  No ☐
Approved as modified:  Yes ☐  No ☐

## EXTENDED CAMPUSES

<table>
<thead>
<tr>
<th>Role</th>
<th>Date</th>
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<tbody>
<tr>
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<tr>
<td>Approvals:</td>
<td></td>
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<tr>
<td>Academic Unit Head</td>
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<tr>
<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
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Approved as submitted:  Yes ☐  No ☐
Approved as modified:  Yes ☐  No ☐

Effective Fall 2012
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<tr>
<th>Taken</th>
<th>Course</th>
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<th>Units</th>
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<td>SUMMER I (3 Units)</td>
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<tr>
<td></td>
<td>AT500</td>
<td>Taping, Bracing, Padding in Athletic Training</td>
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<td></td>
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<td>AT501</td>
<td>Clinical Education I</td>
<td>3</td>
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<td>AT520</td>
<td>Anatomy for Athletic Trainers</td>
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<td>AT530</td>
<td>Modalities</td>
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<td></td>
<td>AT540</td>
<td>Lower Extremity Evaluation</td>
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<td>WINTER I (1 Unit)</td>
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<td>AT525</td>
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<td>AT610</td>
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<td>AT620</td>
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<td>Professional Development</td>
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<td>AT635</td>
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<td>Certification Signatures</td>
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<td></td>
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<tr>
<td></td>
<td>Chair, Advisory Committee</td>
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<td>Department Chair</td>
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<tr>
<td></td>
<td>Director</td>
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April 10, 2013

NAU Curriculum Committee:

Thank you for taking time to review our proposal to transition our current Bachelor of Science in Athletic Training to a Master of Science in Athletic Training degree. Nationally, our profession is making the move from entry-level at the Bachelor’s level to entry-level at the Master’s level. My intuition says this may be mandated as early as this August 2013. Thus, we are creating this new program now so that it will be up and running when it does become mandated. We were expecting ABOR approval at their meeting April 4-5, 2013, but they postponed the New Degree decisions until May 16th. Provost Hueneke anticipates no problems with their approval of our MS-AT proposal.

What you’ll see in these attachments are:
1. a New Degree proposal;
2. 22 New Course proposals; and,
3. a Program Progression plan.

Mr. Scott Galland has lent his expert touches on each document to bring them up to NAU curriculum standards. The syllabi are attached to each New Course proposal. President Haeger has also approved a new tenure-track line to help us deliver this new program with greater research emphasis.

Thank you again for your time and expertise in creating a solid new MS-AT degree!

Sincerely,

Debbie I. Craig, PhD, AT, LAT
Debbie_Craig@nau.edu
523-0704
**Athletic Training New Program Proposal**

**Comparison of current Bachelor’s curriculum with proposed Master’s curriculum**

<table>
<thead>
<tr>
<th>Proposed MS-AT course</th>
<th>Similar BS-AT course</th>
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<tr>
<td>AT 500 Bracing and Padding in Athletic Training (1)</td>
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<td>AT 620 Administration in Athletic Training (3)</td>
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<td>AT 650 Research III (2) – Research Evaluation</td>
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<td>AT 655 Research IV (2) – Research Project</td>
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CURR NORTHERN ARIZONA UNIVERSITY
PROPOSAL TO ESTABLISH A NEW DEGREE

New degree proposals must undergo all internal university review and approval steps including those at the unit, college, and university levels before final submission to the Office of the Provost [Provost@nau.edu] for approval. Prior to implementing a new degree plan, it must be included on the ABOR Academic Strategic Plan which is submitted by the Provost, in the spring semester of each academic year (ref. Faculty Handbook, Section 3.1.5.1). Please work with the Academic Dean and the Graduate Dean (for graduate programs) in this process. A degree may not be implemented until the Provost’s Office notifies the Dean that the program may be offered.

DEGREE PROGRAM INFORMATION

Level of Degree: ☐ Undergraduate X Graduate

Proposed title of New Academic Plan: Master’s Degree in Athletic Training

College/School: CHHS

Academic Unit: Program in Athletic Training (Dept of Physical Therapy & Athletic Training)

Term and year when proposal becomes effective (i.e., Fall 2008): Fall 2014

1. PURPOSE AND NATURE OF THE DEGREE PROGRAM

Brief program description (This is a catalog type description of no more than 250 words. Include the distinctive features of the program that make it unique.

We currently host a very successful bachelor’s degree in Athletic Training. However, our profession is moving toward entry-level at the master’s degree. Rather than wait until that is mandated and reacting, we are proposing the creation of that program now. The new master’s degree in Athletic Training will continue to prepare students to take the national Board of Certification exam for Athletic Training and therefore continue to fill the need in Arizona for Athletic Trainers. Our professional accreditation standards through the Commission for Accreditation of Athletic Training Education will remain the same, as this master’s degree will be entry-level, like our current bachelor’s degree. We will, however, be able to have a much greater emphasis in research and clinical practice due to greater flexibility in the curriculum. The master’s program will host 30 students per class, with a total of 60 students per year. The second year of the curriculum will be entirely online, allowing the students to be placed at various clinical sites around the state that most closely match their career setting goals. The current bachelor’s degree program will be phased out, with two years of overlap with the first master’s degree class.
2. STUDENT LEARNING OUTCOMES AND ASSESSMENT

A. List the knowledge, competencies, and skills students should have when they graduate from the proposed degree program. Examples of program Learning Outcomes can be found at https://www4.nau.edu/assessment/resources/index.htm

In keeping with the mission of Northern Arizona University, the Athletic Training Education Program, and in accordance with the expectations of the profession of Athletic Training, the goals and objectives of the Athletic Training Education Program are to:

- Provide an enjoyable educational experience that prepares students to be competent and confident athletic training practitioners;
- Prepare students to be successful on the national BOC examination by teaching/learning all competencies and proficiencies (knowledge, skills, standards of the profession) in the NATA Competencies, 5th edition document, which is required for our professional program accreditation;
- Recognize a need in the profession for Certified Athletic Trainers in secondary schools, and produce qualified individuals to serve in that setting;
- Recruit and retain students of minority groups, especially Native Americans in Northern Arizona;
- Develop young professionals that will be leaders in Athletic Training at the state, district, and national levels;
- Mentor students in all aspects of Athletic Training as well as university life;
- Expose the Athletic Training student to other allied healthcare professionals that comprise the "Sports Medicine Team";
- Emphasize professional conduct and ethical standards while working within the scope of practice set forth in our state licensure law;
- Graduate Athletic Training students of recognized excellence; and,
- Establish Northern Arizona University as a leader in graduate Athletic Training Education.

The Student Learning Outcomes, derived from the NATA Competencies 5th ed. (hyperlinked above), are to:

- establish high quality Foundational Behaviors of Professional Practice;
- become competent in Evidence Based Practice skills & clinical implementation;
- implement strategies in injury Prevention and Health Promotion for athletes;
- develop strong Clinical Examination and Diagnosis skills of athletic injuries/illnesses;
- manage the Acute Care of Injuries/Illnesses of athletes;
- design effective and efficient Therapeutic Interventions for injured athletes;
- implement Psychosocial Strategies and Referral to mental health experts as necessary for athletes to restore a high quality of life after injury/illness;
- become proficient in Healthcare Administration in athletic and clinical settings;
pursue **Professional Development and Responsibility** in graduated steps throughout the program and into the future; and,

demonstrate proficiency in all **Clinical Integration Proficiencies** learned throughout the program.

B. **Describe the plan and methods to assess** whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes. The program requires at least one course in each of the defined student learning outcome areas, as delineated here:

*Foundational Behaviors of Professional Practice* – AT 510 – Ethics in AT
*Evidence Based Practice* – AT 555 – Research Design in AT
*Prevention and Health Promotion* – AT 200 – Intro to AT; AT 500 – Bracing and Padding in AT; AT 610 – Nutrition for Athletic Performance
*Clinical Examination and Diagnosis* – AT 540 – Lower Extremity Injury Evaluation; AT 545 – Upper Extremity Evaluation; AT 535 – Pathomechanics of General Medical Conditions and Pharmacology; AT 520 – Cadaveric Anatomy of Athletic Injuries
*Acute Care of Injuries/Illnesses* – AT 200 Intro to AT; AT 229 – Emergency Care in AT; AT 530 – Therapeutic Modalities for Injury Treatment
*Therapeutic Interventions* – AT 530 – Therapeutic Modalities for Injury Treatment; AT 525 – Rehabilitation of Athletic Injuries
*Psychosocial Strategies and Referral* – AT 635 – Psychology of the Injured Athlete
*Healthcare Administration* – AT 620 – Administration in Athletic Training
*Professional Development and Responsibility* – AT 625 – Professional Development
*Clinical Integration Proficiencies* – AT 501, 502, 503, 504, 505 – Clinical Education I through V.

Each student must pass each course with a grade of “C” or better and have a minimum cumulative GPA of 3.00 in order to graduate. In addition, they may not have more than 6 semester hours at the “C” level. Further program assessment will occur when each student takes the national Board of Certification examination at the end of the program. Upon a successful outcome, this will allow them to enter the profession as a “certified athletic trainer”. Our first-time pass rate on this national certification exam each year is required to be posted on our program website and is a clear indicator/assessment of how well we have met the Student Learning Outcomes. Additionally, we require a set group of clinical skills (proficiencies) to be tested out by each student each semester that they are in the program. These skills are assessed by their clinical supervisors during the clinical education piece of the program, and recorded in our program proficiency database. All 75 proficiencies must be tested and passed before they may graduate, as part of our professional accreditation standards.
3. CURRICULUM OF THE PROPOSED PROGRAM
In this section, include general information on credit hours required, emphases, concentrations and/or tracks.
The program will consist of 58 credit hours, taken over a period of 2 years. Students will begin the program in July of the first year and finish 22 months later to graduate in May. This will include one winter session online course and four summer courses. Each student will belong to a cohort of 30 students. The first year will include Flagstaff Mountain campus courses and Flagstaff community clinical education site experiences. The second year will include placement at a clinical site outside of Flagstaff, with all didactic coursework being offered in an online only format. This allows each student to gain direct clinical experience within their preferred clinical setting (collegiate, high school, clinic, professional sports, etc.). There will be no official emphases, concentrations, or tracks.

4. PROGRAM NEED: Explain why the university needs to offer this program (include target audience and market; discuss local, regional and national need for the program as well).
The university currently offers a bachelor’s degree in Athletic Training, which is very successful. However, nationally our profession is moving toward entry-level preparation being at the master’s degree level. This has not yet been mandated, but is clearly and swiftly happening. Thus, we would rather be proactive than reactive and make this transition to the master’s degree now. We will remain an “entry-level” program, and will thus be held to the same professional accreditation standards that we are currently held to with our entry-level bachelor’s degree program. In fact, our accrediting body, the Commission on Accreditation of Athletic Training Education (CAATE), does NOT require an entirely new accreditation process for programs pursuing this transition. Rather, we must simply submit a document outlining the curricular and clinical experience changes we intend to implement.

Our program will continue to meet the need in the state for Certified Athletic Trainers (ATCs), but will offer this at the master’s degree level. Currently there are only two AT programs in the state that prepare students to become ATCs – NAU and Grand Canyon University. With the move to a master’s degree, we will be able to increase our number of students in the program from a current capacity of 45, to 60 with the master’s program. Currently, 72% of the nation’s certified Athletic Trainers have gone on to earn their master’s degree at some point. Thus, this transition to the master’s degree level will improve the employment opportunities for our graduates by making them more competitive in the marketplace. Indeed, common hiring practice for Athletic Trainers sets the minimum level of education necessary to work in the collegiate setting at a master’s degree. Nearly 50% of our students intend to work in this setting upon graduation.

5. IMPACT ON OTHER PROGRAMS. List other academic units that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs). Attach letters of collaboration/support from impacted programs.
There is no foreseeable impact on any other programs at NAU. We will require the same pre-requisite courses for application to the master’s degree that we currently require as part of our bachelor’s degree, with the addition of a statistics course. Thus, the impact on other courses/programs should be minimal.

6. EXISTING PROGRAMS AT OTHER CAMPUSES
   1. For a non-duplicative program, provide a statement to the effect that there are no existing programs at other Arizona public universities that duplicate the proposed program.
   2. Other Institutions – If this program is currently offered at the same academic level by other Arizona public universities that duplicates the proposed program, list all programs and indicate why NAU should establish such a program.

   ABOR has previously (2001) determined that no other public university will offer an Athletic Training Education Program other than NAU. Thus, our program is not and will not be duplicated at the U of A, nor ASU at the bachelor’s or master’s degree level, if ABOR continues with this policy.

7. PROJECTED ENROLLMENT. How many new students do you anticipate enrolling in this program each year for the next five years? Please utilize the following tabular format.

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<thead>
<tr>
<th>5-YEAR PROJECTED ANNUAL ENROLLMENT</th>
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</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; yr.</td>
</tr>
<tr>
<td>No. Student Majors</td>
</tr>
</tbody>
</table>

1. **Competition:** There are currently 25 entry-level professional programs in the nation, with the only 3 in the West being: California Baptist Univ, Montana St Univ, and Weber St in Utah. When our current undergraduate students were asked if they would have attended the master’s degree if we did not have a bachelor’s degree, 24 out of 30 who responded said they would.

2. **Recruiting:** In an effort to attract undergraduate students to NAU prior to applying to our master’s program, we have worked with the dept chair of Health Sciences to determine that a student could pursue the bachelor’s degree Fitness/Wellness program and finish in 3 intense years, to begin our master’s degree Athletic Training program at the beginning of their 4<sup>th</sup> year. This would lend itself to a “3+2” arrangement. Additionally, the content of each degree would be very complementary.

Further, we intend to market our new master’s degree program to current athletes at all three Arizona public 4-year institutions and community colleges, as they would come in having knowledge of various athletic biomechanics, which would be of great benefit.
8. ACCREDITATION OR LICENSING REQUIREMENTS (IF APPLICABLE). Provide the 
names of the external agencies for accreditation, professional licensing, etc. that guide your 
curriculum for this program (if any). Describe requirements for accreditation or licensing. If 
this new degree plans to seek NCATE designation, you must include a letter from the NAU 
NCATE administrator prior to college curricular submission. 
We will continue to be accredited by the Commission on Accreditation of Athletic Training 
Education (CAATE). Their Accreditation Standards and Guidelines are lengthy and 
hyperlinked here.

9. FACULTY and STAFF
a. List the name, rank highest degree, area of specialization/expertise and estimate of the 
level of involvement of all current faculty members who will teach in the program.
   1. Debbie Craig, PhD, AT, LAT; Associate Professor; Program Director of Athletic Training 
      Education. 100% dedicated to program.
   2. Glenn Edgerton, MS, AT, LAT (ABD); Assistant Clinical Professor; Clinical Coordinator 
      of Athletic Training Education; He is ABD for his EdD and should be defending his 
      dissertation December of 2012. 100% dedicated to program.
   3. Scot Raab, PhD, AT, LAT; Assistant Professor of Athletic Training Education. 100% 
      dedicated to program.

b. Administration of the program. Explain how the program will be administered for the 
purposes of admissions, advising, course offerings, etc. Discuss the available staff 
support.
The program will be administered by the Program Director and the Clinical Coordinator 
in the same way it is currently administered. The Program Director is in charge of all 
things involving accreditation and general oversight of the program. The Clinical 
Coordinator is in charge of all clinical affiliation agreements, clinical supervisor training 
and communication, and student clinical placements. Running the admissions aspect is 
very involved and will become more so with a master’s program due to anticipated 
growth in application numbers. Advising is currently very involved, though we 
anticipate this aspect to be slightly less involved at the master’s degree level. Course 
offerings will be greater and taught at a higher level than they are currently. 
Additionally, we will need to increase research and scholarship with the move to a 
masters program. Thus, the addition of one faculty is warranted, as you’ll see in the 
budget projection appendix. With the additional application process demands and 
teaching demands, and increased number of students, we hope to gain a part-time 
program coordinator position. Currently, our department shares those duties with two 
administrative staff that work with both the Physical Therapy and Athletic Training 
programs. We hope to get a state faculty line granted with consideration of the 
increased enrollment and increased tuition for the graduate degree, and intend to pay 
for the part-time program coordinator out of our proposed program fees.

10. RESOURCES (necessary to launch and sustain the program)
a. Describe any new resources required for this program’s success such as new 
faculty, support staff, new facilities, new library resources, new technology
resources, etc.
1. We will require one new faculty line to effectively offer this program of study at the master’s degree level. Currently there are only three faculty in the program. There will be a much greater emphasis on research, with 4 research classes being required, rather than the current 1. Each student will also be required to complete an Applied Project, which will take the place of the current bachelor’s degree Capstone Project. We anticipate the Applied Project being much more involved from both the student’s side (designing, implementing, collecting data, analyzing, and creating a final product, etc.) and the faculty side in guiding them through that process. Further, we will be doubling the number of students we can admit to the program. Thus, my request is to fund this new faculty line through state funds, as our proposed Program Fee must remain minimal due to lower salaries for Athletic Trainers upon entering the workforce.
2. We will require minimally a part-time program coordinator dedicated to our program. We currently utilize the Physical Therapy administrative assistants and a part-time student worker. The greater number of students and the much more involved admissions / application process will necessitate greater need of clerical support. This position could be funded out of our Program Fee, as delineated in Appendix C.
3. Our current dedicated classroom and lab space should continue to be sufficient for the master’s level program. Thus, no new facilities will be required, though greater lab space would be necessary as we are able to purchase new equipment through grant awards.
4. We currently have a thorough set of resources at the Cline library, which will continue to suffice at the master’s degree level.
5. We would hope to upgrade our current classroom’s level of technology to include a Smartboard or the equivalent. Additionally, we will need start up funds for the new faculty line person and the new program coordinator. These items will be one-time expenditures and are delineated in Appendix C.

b. **Explain where you will get the resources to support this program.**

Due to doubling the size of each incoming class and the higher tuition revenue from graduate tuition rates, moving to a master’s degree would create greater revenue for the institution. With that in mind, we request a greater state budget to fund one new faculty line. Additionally, we will charge a Program Fee. Since the profession of Athletic Training does not offer high salaries upon graduation compared to other allied health care professions, we hope to keep this Program Fee at a minimum. I queried other graduate programs in the region and found Program Fees to range from $500-$900 per semester. This Program Fee could support a greater operations budget and the salary of the part-time program coordinator, among other items (classroom supplies, student travel to professional conferences, Clinical Coordinator travel, etc.) This is included in the budget projection sheet, Appendix C.
c. Complete the budget projection sheet (Appendix C) projecting the operating budget for the proposed unit for the next five years (to be included for Provost submission, not required for University Curriculum Committees).
Appendix A

Additional Information for New Graduate Academic Plans Only

1. Admission Requirements The requirements listed below are Graduate College requirements. Please modify and/or expand if the proposed degree has additional admissions requirements.
   A. Degree. Minimum of a bachelor's degree (or equivalent) or a graduate degree from a regionally accredited College or University of recognized standing in a related field such as kinesiology.
      a. Modify or expand, if applicable: Bachelor's degree or within two semesters of obtaining a bachelor's degree.
   B. GPA. Minimum of a 3.00 cumulative GPA (scale is 4.0=A). Modify or expand, if applicable: N/A
   C. English Proficiency Requirement for International Applicants. If applicable list any English proficiency requirements that are higher than and/or in addition to the Graduate College requirement. (See Graduate College website): N/A
   D. Required Admission Examinations.
      a. X GRE  □ GMAT  □ Millers Analogies  □ None Required

2. Application Review Terms. Indicate all terms for which applications for admissions are accepted and the corresponding application deadline dates, if any:
   □ Fall  Deadline (month/year):
   X Spring  Deadline (month/year): February 15, annually
   □ Summer  Deadline (month/year):

3. Academic Plan Requirements. Below provide the curricular requirements for the proposed plan.
   A. Total credit hours (credit hrs) required for the academic plan: 58
      (include supporting letters for courses to be completed in other units) – n/a; similar courses as current bachelor's program.
   B. Core courses. List all required core courses and total credit hours for the core (required courses other than internships, thesis, dissertation, capstone course, etc).

   Total credit hours for required core courses: 42

<table>
<thead>
<tr>
<th>Course prefix &amp; number</th>
<th>Course title</th>
<th>Credit hours</th>
<th>New course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 500</td>
<td>Bracing and Padding in Athletic Training</td>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>AT 510</td>
<td>Ethics in Athletic Training Practice</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>AT 520</td>
<td>Anatomy for Athletic Trainers</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>AT 525</td>
<td>Rehabilitation of Athletic Injuries I</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>AT 526</td>
<td>Rehabilitation of Athletic Injuries II</td>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>AT 530</td>
<td>Therapeutic Modalities</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>AT 535</td>
<td>Pathophysiology of General Medical Conditions and Pharmacology in Athletic Training</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>AT 540</td>
<td>Lower Extremity Injury Evaluation</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>AT 545</td>
<td>Upper Extremity Injury Evaluation</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>AT 550</td>
<td>Research I – Proposal Development</td>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>Course prefix &amp; number</td>
<td>Course title</td>
<td>Credit hours</td>
<td>New course?</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>AT 555</td>
<td>Research II – Research Design</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>AT 610</td>
<td>Nutrition for Athletic Performance</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>AT 620</td>
<td>Administration in Athletic Training</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>AT 625</td>
<td>Professional Development</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>AT 635</td>
<td>Psychology of the Injured Athlete</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>AT 650</td>
<td>Research III – Evaluation of Research</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>AT 655</td>
<td>Research IV – Applied Research Project</td>
<td>2</td>
<td>Yes</td>
</tr>
</tbody>
</table>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

C. Elective Courses

Total credit hours for program electives: 0

Provide a sample list of elective courses:

<table>
<thead>
<tr>
<th>Course prefix &amp; number</th>
<th>Course title</th>
<th>Credit hours</th>
<th>New course?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

D. 400-Level Courses. No more than 6 credit hours of 400-level coursework can be included on graduate student program of study.

1. Are 400-level NAU only courses allowed on student program of study for this degree?
   - Yes
   - No

2. If yes, how many credit hours (maximum 6 units allowed)?

E. Additional Requirements (if applicable). Provide a brief description of any additional requirements (e.g. internships, clinicals, field study, etc.)

These 5 courses are the clinical education component of our program where our students get hands-on clinical experience to practice what they are learning in their courses. This is a requirement of our professional accreditation through CAATE.

Total credit hrs for other required courses (additional requirements): 16

List course information for any additional requirements (e.g. internships, clinicals, field study, etc.):

<table>
<thead>
<tr>
<th>Course prefix &amp; number</th>
<th>Course title</th>
<th>Credit hours</th>
<th>New course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 501</td>
<td>Clinical Education I</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>AT 502</td>
<td>Clinical Education II</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>AT 503</td>
<td>Clinical Education III</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>AT 504</td>
<td>Clinical Education IV</td>
<td>4</td>
<td>Yes</td>
</tr>
<tr>
<td>AT 505</td>
<td>Clinical Education V</td>
<td>4</td>
<td>Yes</td>
</tr>
</tbody>
</table>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

F. Total credit hours required for research (if applicable): 8 (in core courses)

G. Culminating experience for the proposed plan (please check all that apply and provide requested information):
<table>
<thead>
<tr>
<th>Required?</th>
<th>Brief description of the applied project or the capstone course, as applicable.</th>
<th>Course prefix and number</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thesis (master's only)</td>
<td>X Evidence based practice research project that applies to their clinical practice. We will consider this thesis quality, but in an applied setting so that they are creating clinical outcomes in a publishable product.</td>
<td>AT655</td>
</tr>
<tr>
<td></td>
<td>Capstone course (master's only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation (doctoral only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

H. Please specify whether this academic plan includes emphases or concentrations

NO

Note: Emphasis will be coded as sub plans in LOUIE and will appear on the student's transcript. It generally includes at least 12 units unique to the emphasis area. Concentration are generally fewer than 12 units, though it may include on occasion include more than 12 units.

1. Concentration/Emphasis name:

Total credit hours for the courses required for the proposed concentration/emphasis:
List concentration/emphasis courses:

<table>
<thead>
<tr>
<th>Course prefix &amp; number</th>
<th>Course title</th>
<th>Credit hours</th>
<th>New course?</th>
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<td></td>
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<td>Y □ N □</td>
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<td></td>
<td>Y □ N □</td>
</tr>
</tbody>
</table>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

2. Concentration/Emphasis name:
Total credit hours for the courses required for the proposed concentration/emphasis:
List concentration/emphasis courses:

<table>
<thead>
<tr>
<th>Course prefix &amp; number</th>
<th>Course title</th>
<th>Credit hours</th>
<th>New course?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Y □ N □</td>
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<td>Y □ N □</td>
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<td>Y □ N □</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Y □ N □</td>
</tr>
</tbody>
</table>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

You may add additional Concentrations/Emphasis if needed.
I. Master's program additional requirements (check all that apply):
   a. X Written comprehensive exam is required
   b. □ Oral comprehensive exam is required
   c. □ No written comprehensive exam required
   d. X No oral comprehensive exam required
   e. □ Thesis required. If checked, specify number of faculty on thesis committee:

J. Doctoral Program Requirements Only (indicate N/A if not required; see Academic Catalog for requirements)
   b. For Doctoral Degrees, indicate the Master's Degree Credit Allowance: If approved by the student's supervisory committee, specify how many credit hours from a previously awarded master's degree to count towards the degree requirements for this doctoral program?
   c. For PhD/EdD Degrees, written /oral comprehensive exams are required per Graduate College policy. Please include any required timelines for successful passing of the comprehensive exams.
   d. For PhD/EdD Degrees, submission of a written dissertation prospectus and its oral defense are required. Please describe requirements and include any required timelines for successful defense of the prospectus. For clinical doctoral degrees, describe research/final project or equivalent requirements.
   e. Required Number of Dissertation Committee Members:
   f. Foreign Language Exam/Alternative Requirement (PhD Programs only).
      i. Foreign Language Examination(s) required? □Yes □No
         If yes, list all foreign languages required:
      ii. Describe Alternative Requirements (e.g., Research Competency):

4. Course Prefix(es) Provide the following information for the proposed academic plan.
   a. Will a new course prefix(es) be required for this new academic plan?
      Yes □ No X We will continue to use the current "AT" prefix
   b. If yes, specify new prefix (es).

5. New Courses Required for Proposed Academic Plan. Provide course prefix, number, title, and credit hours and description for any new courses required for this degree program (Include timeline for development).

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Brief Description of Course</th>
<th>Timeline for Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT</td>
<td>500</td>
<td>Bracing and Padding in Athletic Training</td>
<td>1</td>
<td>Construction of prophylactic</td>
<td>FY 12-13</td>
</tr>
</tbody>
</table>

R:\UNIV GRAD COMMITTEE\13-14UGCFolders\1_082813\ATMasterNewDegree.doc
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Description</th>
<th>Start Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT</td>
<td>501 Clinical Education I</td>
<td>3</td>
<td>Clinical application of skills</td>
<td>FY 12-13</td>
</tr>
<tr>
<td>AT</td>
<td>502 Clinical Education II</td>
<td>3</td>
<td>Clinical application of skills</td>
<td>FY 12-13</td>
</tr>
<tr>
<td>AT</td>
<td>503 Clinical Education III</td>
<td>2</td>
<td>Clinical application of skills</td>
<td>FY 12-13</td>
</tr>
<tr>
<td>AT</td>
<td>504 Clinical Education IV</td>
<td>4</td>
<td>Clinical application of skills; online</td>
<td>FY 12-13</td>
</tr>
<tr>
<td>AT</td>
<td>505 Clinical Education V</td>
<td>4</td>
<td>Clinical application of skills; online</td>
<td>FY 12-13</td>
</tr>
<tr>
<td>AT</td>
<td>510 Ethics in Athletic Training Practice</td>
<td>2</td>
<td>The study of ethical practice within the profession</td>
<td>FY 12-13</td>
</tr>
<tr>
<td>AT</td>
<td>520 Anatomy for Athletic Trainers</td>
<td>3</td>
<td>Cadaveric anatomy of athletic injuries</td>
<td>FY 12-13</td>
</tr>
<tr>
<td>AT</td>
<td>525 Rehabilitation of Athletic Injuries I</td>
<td>3</td>
<td>Therapeutic exercise for athletic injuries</td>
<td>FY 12-13</td>
</tr>
<tr>
<td>AT</td>
<td>526 Rehabilitation of Athletic Injuries II</td>
<td>1</td>
<td>Application of rehabilitation programs; online</td>
<td>FY 12-13</td>
</tr>
<tr>
<td>AT</td>
<td>530 Therapeutic Modalities</td>
<td>3</td>
<td>Therapeutic modalities for treatment of athletic injuries</td>
<td>FY 12-13</td>
</tr>
<tr>
<td>AT</td>
<td>535 Pathophysiology of Medical Conditions &amp; Pharmacology in Athletic Training</td>
<td>3</td>
<td>The study of diseases, illnesses, and pharmacology in athletics</td>
<td>FY 12-13</td>
</tr>
<tr>
<td>AT</td>
<td>540 Lower Extremity Injury Evaluation</td>
<td>3</td>
<td>The study of lower extremity injuries and how to evaluate them</td>
<td>FY 12-13</td>
</tr>
<tr>
<td>AT</td>
<td>545 Upper Extremity Injury Evaluation</td>
<td>3</td>
<td>The study of upper extremity injuries and how to evaluate them</td>
<td>FY 12-13</td>
</tr>
<tr>
<td>AT</td>
<td>550 Research I</td>
<td>1</td>
<td>Proposal Development; online</td>
<td>FY 12-13</td>
</tr>
<tr>
<td>AT</td>
<td>555 Research II</td>
<td>3</td>
<td>Research Design</td>
<td>FY 12-13</td>
</tr>
<tr>
<td>AT</td>
<td>610 Nutrition for Athletic Performance</td>
<td>3</td>
<td>The study of how nutrition affects performance;</td>
<td>FY 12-13</td>
</tr>
<tr>
<td>AT</td>
<td>620</td>
<td>Administration in Athletic Training</td>
<td>3</td>
<td>Working with the administrative aspects of running an athletic training room; online</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-------------------------------------</td>
<td>---</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>AT</td>
<td>625</td>
<td>Professional Development</td>
<td>3</td>
<td>Developing a sustainable, rewarding career in athletic training; online</td>
</tr>
<tr>
<td>AT</td>
<td>635</td>
<td>Psychology of the Injured Athlete</td>
<td>3</td>
<td>How to improve the mental health of injured athletes; online</td>
</tr>
<tr>
<td>AT</td>
<td>650</td>
<td>Research III</td>
<td>2</td>
<td>Research Evaluation; online</td>
</tr>
<tr>
<td>AT</td>
<td>655</td>
<td>Research IV</td>
<td>2</td>
<td>Research project completion; online</td>
</tr>
</tbody>
</table>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")
APPENDIX B

NEW PROGRAM PLAN* INFORMATION FOR UNIVERSITY CURRICULUM COMMITTEE
(UCC/UGC/YCC)

1. Contact and Support Information:
   i. Program Office Location (Building & Room): Health Professions rm 121
   ii. Program Telephone Number: 3x0704
   iii. Program email address: Debbie.Craig@nau.edu
   iv. Program website address: nau.edu/athletictraining/
   v. Program Director/Chair (Name): Debbie I. Craig
   vi. Program Graduate Coordinator (Name): Glenn Edgerton
   vii. Program Support Staff (Name): Alicia Beekman

2. New Catalog Text: (Include all catalog text that pertains to the new plan, including name of the academic plan; brief purpose and overview of the program including intended audience and unique admission requirements; course requirements for plans, and emphases/concentrations; other requirements (e.g., thesis/dissertation, internships, etc. This text will appear in the on-line academic catalog)

The M.S. in Athletic Training is an entry-level professional program that prepares you to take the National Athletic Trainers’ Association Board of Certification exam. Certified athletic trainers are medical experts in preventing, recognizing, managing, and rehabilitating injuries that result from physical activity. Athletic training is recognized by the American Medical Association as an allied health-care profession.

Northern Arizona University's Athletic Training Education Program is nationally accredited by the Commission on Accreditation of Athletic Training Education.

To earn this degree, you must complete 58 units of course work, as follows:

- 42 units of core requirements, including 8 units of research coursework
- 16 units of clinical education requirements

Program of Study:

Summer 1 Semester (3 credits): (July-Aug)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 500</td>
<td>Bracing and Padding in Athletic Training (1)</td>
</tr>
<tr>
<td>AT 510</td>
<td>Ethics in Athletic Training (2)</td>
</tr>
</tbody>
</table>

Fall 1 Semester (12 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 501</td>
<td>Clinical Education I (3)</td>
</tr>
<tr>
<td>AT 520</td>
<td>Anatomy of Athletic Injuries (3)</td>
</tr>
<tr>
<td>AT 530</td>
<td>Therapeutic Modalities (3)</td>
</tr>
<tr>
<td>AT 540</td>
<td>Lower Extremity Evaluation (3)</td>
</tr>
</tbody>
</table>

Winter Session (1 credit):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 550</td>
<td>Research I (1) – Proposal Development (online)</td>
</tr>
</tbody>
</table>
Spring 1 Semester (15 credits):
AT 502  Clinical Education II (3)
AT 525  Therapeutic Rehabilitation I (3)
AT 535  Pathophys/General Medical Conditions/Pharmacology (3)
AT 545  Upper Extremity Evaluation (3)
AT 555  Research II (3) – Research Design

Summer 2 Semester (3 credits): (May, 3 week session)
AT 503  Clinical Education III (2) – ortho/rehab/gen med rotations
AT 526  Therapeutic Rehabilitation II (1) - practical application of rehabilitation tech.

Fall 2 Semester (12 credits):
AT 504  Clinical Education IV (4) online
AT 610  Nutrition for Athletic Performance (3) online
AT 620  Administration in Athletic Training (3) online
AT 650  Research III (2) – Research Evaluation; online

Spring 2 Semester (12 credits):
AT 505  Clinical Education V (4) online
AT 625  Professional Development (3) online
AT 635  Psychology of the Injured Athlete (3) online
AT 655  Research IV (2) – Research Project completion; online

Admission Requirements

Admission to Northern Arizona University's athletic training education program is highly competitive. We base admission decisions on:

- the coursework you’ve completed (see pre-requisite courses below)
- your undergraduate grade point average (3.00 minimum)
- your GRE score (in order to be competitive, we recommend scores of at least: verbal 140; quantitative 139; writing 3.5)
- your experience in athletic training (You need at least 100 observation hours OR one year under a certified athletic trainer in an active athletic training room.)
- your letter of application
- 2 letters of recommendation from certified athletic trainers
- an interview
- a practical examination

Pre-requisite courses that must be completed with a grade of “C” or better, or in progress at the time of application to the program are:

Introduction to Athletic Training Course (AT 200)
Emergency Care Course (AT 229)
Human Anatomy and Physiology I, II (BIO 201, 202, and associated labs)
Introduction to Physics (PHY 111 and lab)
Introduction to Psychology (PSY 101)
Applied Statistics (STA 270)
Human Nutrition (NTS 165 or higher)
Exercise Physiology (BIO 338 and lab)
Kinesiology (BIO 334)

Upon admission, we require that you have a physical exam by a physician of your choice; show proof of immunization for hepatitis B, measles, mumps, rubella, tetanus, and diphtheria; and attest that you meet the technical standards established by our program and by Northern Arizona University’s Disability Support Services.

Please see the athletic training education offices in Northern Arizona University’s College of Health and Human Services for an application, or visit our website at www.nau.edu/athletictraining/.

**Probationary Admission Policy**

After you are invited to join our program, you must continue to maintain at least a 3.00 grade point average. If your GPA drops below the required 3.00 during the spring term before beginning the program in the summer, you then begin the program on clinical probation. This limits the hours of experience you are allowed in your clinical setting.

**Major Requirements**

You must complete the following 58 units with a grade of "C" or better:

- AT 500, 510, 520, 525, 526, 530, 535, 540, 545, 550, 555, 610, 620, 625, 635, 650 (40 units)
- AT 501, 502, 503, 504, and 505 – which complete our clinical education component (16 units)
- AT 655 – Applied Research Project (2 units)

The Graduate College requires a *minimum of a 3.0 cumulative GPA and no more than 6 hours of "C" while in the program*, in order to graduate. You should be aware that you may be placed on probation if your grade point average falls below a 3.00, or if you receive a grade lower than a "C" in any course required for the program. If you are on probation, you will be assigned limited or no clinical experience.

**Teacher-Preparation Requirements**

If you plan to teach in the high school setting, you should pursue a bachelor’s degree in Secondary School Teaching. For information about these requirements, see the heading Bachelor’s Degree in Teacher Preparation in Secondary Education (within Teaching and Learning) in the Education section of this catalog. You must work with an advisor from the College of Education to fulfill the requirements of this degree.
3. **Keywords** (List all keywords that could be used to search for this program. Keywords should be specific to the proposed program.)
   Athletic training; entry-level master’s degree; sports medicine

4. **At the unit level, who may be contacted regarding details of this proposal?** Debbie Craig. 3x0704, Debbie.Craig@nau.edu

   * UCC/YCC plan or sub plan proposals must include an 8-term plan and UGC plan must include a program of study.

Reviewed by:

Curriculum Process Associate

<table>
<thead>
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<td>8-21-13</td>
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<tr>
<td>Mary Alice Harman</td>
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<td>Dean of College</td>
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For Committee use only:

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UCC/UGC/YCC Approval Date
Appendix C

NEW DEGREE BUDGET PROJECTIONS

The table provided below should be used for budget projections for proposed new programs.

Instructions

1. Please submit an original copy of the budget.
2. Project the new program budget by indicating the initial base budget in Column I and the incremental changes in each expenditure area for each of the following two years (columns 2-3). Each column should include only new costs for each year.
3. Do not include projections for inflationary or routine salary pay changes.
4. In the "total" columns, list separately the reallocated state appropriated funds from the new state-appropriated funds. All reallocated funds are assumed to be permanent reallocation unless otherwise indicated.
5. For local funds, attach a separate list showing the major sources of local funds and a brief explanation of each source.
Appendix C

OFFICE OF THE PROVOST - NORTHERN ARIZONA UNIVERSITY
NEW DEGREE BUDGET PROJECTIONS
(Required for final submission to the Provost; Not required for University Curriculum Committee)

Athletic Training Master's Program
Name of New Academic Plan

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<th>EXPENDITURE ITEMS</th>
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R:\UNIV GRAD COMMITTEE\13-14UGCFolders\1_082813\ATMasterNewDegree.doc
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DIFF, NEED vs AVAIL

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*Attach a separate list of major sources of local funds with a brief explanation of each source.

1. Local Funds in bottom box would come from a Program Fee of $500 per student per semester. Initial cohort would be 30 students, through fall and spring semesters. Total of $30,000 in program fees for first year. Total of $60,000 in program fees for each year after that, with 60 students in the program each year – without considering attrition. The program fee monies would be used to fund the part-time program coordinator, to send students and faculty to professional conferences, for classroom supplies to run each class, and to pay for guest speakers and semester instructors. It is important to note that we will only be allowed to utilize 83% of the total program fees collected, as 17% is mandated for scholarships.
Please attach proposed Syllabus in approved university format.

1. Course subject and number: AT 500
2. Units: 1
   See upper and lower division undergraduate course definitions.

3. College: CHHS
4. Academic Unit: Athletic Training

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)
   Upon successful completion of this course, the student will:
   ✴ Apply proper taping, bracing and padding techniques for the prevention of injury (Unit One and Two Practical Evaluations)
   ✴ Identify the required protective equipment for various sports (Unit Three Practical Exam and Final Exam)
   ✴ Properly fit protective equipment (Unit Three Practical Exam)
   ✴ Use advanced problem-solving skills to construct effective custom splints for both upper and lower extremity injuries (Unit Three Practical Exam)
   ✴ Demonstrate the ability to properly pad and protect both upper and lower extremity injuries (Unit One and Two Practical Exam)
   ✴ Use advanced critical thinking and problem-solving skills to apply taping, bracing, and padding techniques in real-world and simulated situations (Practical Exam/Simulated Lab Exercises)

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)
   ABOR has approved the new Master’s Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. There is NOT a BS-AT course equivalent for this course.

   See effective dates calendar.

8. Long course title: Bracing and Padding in Athletic Training
   (max 100 characters including spaces)

9. Short course title: Bracing/Padding in AT
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
    The purpose of this course is to introduce the student to the athletic taping, bracing, and padding techniques used in the profession of athletic training. Student will engage in practical, hands-on activities with a focus on learning, practicing, and mastering taping, bracing, and padding techniques.
11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes X   No □
   If yes, include the appropriate plan proposal. – MS-AT degree

12. Does this course duplicate content of existing courses? Yes □ No X
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why
   NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)? Yes □ No X
   If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade X   Pass/Fail □   Both □

15. Co-convened with: 14a. UGC approval date*: 
   (For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: 
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes □ No X
   16a. If yes, maximum units allowed? 
   16b. If yes, may course be repeated for additional units in the same term? Yes □ No □

18. Prerequisites: Admission to the MS-AT program
   If prerequisites, include the rationale for the prerequisites.
   Only students who have applied, interviewed, and been accepted into the program will be allowed to take this course.

19. Co requisites: 
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes X No □
    If yes, include the units specific to each component in the course description above.
    Debbie Craig, Glenn Edgerton,

21. Names of the current faculty qualified to teach this course: Scot Raab
Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes ☐ No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

Reviewed by Curriculum Process Associate Date

Approvals:

Department Chair/ Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For Committee use only:

UCC/UGC/ECCC Approval Date

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐
22. Is this course being proposed for Liberal Studies designation? Yes ☐   No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes ☐   No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 05/02/2013
Reviewed by Curriculum Process Associate Date

Approvals:

[Signatures and dates]

For Committee use only:

[Signature] 18/23/13

UCC/UGC Approval Date

Approved as submitted: Yes ☐   No ☐

Approved as modified: Yes ☐   No ☐

EXTENDED CAMPUSSES

Reviewed by Curriculum Process Associate Date

Approvals:

[Signatures and dates]

Academic Unit Head Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date
College of Health and Human Services  
Department of Physical Therapy and  
Athletic Training

**AT 500 – BRACING AND TAPING TECHNIQUES IN ATHLETIC TRAINING**  
SUMMER 2014

Glenn Edgerton, EdD, LAT  
Office - CHP 121-A  
928-523-6837  
Glenn.edgerton@nau.edu

**Office Hours:**  
MWF 9:00am – 11:00am  
or by appointment

**Credit Hours:** 2-1

**Course Prerequisites:** Admittance to the program.

**Course Description:**  
The purpose of this course is to review the athletic taping, bracing, and padding techniques used in the profession of athletic training. Students will engage in practical, hands-on activities with a focus on learning, practicing, and mastering taping, bracing, and padding techniques. Further, graduate students will be expected to use critical thinking and problem solving skills to apply the techniques in both real and simulated injury situations.

**Student Learning Outcomes:** (assessment of student learning outcomes)  
_Upon successful completion of this course, the student will:_  
- Apply proper taping, bracing and padding techniques for the prevention of injury (Unit One and Two Practical Evaluations)  
- Identify the required protective equipment for various sports (Unit Three Practical Exam and Final Exam)  
- Properly fit protective equipment (Unit Three Practical Exam)  
- Use advanced problem-solving skills to construct effective custom splints for both upper and lower extremity injuries (Unit Three Practical Exam)  
- Demonstrate the ability to properly pad and protect both upper and lower extremity injuries (Unit One and Two Practical Exam)  
- Use advanced critical thinking and problem-solving skills to apply taping, bracing, and padding techniques in real-world and simulated situations (Practical Exam/Simulated Lab Exercises)

**Course Structure/Approach:**  
The course structure will incorporate instruction in the various taping, bracing, and padding techniques associated with athletic injuries. Students will be taught in a practical, laboratory setting and engage in activities that will require them to perform, practice, and master the skills and techniques affiliated with taping, bracing, and padding techniques.

**Textbooks/Materials (R=required, O=optional):**  
No textbook is required for this class. Students will be provided with a variety of online resources to supplement learning, including the review of four to six EBP articles to inform their practice.
Course Outline:

Unit One - Lower Extremity Taping and Bracing Techniques (3 weeks)
Foot/Ankle/Low Leg: Taping - Ankle, Arch, Achilles, Turf-Toe, Blisters, Ankle Bracing
Knee: McConnell, Patellar Tendinitis, prophylactic knee braces
Hip: Hip Spica (Adductor/Hip Flexor)
Review of EBP article(s) – critical thinking discussion
Practical Examination

Unit Two - Upper Extremity Taping and Bracing Techniques (2 weeks)
Shoulder: Shoulder Spica, AC Pad placement, sling and swathe
Elbow: elbow hyperextension, epicondylitis, elbow prophylactic bracing
Wrist/Hand: wrist taping, wrist/hand taping
Fingers: buddy taping, thumb spica, thumb (saddle joint) support
Review of EBP article(s) – critical thinking discussion
Practical Examination

Unit Three - Custom Padding and Splint Construction/Wound Care Principles (1 week)
Upper Extremity: AC Pad construction, Thumb hyperextension splint
Lower Extremity: night splint construction, hip pointer pad construction, thigh pad construction
Protective Equipment: football helmet fitting, rib protection, football shoulder pad fitting
Wound Care Principles
Review of EBP article(s) – critical thinking discussion
Practical Examination and Written Final Exam

Grading System:
Practical Evaluation Unit One 20%
Practical Evaluation Unit Two 20%
Practical Evaluation Unit Three 20%
Cumulative Final Exam 20%
Participation in EBP Discussions 20%
>90% = A
80-89% = B
70-79% = C
60-69% = D
<60% = F

Course Policies:
Retest/makeup tests - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible. Unexcused absences will result in a 10 point deduction.

Cell Phone/Browsing - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately and a 20 point deduction will be recorded per incident.
**Statement on plagiarism and cheating** - See University policies, at:  
http://home.nau.edu/images/usrimages/awf/9476/ACADEMIC%20DISHONESTY.pdf

**Withdrawal Policy** - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

**University Policies:**
Visit the Universities website regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity, via the Student Handbook Policies at: http://home.nau.edu/studentlife/handbook.asp, or at:  

**Athletic Training Competencies covered in this course:**

**General Prevention Principles**
**PHP-7.** Implement disinfectant procedures to prevent the spread of infectious diseases and to comply with Occupational Safety and Health Administration (OSHA) and other federal regulations.
**PHP-20.** Summarize the basic principles associated with the design, construction, fit, maintenance, and reconditioning of protective equipment, including the rules and regulations established by the associations that govern its use.
**PHP-21.** Summarize the principles and concepts related to the fabrication, modification, and appropriate application or use of orthotics and other dynamic and static splints.
**PHP-22.** Fit standard protective equipment following manufacturers' guidelines.
**PHP-23.** Apply preventive taping and wrapping procedures, splints, braces, and other special protective devices.

**Immediate Emergent Management**
**AC-19.** Explain the proper procedures for managing external hemorrhage (eg, direct pressure, pressure points, tourniquets) and the rationale for use of each.
**AC-20.** Select and use the appropriate procedure for managing external hemorrhage.
**AC-21.** Explain aseptic or sterile techniques, approved sanitation methods, and universal precautions used in the cleaning, closure, and dressing of wounds.
**AC-22.** Select and use appropriate procedures for the cleaning, closure, and dressing of wounds, identifying when referral is necessary.
Proposal for New Course

Please attach proposed Syllabus in approved university format.

1. Course subject and number: AT 501  
2. Units: 3  
   See upper and lower division undergraduate course definitions.

3. College: CHHS  
4. Academic Unit: Athletic Training

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)
   Upon successful completion of this course, the student will:
   - be assessed as proficient in accordance with the ATEP Database and items in Module 1 sections A and B. Students will also complete practical skills listed:
     1. Take a fitness level baseline (i.e. flexibility, strength, endurance, agility, speed, etc.)
     2. Create a fitness program
     3. Create program goals and timelines
     4. Instruct athlete of potential injuries & how to avoid them (i.e. lifting & spotting techn., etc.)
     5. Administration of PPE
     6. Lower extremity taping/padding/fitting of protective equipment
     7. Upper extremity taping/padding/fitting of protective equipment
     8. Head fitting of protective equipment
     9. Cervical spine fitting of protective equipment
    10. Torso taping/padding/fitting of protective equipment
    11. Low back taping/padding/fitting of protective equipment
    12. Demonstrate CPR and First Aid skills in accordance with AHA standards (practical exam)
    13. Demonstrate the ability to direct the stabilization and transport of an injured athlete (practical exam)
    14. Properly manage acute injuries and open wounds (practical exam)
    15. Assess an individual’s body temperature and make proper referrals (practical exam)
    16. Assess an individual’s urine values with a dipstick and make proper referrals (practical exam)
    17. Describe the use of a weight chart and properly assess data to detect possible dehydration
    18. Properly assess and individual’s body composition using skin calipers (practical exam)
    19. Properly assess the flexibility of various body parts (practical exam)
    20. Properly assess the fitness level of an individual (practical exam)

   Additionally, graduate students will complete 4 case studies through the semester, where they use a current patient from their clinical site, perform an EBP search to inform either their clinical diagnosis methods or treatment methods for that injury, and write a brief case study report describing their EBP findings and how it informed their practice.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)
   ABOR has approved the new Master’s Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT.

   See effective dates calendar.
8. Long course title: Clinical Education I
   (max 100 characters including spaces)

9. Short course title: Clinical Education I
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
The purpose of this course is to review and evaluate clinical proficiencies required by the National Athletic Trainers’ Association for certification and our professional accreditation through CAATE.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
    Yes X   No □
    If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?
    Yes □   No X
    If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?
    Yes □   No X
    If yes, include a letter of response from each impacted academic unit.

14. Grading option: 
    Letter grade □    Pass/Fail X   Both □

15. Co-convened with: ____________________________
    14a. UGC approval date*: ____________________________
    (For example: ESE 450 and ESE 550) See co-convening policy.
    *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
    (For example: ES 450 and DIS 450) See cross listing policy.
    Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
    Yes □   No X
    16a. If yes, maximum units allowed? ____________________________
    16b. If yes, may course be repeated for additional units in the same term?
         Yes □   No □

18. Prerequisites: 
    Admission to the MS-AT program
    If prerequisites, include the rationale for the prerequisites.

19. Co requisites: 
    If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?
    Yes □   No X
    If yes, include the units specific to each component in the course description above.
21. Names of the current faculty qualified to teach this course: Debbie Craig, Scot Raab, Glenn Edgerton

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes □ No □
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes □ No □
   If yes, include a Diversity proposal and syllabus with this proposal.

Reviewed by Curriculum Process Associate Date

Approvals:

Department Chair/ Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For Committee use only:

UCC/UGC/ECCC Approval Date

Approved as submitted: Yes □ No □

Approved as modified: Yes □ No □
Only students who have applied, interviewed, and been accepted into the program will be allow to take this course.

19. Co requisites:  
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  
Yes ☐ No ☒  
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: Debbie Craig, Scot Raab, Glenn Edgerton

Answer 22-23 for UCC/ECCC only:

22. Is this course proposed for Liberal Studies designation?  
Yes ☐ No ☒  
If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?  
Yes ☐ No ☒  
If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 05/02/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For Committee use only:

UCC/UCC Approval Date

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐
AT 501 – CLINICAL EDUCATION I
FALL 2014

Scot Raab, PhD, AT, LAT
Office - CHP 121-F
928-523-9059
Scot.raab@nau.edu

Office Hours:
MWF 9:00am – 11:00am
or by appointment

Credit Hours: 3

Course Prerequisites: Admittance to the program.

Course Description:
The purpose of this course is to review and evaluate clinical proficiencies required by the National Athletic Trainers’ Association for certification and our professional accreditation through CAATE. Additionally, graduate students will perform four case studies that utilize EBP searches to inform their practice with current injured patients.

Clinical Proficiency Tracking System: www.nau.edu/stepdatabase

Student Learning Outcomes:
Upon successful completion of this course, the student will: be assessed as proficient in accordance with the ATEP Database and items in Module 1 sections A and B. Students will also complete practical skills listed.

Module 1 – Prevention and Health Promotion
A. Plan, implement, evaluate, and modify a fitness program specific to the physical statues of the patient. This will include instructing the patient in proper performance of the activities and the warning signs and symptoms of potential injury that may be sustained. Effective lines of communication shall be established to elicit and convey information about the patient’s status and the prescribed program. While maintaining patient confidentiality, all aspects of the fitness program shall be documented using standardized record-keeping methods.
   1. Take a fitness level baseline (i.e. flexibility, strength, endurance, agility, speed, etc.)
   2. Create a fitness program
   3. Create program goals and timelines
   4. Instruct athlete of potential injuries & how to avoid them (i.e. lifting & spotting techn., etc.)
   5. Administration of PPE

B. Select, apply, evaluate, and modify appropriate standard protective equipment and other custom devices for the patient in order to prevent and/or minimize the risk of injury to the head, torso, spine and extremities for safe participation in sport and/or physical activity. Effective lines of communication shall be established to elicit and convey information about the patient’s situation and the importance of protective devices to prevent and/or minimize injury.
   1. Lower extremity taping/padding/fitting of protective equipment
   2. Upper extremity taping/padding/fitting of protective equipment
   3. Head fitting of protective equipment
   4. Cervical spine fitting of protective equipment
   5. Torso taping/padding/fitting of protective equipment
   6. Low back taping/padding/fitting of protective equipment
Practical Skills:
1. Demonstrate CPR and First Aid skills in accordance with AHA standards (practical exam)
2. Demonstrate the ability to direct the stabilization and transport of an injured athlete (practical exam)
3. Properly manage acute injuries and open wounds (practical exam)
4. Assess an individual’s body temperature and make proper referrals (practical exam)
5. Assess an individual’s urine values with a dipstick and make proper referrals (practical exam)
6. Describe the use of a weight chart and properly assess data to detect possible dehydration
7. Properly assess and individual’s body composition using skin calipers (practical exam)
8. Properly assess the flexibility of various body parts (practical exam)
9. Properly assess the fitness level of an individual (practical exam)

Course Structure/Approach:
A brief review and overview lecture on a specified topic will be given weekly. Approved Clinical Instructors will be on hand to help students practice clinical skills as well as evaluate and document student proficiency in the application of clinical skills at the students’ assigned clinical site(s). Practical skills will be assessed in class. Additionally, graduate students will complete 4 case studies through the semester, where they use a current patient from their clinical site, perform an EBP search to inform either their clinical diagnosis methods or treatment methods for that injury, and write a brief case study report describing their EBP findings and how it informed their practice.

Textbooks/Materials (R=required, O=optional): Supplemental EBP readings from scholarly journals will be required for graduate students. The purpose of the scholarly journal readings will be to further expand on current knowledge obtained during the undergraduate experience, and to apply that knowledge at their clinical site when working with injured athletes.

Course Outline: TBD with their clinical preceptors.

Assessment of Student Learning Outcomes:
All proficiencies evaluated as proficient.
Case study/EBP reports will be graded on level of clinical integration and critical thinking.

Grading System:
This course will be graded PASS/FAIL. All mandatory assessments must be satisfactorily completed to pass. The first mandatory assessment is to be evaluated as “Proficient” for the skills covered during the semester by your ACI and your ACI must log these into the proficiency website. Failure to have all course proficiencies evaluated as proficient and entered into the ATEP Database will result in course failure. To access the proficiency website follow this link: www.nau.edu/atepdbdatabase, this will take you to the NAU ATEP homepage, log in with your NAU account information. Module 1 sections A and B are the required proficiencies for AT 501. Additionally, students must turn in 3 completed “ACI evaluations/Site Evaluation of AT Student and ACI” sheets.

Reflective journaling will also be incorporated into the semester assignments. Students are to complete one reflective journal per week as presented in BBL. Students must earn a minimum of 30 points on their journals (up to 3 points each, 14 available, if you miss more than 3 journals you fail regardless of total points earned). A journal score of 1 is poor, a score of 2 is adequate, a score of 3 is above average. They will be submitted through BBL. They will be kept confidential and feedback will be given. These entries are meant to be reflective in nature to stimulate critical thinking processes regarding the integration of classroom skills with clinical practice. It is your responsibility to ensure proper submission using electronic means.

<table>
<thead>
<tr>
<th>Item:</th>
<th>Points:</th>
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</thead>
<tbody>
<tr>
<td>Journals (3 pts each) 11 of 14 completions required</td>
<td>30 points minimum required</td>
</tr>
<tr>
<td>Case studies/EBP – 20 pts each (4 papers)</td>
<td>50 points minimum required</td>
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<tr>
<td>ACI Evalsb required</td>
<td></td>
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<tr>
<td>Practical Skills + required</td>
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<td></td>
<td>80 points needed &amp; all mandatory assessments completed.</td>
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</table>

Course Policies:
Retes/makeup tests - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.
Attendance - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible.

Cell Phone/Browsing - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately.

Statement on plagiarism and cheating - See University policies, at: http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20HONESTY.pdf

Withdrawal Policy - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

University Policies:
AT 201 – Clinical Education I
Fall 2013

Glenn Edgerton, MS, LAT
Office - CHP 121-A
928-523-6837
Glenn.edgerton@nau.edu

Credit Hours:
- Credit Hours: 2
- Room: HP 333
- Date: Monday
- Time: 11:30-12:20

Office Hours:
- MW – 9-10am
- TTH: 8:30-9:30am
- Tue – 11am-Noon
- or by appointment

Course Prerequisites
AT milestone

Course Description
The purpose of this course is to review and evaluate clinical proficiencies required by the National Athletic Trainers’ Association for certification.

Clinical Proficiency Tracking System
On the Internet. www.nau.edu/atepdatabase

Student Learning Objectives
Upon successful completion of this course, the student will be assessed as proficient in accordance with the ATEP Database and items in Module 1 (A) and (B). Students will also complete practical skills listed.

Module 1 – Prevention and Health Promotion

A. Plan, implement, evaluate, and modify a fitness program specific to the physical statues of the patient. This will include instructing the patient in proper performance of the activities and the warning signs and symptoms of potential injury that may be sustained. Effective lines of communication shall be established to elicit and convey information about the patient’s status and the prescribed program. While maintaining patient confidentiality, all aspects of the fitness program shall be documented using standardized record-keeping methods.

1. Take a fitness level baseline (i.e. flexibility, strength, endurance, agility, speed, etc.)
2. Create a fitness program
3. Create program goals and timelines
4. Instruct athlete of potential injuries & how to avoid them (i.e. lifting & spotting techn., etc.)
5. Administration of PPE
B. Select, apply, evaluate, and modify appropriate standard protective equipment and other custom devices for the patient in order to prevent and/or minimize the risk of injury to the head, torso, spine and extremities for safe participation in sport and/or physical activity. Effective lines of communication shall be established to elicit and convey information about the patient’s situation and the importance of protective devices to prevent and/or minimize injury.

1. Lower extremity taping/padding/fitting of protective equipment
2. Upper extremity taping/padding/fitting of protective equipment
3. Head fitting of protective equipment
4. Cervical spine fitting of protective equipment
5. Torso taping/padding/fitting of protective equipment
6. Low back taping/padding/fitting of protective equipment

Course Structure/Approach
A brief review and overview lecture on a specified topic will be given weekly. Clinical Preceptors will be on hand to help students practice clinical skills as well as evaluate and document student proficiency in the application of clinical skills at the students assigned clinical site(s). Practical skills will be assessed in class.

Evaluation Methods and Deadlines

Grading System
This course will be graded PASS/ FAIL. All mandatory assignments must be satisfactory completed to pass. Students must also earn 232 (80%) points of 290 possible to pass.

The first mandatory assessment is to be evaluated as “Proficient” for the skills covered during the semester by your CLINICAL PRECEPTOR and your CLINICAL PRECEPTOR must log these into the proficiency website. To access the proficiency website follow this link: www.nau.edu/atpdatabase, this will take you to the NAU ATEP homepage, log in with your NAU account information. Module 1, Prevention and Health Promotion sections (A and B) are the required proficiencies for AT 201. Various proficiencies should be completed in accordance with the tentative schedule and entered by 6pm on the MONDAY they are due.

Additionally, students must turn in 3 completed “CLINICAL PRECEPTOR evaluations of AT Student” sheets. Dates are listed on the schedule below. Evaluations include a pre-semester, mid-semester, and end of semester evaluation. Meet with your clinical preceptor to discuss and complete the evaluations. Evaluation forms will be provided for you at least one week prior to due date.

Reflective journaling will also be incorporated into the semester assignments. Students are to complete one reflective journal per week as outlined in the course schedule. Journal entries are due every Monday by 8am unless otherwise noted. They will be submitted through BBL. They will be kept confidential and feedback will be given. These entries are meant to be reflective in nature to stimulate critical thinking processes regarding the integration of classroom skills with clinical practice (not just what you did). Missing more than THREE journal entries will result in a FAILING grade.

Proficiency Block Deadlines
Block One: September 30: B1, B2, B3
Block Two: October 28: B4, B5, B6
Block Three: November 18: A1, A2, A3
Block Four: December 11: A4, A8 and all other ENP proficiencies

Semester Evaluation Deadlines
9/9 – Pre-Semester Evaluation DUE
10/21 – Mid-Semester Evaluation DUE
12/11 – End of Semester Evaluation DUE

All proficiencies, evaluations, and journal submissions must be completed before Wednesday December 11th, 2013. Failure to do so will result in a FAILING grade.
Grading
Journals – may not miss more than 3  P
CLINICAL PRECEPTOR Evals – all turned in  P
Proficiencies – may not miss more than one deadline  P

Course Policy
Retest/makeup tests
Students will only be evaluated on that week or future weeks’ skill. Each week skills will be reviewed/discussed and the student is expected to have that proficiency evaluated by the following week. All skills check offs will be due on a weekly basis.

Attendance
Class attendance is mandatory. Clinical site attendance is mandatory. Specific schedules are to be arranged by the CLINICAL PRECEPTOR and the student but should not exceed 30 hours per week with a minimum of 10 hours and one day off per week (20 hours max if serving Probation). In the event of an uncontrollable absence the student is required to contact the CLINICAL PRECEPTOR as soon as possible.

Statement on plagiarism and cheating
See University policies.

Withdrawal Policy
The university course drop deadline is September 9, 2013. The university course withdrawal deadline is October 30, 2013. It is the policy of the College of Health and Human Services that petitions to withdraw after November 15, 2013, will not be considered.

Cell Phone/Internet Browsing
All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately and a 20 point deduction will be recorded per incident.

University Policies

Tentative Course Outline

Date:
9/2- NO CLASS; Labor Day
9/3 – Journal ONE DUE – Reflect on your first few weeks on campus/in ATR rooms
9/9 – Journal TWO DUE; CP: B1; PRE-SEMESTER Evaluation DUE
9/16- Journal THREE DUE; CP: B1 and CP: B3
9/23- Journal FOUR DUE; CP B2
9/30- Journal FIVE DUE; CP: B4; First Block of Proficiencies DUE
10/7- Journal SIX DUE; CP: B5 and B6
10/14 – Journal SEVEN DUE; CP: A1
10/21- Journal EIGHT DUE; CP: A2 and A3; MID-SEMESTER EVAL DUE
10/28- Journal NINE DUE; CP: A4; Second Block of Proficiencies DUE
11/4- Journal TEN DUE; CP: A8
11/11 - Journal ELEVEN DUE; NO CLASS (Veteran’s Day)
11/18- Journal TWELVE DUE; Review proficiencies; Third Block of Proficiencies DUE
11/25- Journal THIRTEEN DUE; Proficiency Testing
12/2- Proficiency Testing
12/9- Journal FOURTEEN DUE; NO CLASS
12/11 – ALL proficiency checks-offs must be completed; FINAL EVALS turned in
AT 202 – Clinical Education II
Spring 2013

Scot Raab, PhD, AT, LAT
Office HS 121-F
928-523-9059
Scot.Raab@nau.edu

Credit Hours:
Credit Hours: 2
Room: HP 233/333
Date: Monday
Time: 11:30 am - 12:20 pm

Course Prerequisites
AT Milestone

Course Description
The purpose of this course is to review and evaluate clinical proficiencies required by the National Athletic Trainers’ Association for certification

Clinical Proficiency Tracking System
www.nau.edu/atepdatabase

Student Learning Outcomes
Upon successful completion of this course, the student will be assessed as proficient in accordance with the ATEP Database and items in Module 1 (C), 4 (A & B) and 8 (A & B). Students will also complete practical skills listed.

Module 1 - Risk Management and Injury Prevention
C. Demonstrate the ability to develop, implement, and communicate effective policies and procedures to allow safe and efficient physical activity in a variety of environmental conditions. This will include obtaining, interpreting, and recognizing potentially hazardous environmental conditions and making the appropriate recommendations for the patient and/or activity. Effective lines of communication shall be established with the patient, coaches and/or appropriate officials to elicit and convey information about the potential hazard of the environmental condition and the importance of implementing appropriate strategies to prevent injury.

1. Lightning
2. Heat illnesses
3. Cold illnesses
4. Air quality
5. Altitude sickness
6. Field/playing surface hazards
Module 4 - Acute Care of Injuries and Illnesses
A. Demonstrate the ability to manage acute injuries and illnesses. This will include
surveying the scene, conducting an initial assessment, utilizing universal precautions, activating
the emergency action plan, implementing appropriate emergency techniques and procedures,
conducting a secondary assessment and implementing appropriate first aid techniques and
procedure for non-life-threatening situations. Effective lines of communication should be
established and the results of the assessment, management and treatment should be
documented.

1. Create emergency action plan
2. Manage an emergency situation
3. Wound care
4. Ambulatory aid fitting/instruction

B. Wound management, including using OSHA procedures, cleaning and dressing an
open wound and/or blister

Module 8 - Nutritional Aspects of Injuries and Illnesses
A. Demonstrate the ability to counsel a patient in proper nutrition. This may include
providing basic nutritional information and/or an exercise and nutrition program for weight gain or
weight loss. The student will demonstrate the ability to take measurements and figure
calculations for a weight control plan (e.g., measurement of body composition and BMI,
calculation of energy expenditure, caloric intake, and BMR). Armed with basic nutritional data,
the student will demonstrate the ability to develop and implement a pre-participation meal and an
appropriate exercise and nutritional plan for an active individual. The student will develop an
active listening relationship to effectively communicate with the patient and, as appropriate, refer
the patient to other medical professionals (physician, nutritionist, counselor or psychologist) as
needed.

1. Create a safe and effective weight gain program
2. Create a safe and effective weight loss program
3. Body composition measurements

B. Demonstrate the ability to recognize disordered eating and eating disorders, establish
a professional helping relationship with the patient, interact through support and education, and
encourage vocal discussion and other support through referral to the appropriate medical
professionals.

Practical Skills
A. Measure body comp
B. Demonstrate wound care
C. Assess air quality
D. Walk through an EAP

Course Structure/Approach
A brief review and overview lecture on a specified topic will be given weekly. Approved
Clinical Instructors will be on hand to help students practice clinical skills as well as
evaluate and document student proficiency in the application of clinical skills at the
students assigned clinical site(s). Practical skills will be assessed in class.

Evaluation Methods and Deadlines

Grading System
This course will be graded PASS/ FAIL. There are mandatory assessments and
point graded items. All mandatory assessments must be satisfactory completed
to pass. The first mandatory assessment is to be evaluated as “Proficient” for the
skills covered during the semester by your ACI and your ACI must log these into
the proficiency website. This DEAD line is 5 pm May 1st. Failure to have all
course proficiencies evaluated as proficient and entered into the ATEP Database by this deadline will result in course failure. To access the proficiency website follow this link: www.nau.edu/atepdatabase, this will take you to the NAU ATEP homepage, log in with your NAU account information. Module 1 C, 4 A and B, and 8 A and B, are the required proficiencies for AT 202. Various proficiencies should be completed or preliminary evaluated in accordance with the tentative schedule and entered by 5pm on the day they are due (see tentative schedule). You may be assessed as non-proficient at these due dates but you must show in the database that you and your ACI have covered the topic. Each submission is worth 3 points. You will need to earn 6 points for having proficiencies evaluated on time. **Missing more than one due date for proficiencies will result in course failure (need 6 of possible 9 points).** Additionally, students must turn in 3 completed "ACI evaluations/Site Evaluation of AT Student and ACI" sheets. Mr. Edgerton will provide the forms. Dates are as follows: 1st) 1/23/13 by 5pm, 2nd) 3/13/13 by 5 pm, and 3rd) 5/1/13 by 5pm. Each on time submission is worth 3 points. You need 6 points in this category to receive a pass grade for the course. **Missing more than one due date will result in course failure.** Even if an evaluation is late, it will still need to be submitted prior to 5/1/13 to pass.

Reflective journaling will also be incorporated into the semester assignments. Students are to complete one reflective journal per week as presented in BBL. Basically, a journal is due each Sunday by 5 pm unless otherwise noted in BBL. **If you miss more than 3 out of the 14 possible journals, you will earn a failing grade in the course. They will be submitted through BBL. They will be kept confidential and feedback will be given. These entries are meant to be reflective in nature to stimulate critical thinking processes regarding the integration of classroom skills with clinical practice (not just what you did).** It is your responsibility to ensure proper submission using electronic means.

**Points**

| Journals (3 pts each) 11 of 14 completions required | 33 points required |
| ACI Evals (3 pts each) 3 total | 6 points required |
| Practical Skills | + 4 points |

43 points needed & all mandatory assessments completed.

**Course Policy**

**Retest/makeup tests**

Each week skills should be reviewed/discussed between the student and ACI. All skills check offs will be due according to the tentative course schedule. Skills evaluated as not proficient may be re-evaluated by the assigned Approved Clinical Instructor.

**Attendance**

Class attendance is mandatory. Clinical site attendance is mandatory. Specific schedules are to be arranged by the ACI and the student but should not exceed 30 hours per week (20 hours if serving Probation). In the event of an uncontrollable absence the student is required to contact the ACI as soon as possible.

**Statement on plagiarism and cheating**
See University policy at:
http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf

Withdrawal Policy
The university drop deadline is January 24th, 2013. The university course withdrawal deadline is March 15th, 2013. It is the policy of the Department of Physical Therapy and Athletic Training that petitions to withdraw after March 15th, 2013 will not be allowed.

Cell Phone/Internet Browsing
All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately and a 3 point deduction will be recorded per incident.

University Policies
Visit the University’s website regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity. :
http://home.nau.edu/studentlife/handbook.asp
1. Course subject and number:  AT 502  
2. Units:  3  

See upper and lower division undergraduate course definitions.

3. College:  CHHS  
4. Academic Unit:  Athletic Training  

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon successful completion of this course, the student will:

be assessed as proficient in accordance with the ATEP Database and items in Module 1 (C), 4 (A & B) and 8 (A & B). Students will also complete practical skills listed:

1-C. Demonstrate the ability to develop, implement, and communicate effective policies and procedures to allow safe and efficient physical activity in a variety of environmental conditions, including:

1. Lightning  
2. Heat illnesses  
3. Cold illnesses  
4. Air quality  
5. Altitude sickness  
6. Field/playing surface hazards

4-A. Demonstrate the ability to manage acute injuries and illnesses. This will include:

1. Create emergency action plan  
2. Manage an emergency situation  
3. Wound care  
4. Ambulatory aid fitting/instruction

4-B. Wound management, including using OSHA procedures, cleaning and dressing an open wound and/or blister

8-A. Demonstrate the ability to counsel a patient in proper nutrition. This may include:

1. Create a safe and effective weight gain program  
2. Create a safe and effective weight loss program  
3. Body composition measurements

8-B. Demonstrate the ability to recognize disordered eating and eating disorders, establish a professional helping relationship with the patient, interact through support and education, and encourage vocal discussion and other support through referral to the appropriate medical professionals.

Practical Skills

A. Measure body comp  
B. Demonstrate wound care  
C. Assess air quality  
D. Walk through an EAP

Additionally, graduate students will complete 4 case studies through the semester, where they use a current patient from their clinical site, perform an EBP search to inform either their clinical diagnosis methods or treatment methods for that injury, and write a brief case study report describing their EBP findings and how it informed their practice.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).
ABOR has approved the new Master’s Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT.

See effective dates calendar.

8. Long course title:  Clinical Education II
(max 100 characters including spaces)

9. Short course title:  Clinical Education II
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
The purpose of this course is to review and evaluate clinical proficiencies required by the National Athletic Trainers’ Association for certification and our professional accreditation through CAATE.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?  Yes X  No ☐
   If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?  Yes ☐  No X
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?  Yes ☐  No X
   If yes, include a letter of response from each impacted academic unit.

14. Grading option:  Letter grade ☐  Pass/Fail X  Both ☐

15. Co-convened with:  14a. UGC approval date*:  
(For example: ESE 450 and ESE 550)  See co-convening policy.
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
   (For example: ES 450 and DIS 450)  See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?  Yes ☐  No X
   16a. If yes, maximum units allowed?  
   16b. If yes, may course be repeated for additional units in the same term?  Yes ☐  No ☐

18. Prerequisites:  Admission to MS-AT program
   If prerequisites, include the rationale for the prerequisites.
19. Co requisites: 
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? 
   Yes ☐ No ☒ 
   If yes, include the units specific to each component in the course description above. 
   Debbie Craig, Scot Raab, Glenn Edgerton

21. Names of the current faculty qualified to teach this course:

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? 
   Yes ☐ No ☐ 
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? 
   Yes ☐ No ☐ 
   If yes, include a Diversity proposal and syllabus with this proposal.

Reviewed by Curriculum Process Associate 
Date

Approvals:

Department Chair/ Unit Head (if appropriate)  
Date

Chair of college curriculum committee  
Date

Dean of college  
Date

For Committee use only:

UCC/UGC/ECCC Approval  
Date

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐
16. Cross-listed with: ____________________________
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes ☐ No ☐
   16a. If yes, maximum units allowed? ________________
   16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☐

18. Prerequisites: Admission to MS-AT program
   If prerequisites, include the rationale for the prerequisites.
   Only students who have applied, interviewed, and been accepted into the program will be
   allow to take this course.

19. Co requisites: ________________________________
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes ☐ No ☐
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: Debbie Craig, Scot Raab, Glenn Edgerton

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes ☐ No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 05/02/2013
Reviewed by Curriculum Process Associate Date

Approvals:

[Signature] 8-21-13
Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee 8-22-13
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<tr>
<td>Dean of college</td>
<td>8/2013</td>
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<td>10/23/13</td>
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<tr>
<td>UCC/UGC Approval</td>
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<tr>
<td>Approved as submitted: Yes ☐ No ☐</td>
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<td>Approved as modified: Yes ☐ No ☐</td>
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**EXTENDED CAMPUSES**

<table>
<thead>
<tr>
<th>Reviewed by Curriculum Process Associate</th>
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<tbody>
<tr>
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<td>Academic Unit Head</td>
<td>Date</td>
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<tr>
<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td>Date</td>
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<tr>
<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td>Date</td>
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<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
<td>Date</td>
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Approved as submitted: Yes ☐ No ☐
Approved as modified: Yes ☐ No ☐
College of Health and Human Services
Department of Physical Therapy and
Athletic Training

AT 502 – CLINICAL EDUCATION II
SPRING 2015

Scot Raab, PhD, AT, LAT
Office - CHP 121-F
928-523-9059
Scot.raab@nau.edu

Office Hours:
MWF 9:00am – 11:00am
or by appointment

Credit Hours: 3

Course Prerequisites: Admittance to the program.

Course Description:
The purpose of this course is to review and evaluate clinical proficiencies required by the National Athletic Trainers’ Association for certification and our professional accrediting body, CAATE. Additionally, graduate students will perform four case studies that utilize EBP searches to inform their practice with current injured patients.

Clinical Proficiency Tracking System: www.nau.edu/atepdbase

Student Learning Outcomes:
Upon successful completion of this course, the student will: be assessed as proficient in accordance with the ATEP Database and items in Module 1 (C), 4 (A & B) and 8 (A & B). Students will also complete practical skills listed.

Module 1 - Risk Management and Injury Prevention
C. Demonstrate the ability to develop, implement, and communicate effective policies and procedures to allow safe and efficient physical activity in a variety of environmental conditions. This will include obtaining, interpreting, and recognizing potentially hazardous environmental conditions and making the appropriate recommendations for the patient and/or activity. Effective lines of communication shall be established with the patient, coaches and/or appropriate officials to elicit and convey information about the potential hazard of the environmental condition and the importance of implementing appropriate strategies to prevent injury.

1. Lightning
2. Heat illnesses
3. Cold illnesses
4. Air quality
5. Altitude sickness
6. Field/playing surface hazards

Module 4 - Acute Care of Injuries and Illnesses
A. Demonstrate the ability to manage acute injuries and illnesses. This will include surveying the scene, conducting an initial assessment, utilizing universal precautions, activating the emergency action plan, implementing appropriate emergency techniques and procedures, conducting a secondary assessment and implementing appropriate
first aid techniques and procedure for non-life-threatening situations. Effective lines of communication should be established and the results of the assessment, management and treatment should be documented.

1. Create emergency action plan
   2. Manage an emergency situation
   3. Wound care
   4. Ambulatory aid fitting/instruction

B. Wound management, including using OSHA procedures, cleaning and dressing an open wound and/or blister

Module 8 - Nutritional Aspects of Injuries and Illnesses
A. Demonstrate the ability to counsel a patient in proper nutrition. This may include providing basic nutritional information and/or an exercise and nutrition program for weight gain or weight loss. The student will demonstrate the ability to take measurements and figure calculations for a weight control plan (e.g., measurement of body composition and BMI, calculation of energy expenditure, caloric intake, and BMR). Armed with basic nutritional data, the student will demonstrate the ability to develop and implement a pre-participation meal and an appropriate exercise and nutritional plan for an active individual. The student will develop an active listening relationship to effectively communicate with the patient and, as appropriate, refer the patient to other medical professionals (physician, nutritionist, counselor or psychologist) as needed.

   1. Create a safe and effective weight gain program
   2. Create a safe and effective weight loss program
   3. Body composition measurements

B. Demonstrate the ability to recognize disordered eating and eating disorders, establish a professional helping relationship with the patient, interact through support and education, and encourage vocal discussion and other support through referral to the appropriate medical professionals.

Practical Skills
A. Measure body comp
B. Demonstrate wound care
C. Assess air quality
D. Walk through an EAP

Course Structure/Approach:
A brief review and overview lecture on a specified topic will be given weekly. Approved Clinical Instructors will be on hand to help students practice clinical skills as well as evaluate and document student proficiency in the application of clinical skills at the student’s assigned clinical site(s). Practical skills will be assessed in class. Additionally, graduate students will complete 4 case studies through the semester, where they use a current patient from their clinical site, perform an EBP search to inform either their clinical diagnosis methods or treatment methods for that injury, and write a brief case study report describing their EBP findings and how it informed their practice.

Textbooks/Materials (R=required, O=optional): Supplemental EBP readings from scholarly journals will be required for graduate students. The purpose of the scholarly journal readings will be to further expand on current knowledge obtained during the undergraduate experience, and to apply that knowledge at their clinical site when working with injured athletes.

Course Outline: TBD with their clinical preceptors.

Assessment of Student Learning Outcomes:
All proficiencies evaluate as proficient.
Case study/EBP reports will be graded on level of clinical integration and critical thinking.
Grading System:
This course will be graded PASS/FAIL. All mandatory assessments must be satisfactory completed to pass. The first mandatory assessment is to be evaluated as “Proficient” for the skills covered during the semester by your ACI and your ACI must log these into the proficiency website. Failure to have all course proficiencies evaluated as proficient and entered into the ATEP Database will result in course failure. To access the proficiency website follow this link: www.nau.edu/atepdbase, this will take you to the NAU ATEP homepage, log in with your NAU account information. Module 1 (C), 4 (A & B) and 8 (A & B) are the required proficiencies for AT 502. Additionally, students must turn in 3 completed “ACI evaluations/Site Evaluation of AT Student and ACI” sheets.

Reflective journaling will also be incorporated into the semester assignments. Students are to complete one reflective journal per week as presented in BBL. **Students must earn a minimum of 30 points on their journals (up to 3 points each, 14 available, if you miss more than 3 journals you fail regardless of total points earned).** A journal score of 1 is poor, a score of 2 is adequate, a score of 3 is above average. They will be submitted through BBL. They will be kept confidential and feedback will be given. **These entries are meant to be reflective in nature to stimulate critical thinking processes regarding the integration of classroom skills with clinical practice.** It is your responsibility to ensure proper submission using electronic means.

<table>
<thead>
<tr>
<th>Item:</th>
<th>Points:</th>
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<tbody>
<tr>
<td>Journals (3 pts each) 11 of 14 completions required</td>
<td>30 points minimum required</td>
</tr>
<tr>
<td>Case studies/EBP – 20 pts each (4 papers)</td>
<td>50 points minimum required</td>
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<tr>
<td>ACI Evals</td>
<td>required</td>
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<tr>
<td><strong>Practical Skills</strong></td>
<td>+ required</td>
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<td></td>
<td>80 points needed &amp; all</td>
</tr>
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<td></td>
<td>mandatory assessments completed.</td>
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Course Policies:
Retest/makeup tests - Arrangements must be made with instructor **prior** to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible.

Cell Phone/Browsing - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately.

Statement on plagiarism and cheating - See University policies, at: 
http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf

Withdrawal Policy - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

University Policies:
AT 301 – Clinical Education I  
Fall 2013

Scot Raab, PhD, ATC, LAT  
Office - CHP 121-F 
928-523-9059 
Scot.raab@nau.edu

Credit Hours:  
Credit Hours: 2  
Room: HP 333  
Date: Tuesday  
Time: 11:30-12:20

Office Hours:  
M-F 8:30-12 (not in class) 
or by appointment

Course Prerequisites  
AT milestone

Course Description  
The purpose of this course is to review and evaluate clinical proficiencies required by the National Athletic Trainers’ Association for certification

Clinical Proficiency Tracking System  
On the Internet. www.nau.edu/atetrackdatabase

Student Learning Objectives  
Upon successful completion of this course, the student will be assessed as proficient in accordance with the ATEP Database and items in Module 2 (A: 11, 13, 15, & 16) and Module 5 (A: 1-9). Students will also complete practical skills listed.

Module 2 - Orthopedic Injury Examination and Diagnosis  
Demonstrate a musculoskeletal assessment of the lower extremity and lumbar spine, 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.

1. Lumbar spine injury/risk factors (CP 11)  
2. Pelvis & SI joint injury/risk factors (CP 11)  
3. Hip injury/risk factors (CP 13)  
4. Thigh injury/risk factors (CP 13)  
5. Knee area injury/risk factors (CP 15)  
6. Lower Leg injury/risk factors (CP 16)  
7. Ankle injury/risk factors (CP 16)  
8. Foot & Toes injury/risk factors (CP 16)
Module 5 - Therapeutic Modality Intervention

Synthesize information obtained in a patient interview and physical examination to determine the indications, contraindications and precautions for the selection, patient set-up, and evidence-based application of therapeutic modalities for acute and chronic injuries. The student will formulate a progressive treatment and rehabilitation plan and appropriately apply the modalities. Effective lines of communication should be established to elicit and convey information about the patient's status and the prescribed modality(s). While maintaining patient confidentiality, all aspects of the treatment plan should be documented using standardized record-keeping methods.

1. Cryotherapy
2. Thermotherapy
3. Therapeutic ultrasound
4. Electrical stimulation
5. Infrared
6. Mechanical devices
7. Massage
8. Other manual therapy techniques
9. Adjust modality applications through initial treatment, rehabilitation, & return to play

Practical Skills:

1. Synthesize information obtained in a patient interview and physical examination to determine the indications, contraindications and precautions for the selection, patient set-up, and evidence-based application of therapeutic modalities for acute and chronic injuries. The student will formulate a progressive treatment and rehabilitation plan and appropriately apply the (practical exam)
2. Demonstrate a musculoskeletal assessment of the lower extremity and lumbar spine, for the purpose of identifying (a) common acquired or congenital risk factors that would predispose the patient to injury and (b) a musculoskeletal (practical exam)

Course Structure/Approach

A brief review and overview lecture on a specified topic will be given weekly. Preceptors will be on hand to help students practice clinical skills as well as evaluate and document student proficiency in the application of clinical skills at the students assigned clinical site(s). Practical skills will be assessed in class.

Evaluation Methods and Deadlines

Grading System

This course will be graded PASS/FAIL. There are mandatory assessments with deadlines throughout the semester that must be satisfactorily completed to pass. The first mandatory assessment is to be evaluated as “Proficient” for the skills covered during the semester by your Preceptor and your Preceptor must log these into the proficiency website. To access the proficiency website follow this link: [www.nau.edu/atepdatabase](http://www.nau.edu/atepdatabase), this will take you to the NAU ATEP homepage, log in with your NAU account information. Module 2 Orthopedic Injury Examination and Diagnosis Items 1-8 and Module 5 Therapeutic Modality Intervention items 1-9 are the required proficiencies for AT 301. This DEAD line is December 11th at 5 pm. Failure to have all course proficiencies evaluated as proficient and entered into the ATEP Database by this deadline will result in course failure.

Various proficiencies (all proficiencies listed above divided into three groups to prevent cramming and to allow your preceptor time to plan and teach the skills) should be completed or preliminary evaluated in accordance with the tentative schedule and entered by 5pm on the day they are due (see tentative schedule). You may be assessed as non-proficient at these due dates but you must show in the database that you and your preceptor have covered the topic. Missing more than one due date for proficiencies will result in course failure.

Additionally, students must turn in 3 completed “Preceptor evaluations of AT Student/Site Evaluation” sheets. Dr. Edgerton will provide the forms. Dates and times are listed on the tentative schedule.

Reflective journaling will also be incorporated into the semester assignments. Students are to complete one reflective journal per week. Journal entries are due every Sunday by 5 pm unless otherwise noted. They will be
submitted through BBL. They will be kept confidential and feedback will be given. These entries are meant to be reflective in nature to stimulate critical thinking processes regarding the integration of classroom skills with clinical practice (not just what you did). If you repeatedly fail to be reflective, subsequent non-reflective journals will not be accepted and recorded as a non-submission. You are allowed to miss (non-submit) 3 journals a semester, missing the 4th will result in a course failure.

All proficiencies, evaluations, and journal submissions must be completed before December 13th, 2013 at 5pm. Failure to do so will result in a FAILING grade for the course.

Course Policy

Retest/makeup tests

Students will complete assignments according to the tentative schedule. Students should plan early and extensions will only be granted after a meeting with the faculty member and a discussion with the ATEP Program Director and the Students Preceptor and mutual agreement that an extension is warranted and the situation calls for it.

Attendance

Class attendance is mandatory. Clinical site attendance is mandatory. Specific schedules are to be arranged by the preceptor and the student but should not exceed 30 hours per week with a minimum of 10 hours and one day off per week (20 hours max if serving Probation). In the event of an uncontrollable absence, the student is required to contact the preceptor, clinical coordinator, and faculty member as soon as possible.

Statement on plagiarism and cheating

See University policies.

Withdrawal Policy

The university course drop deadline is September 9, 2013. The university course withdrawal deadline is October 30, 2013. It is the policy of the College of Health and Human Services that petitions to withdraw after November 15, 2013, will not be considered.

Cell Phone/Internet Browsing

All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed from class immediately, repeated offenses will result in a meeting with the faculty member and program director.

University Policies

Northern Arizona University

College of Health and Human Services
Department of Physical Therapy and
Athletic Training

AT 302 – Clinical Education IV
Spring 2013

Glenn Edgerton, MS, AT, LAT
Office - CHP 121-A
928-523-6837
Glenn.edgerton@nau.edu

Office Hours:
M - 11:30 - 12:30pm
TTH – 11am-12pm
W - 12:30-2:30pm
or by appointment

Course Info
Credit Hours: 2
Room: CHP 233/333
Day: Wednesday
Time: 11:30 -12:20 pm

Course Prerequisites
AT Milestone

Course Description
The purpose of this course is to review and evaluate clinical proficiencies required by the National Athletic Trainers’ Association for certification.

Student Learning Outcomes (evaluated via atep proficiency database)
Upon successful completion of this course, the student will demonstrate proficiency on:
➢ Musculoskeletal assessment of:
  + Shoulder girdle injury/risk factors
  + Upper arm injury/risk factors
  + Elbow injury/risk factors
  + Forearm/Wrist injury/risk factors
  + Hand & Fingers injury/risk factors
  + Head injury/risk factors
  + Face & TMJ injury/risk factors
  + Cervical spine injury/risk factors
  + Rib injury/risk factors
  + Thoracic spine injury/risk factors
Northern Arizona University

- Identifying (a) common acquired or congenital risk factors that would predispose the patient to injury and (b) a musculoskeletal injury.

- Synthesize information obtained in a patient interview and physical examination to determine the indications, contraindications and precautions for the selection, application, and evidence-based design of a therapeutic exercise program for injuries to the upper extremity, lower extremity, trunk, and spine.

Course Structure/Approach
A brief review and overview lecture on a specified topic will be given weekly. Approved Clinical Instructors will be on hand to help students practice clinical skills as well as evaluate and document student proficiency in the application of clinical skills.

Required Materials
Clinical proficiency tracking system on the Internet. www.nau.edu/atepdatabase
Recommended: CORE Orthopedic App: available for both Android and Apple.

Course Outline
Module 2 - Orthopedic Clinical Examination and Diagnosis
Demonstrate a musculoskeletal assessment of upper extremity, lower extremity, head/face, and spine (including 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.

1. Shoulder girdle injury/risk factors
2. Upper arm injury/risk factors
3. Elbow injury/risk factors
4. Forearm/Wrist injury/risk factors
5. Hand & Fingers injury/risk factors
6. Head injury/risk factors
7. Face & TMJ injury/risk factors
8. Cervical spine injury/risk factors
9. Rib injury/risk factors
10. Thoracic spine injury/risk factors

Module 6 - Conditioning and Rehabilitative Exercise
Synthesize information obtained in a patient interview and physical examination to determine the indications, contraindications and precautions for the selection, application, and evidence-based design of a therapeutic exercise program for injuries to the upper extremity, lower extremity, trunk,
and spine. The student will formulate a progressive rehabilitation plan and appropriately demonstrate and/or instruct the exercises and/or techniques to the patient. Effective lines of communication should be established to elicit and convey information about the patient’s status and the prescribed exercise(s). While maintaining patient confidentiality, all aspects of the exercise plan should be documented using standardized record-keeping methods.

1. Upper extremity rehabilitation plan
2. Head injury rehabilitation plan
3. Spine injury rehabilitation plan
4. Trunk injury rehabilitation plan
5. Lower extremity rehabilitation plan
6. Manage all aspects of a rehabilitation plan to recondition the whole athlete – including ROM, strength, endurance, proprioception, cardiovascular, psychological aspects, wound healing, posture/gait, speed, power, agility and sport-specific exercises.
7. Progress athlete safely from initial injury, through phases of rehab, to return to play

**Evaluation Methods and Deadlines**

**Grading System**

This course will be graded **PASS/FAIL**.

**Proficiencies**

Students must be evaluated as “Proficient” for the skills covered during the semester. To access the proficiency website log into: [www.nau.edu/atepdb](http://www.nau.edu/atepdb), this will take you the NAU ATEP homepage, log in with your NAU account information. Module 2 Orthopedic Clinical Examination and Diagnosis (upper extremity only) and Module 6 Conditioning and Rehabilitative Exercise are the required modules for AT 302. The proficiencies will be broken up into FOUR separate categories. Each category will have a specific due date for completion. In order to meet the due date, the proficiencies must at least be evaluated by an ACI (not necessarily proficient). Regardless of whether individual due dates are met, ALL proficiencies must be EP by the end of the semester. Missing more than one due date will result in failure of the course. Please see the due dates below.

**Proficiency Block One - Module 2: 1-4 - DUE 2/13**
**Proficiency Block Two - Module 2: 5-8 - DUE 3/6**
**Proficiency Block Three - Module 2: 9-10 and Module 6: 1-3 - DUE 4/10**
**Proficiency Block Four - All Proficiencies DUE (New for this block: Module 6: 4-7)**

**ALL PROFICIENCIES MUST BE COMPLETED WITH \“EP\” BY MAY 1st at 11:59PM**

**Journaling**

Reflective journaling will also be incorporated into the semester assignments. Students are to complete one reflective journal per week. Journal entries are due every **Tuesday by 11:59PM.**
Northern Arizona University

They will be submitted via email to the course instructor. When submitting the journal via email please use the following format in the subject line: AT 302 Week 1 Journal. Week Two submission will have the following subject line: AT 302 Week 2 Journal. They will be kept confidential and feedback will be given. Please check your email regularly to see if you should reply to any comments made by the instructor. These entries are meant to be reflective in nature to stimulate critical thinking processes regarding the integration of classroom skills with clinical practice. Journals submitted after Tuesday at 11:59PM will NOT be accepted. You are required to complete 11 journal entries. Failure to submit 3 or more journals will result in a failing grade. You must acquire at least 22 points (3 points awarded for on-time, reflective posts) to pass this course. However, failing to submit 3 or more journals will result in a failing grade in the course.

1/15 – No Journal
1/22 – Week One Journal Due
1/29 - Week Two Journal Due
2/5 - Week Three Journal Due
2/12 – Week Four Journal Due
2/19 – Week Five Journal Due
2/26 – Week Six Journal Due
3/5 – Week Seven Journal Due
3/12 – Week Eight Journal Due
3/19 – No Journal Due
3/26 – Week Nine Journal Due (Reflect on 3/13-3/26)
4/2 – Week Ten Journal Due
4/9 – Week Eleven Journal Due
4/16 - Week Twelve Journal Due
4/23 – Week Thirteen Journal Due
4/30 - Week Fourteen Journal Due

Evaluations
You will be required to complete a pre-semester, mid-semester, and end-of-semester evaluation with your ACI. You will also be required to complete an evaluation of your ACI and clinical site. Due dates will be associated with completion of your evaluations. Missing more than one due date will result in failing grade.

Pre-Semester Evaluation Due - 1-23
Mid - Semester Evaluation Due - 3-13
End-of-Semester Evaluation Due, Evaluation of ACI, Evaluation of Site - 5/1

Practical Examination
You will be required to complete a cumulative oral practical during the week of April 10th. The oral practical will consist of various tasks that you must demonstrate in front of a panel of ACI’s. Tasks will range from special tests, range of motion/MMT assessments, palpation, taking an effective history, various taping techniques, and various rehabilitation techniques. You will be
Northern Arizona University

graded based on your proficiency performing each task. You must attain a grade of greater than or equal to 70% on this practical exam. If you do not attain a grade greater than or equal to 70%, you will re-take the exam during reading week. In preparation for this practical, continue to review the many skills, tasks, and proficiencies that you have been taught during your first two years in the program. The practical exam should take approximately 30 minutes.

**Course Policy**

**Attendance**

Class attendance is **mandatory**. Clinical site attendance is mandatory. Specific schedules are to be arranged by the ACI and the student but should not exceed 30 hours per week (20 hours if serving Probation). In the event of an uncontrollable absence the student is required to contact the ACI as soon as possible.

**Statement on plagiarism and cheating**

See University policy at:

http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf

**Withdrawal Policy**

Please use the following link to view important drop/add and withdrawal deadlines.

http://nau.edu/Registrar/Important-Dates/Spring-2013-Session-Deadlines/

**Cell Phone/Internet Browsing**

All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately and a **20 point deduction** will be recorded per incident.

**University Policies**

Visit the University’s website regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity. :  
http://home.nau.edu/studentlife/handbook.asp, or at:  
http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html

**Tentative Weekly Schedule**

1/16 – Syllabi and pre-semester evaluation  
1/23 – Shoulder Girdle and Upper Arm Evaluation/Risk Factors  
**Pre-Semester Evaluations Due**  
1/30 - Elbow and Forearm Evaluation/Risk Factors  
2/6 - Wrist, and hand Evaluation/Risk Factors  
2/13 – Head, Face, & TMJ Injury/Risk Factors - **Proficiency Block One DUE**  
2/20 – Cervical Spine Injury/Risk Factors -  
2/27 – Thoracic Spine Injury/Risk Factors  
3/6 – Manage all aspects of rehab plan to recondition whole athlete – Review 8 aspects of
Northern Arizona University

Plan, Review Phases of Rehab

Proficiency Block Two DUE

3/13 – Upper Extremity Rehab Plans

Mid Semester Evaluations DUE

3/20 – SPRING BREAK - NO CLASS

3/27 – Head Injury/Concussion Management Rehab plan

4/3 – Spine Injury rehabilitation Plan

4/10 – NO CLASS - Proficiency Block Three DUE

Cumulative Practicals - Scheduled Individually

4/17 - Trunk Injury Rehab Plans

4-24 – Lower Extremity Rehab Plans

5/1 – Retakes for Practicals

All Proficiencies MUST be completed and documented on proficiency website.

End of Semester Eval of ACI, Evaluation of Site, and Evaluation of Student
By ACI DUE
NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC
Proposal for New Course

Please attach proposed Syllabus in approved university format.

1. Course subject and number:  AT 503  
2. Units:  2  

See upper and lower division undergraduate course definitions.

3. College:  CHHS  
4. Academic Unit:  Athletic Training  

5. Student Learning Outcomes of the new course.  (Resources & Examples for Developing Course Learning Outcomes)

Upon completion of this course, the student will be able to describe how an Athletic Trainer functions within an orthopedic physician’s office, a rehabilitation clinic, and a general medical physician’s office. Additionally, graduate students will complete 3 case studies (one for each site), where they use a current patient from their clinical site, perform an EBP search to inform either their understanding of that injury, and write a brief case study report describing their EBP findings and how it informed their practice.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes.  (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)

ABOR has approved the new Master’s Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT. There is NOT a BS-AT course equivalent for this course.


See effective dates calendar.

8. Long course title:  Clinical Education III  
(max. 100 characters including spaces)

9. Short course title:  Clinical Education III  
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):

Students will attend required, brief clinical rotations, including: Orthopedic Physician’s office, Rehabilitation clinic office, and a General Medical Physician’s office. They will observe and, as appropriate, practice clinical skills under the supervision of the clinical preceptor.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?  Yes X  No □

If yes, include the appropriate plan proposal.
12. Does this course duplicate content of existing courses?  Yes ☐ No X
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?  Yes ☐ No X
   If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade ☐ Pass/Fail X Both ☐

15. Co-convened with: ___________________________ 14a. UGC approval date*: ___________________________
   (For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: ___________________________
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?  Yes ☐ No X
   16a. If yes, maximum units allowed? ___________________________
   16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☐

18. Prerequisites: Admission to the MS-AT program
   If prerequisites, include the rationale for the prerequisites.

19. Co requisites: ___________________________
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  Yes ☐ No X
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: Debbie Craig, Scot Raab, Glenn Edgerton

**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation?  Yes ☐ No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?  Yes ☐ No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.
Reviewed by Curriculum Process Associate

Approvals:

Department Chair/ Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For Committee use only:

UCC/UGC/ECCC Approval

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐
If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes ☐ No ☐

If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland

Reviewed by Curriculum Process Associate

Approvals:

Department Chair/Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For Committee use only:

UCC/UGC Approval

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

Approvals:

Academic Unit Head

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)
AT 503 – CLINICAL EDUCATION III
SUMMER 2015

Scot Raab, PhD, AT, LAT
Office - CHP 121-F
928-523-9059
Scot_raab@nau.edu

Credit Hours: 3

Course Prerequisites: Admittance to the program.

Course Description:
The purpose of this course is to review and evaluate clinical proficiencies required by the National Athletic Trainers’ Association for certification, and our professional accrediting body, CAATE. Orthopedic, rehabilitation, and general medical office rotations will be completed by each student.

Clinical Proficiency Tracking System: www.nau.edu/atepdatabase

Student Learning Outcomes:
Upon completion of this course, the student will be able to describe how an Athletic Trainer functions within an orthopedic physician’s office, a rehabilitation clinic, and a general medical physician’s office. Additionally, graduate students will complete 3 case studies (one for each site), where they use a current patient from their clinical site, perform an EBP search to inform either their understanding of that injury, and write a brief case study report describing their EBP findings and how it informed their practice.

Course Structure/Approach:
Students will attend required, brief clinical rotations, including: Orthopedic Physician’s office, Rehabilitation clinic office, and a General Medical Physician’s office. They will observe and, as appropriate, practice clinical skills under the supervision of the clinical preceptor.

Textbooks/Materials (R=required, O=optional): Supplemental EBP readings from scholarly journals will be required for graduate students. The purpose of the scholarly journal readings will be to further expand on current knowledge obtained during the undergraduate experience, and to apply that knowledge at their clinical site when working with injured athletes.

Course Outline: TBD with their clinical preceptors.

Assessment of Student Learning Outcomes:
Written reflections of each clinical rotation will confirm student learning, along with evaluations of each clinical site. Case study/EBP reports will be graded on level of clinical integration and critical thinking.

Grading System:
This course will be graded PASS/FAIL. Three mandatory Case Study/EBP/Reflection papers must be completed to pass. At the end of each rotation (orthopedic office, rehabilitation office, general medical office), the student will compose a 3-4 page report detailing the case, their EBP search, and reflection on the integration of those outcomes. These papers are meant to be reflective in nature to
stimulate critical thinking processes regarding the integration of classroom skills with clinical practice. It is your responsibility to ensure proper submission using electronic means.

**Points**
- Orthopedic Office reflection: 30 points
- Rehabilitation Office reflection: 30 points
- Gen Medical Office reflection: 30 points
- Evaluations of each clinical site: 30 points (10 pts ea)

Total Points Possible: 120

**Course Policies:**

**Retest/makeup tests** - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

**Attendance** - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible.

**Cell Phone/Browsing** - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately.

**Statement on plagiarism and cheating** - See University policies, at:
http://home.nau.edu/images/user/images/awf/9476/ACADEMIC%20DISHONESTY.pdf

**Withdrawal Policy** - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

**University Policies:**
Visit the Universities website regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity, via the Student Handbook Policies at: http://home.nau.edu/studentlife/handbook.asp, or at:
Please attach proposed Syllabus in approved university format.

1. Course subject and number: AT 504
2. Units: 4

See upper and lower division undergraduate course definitions.

3. College: CHHS
4. Academic Unit: Athletic Training

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon successful completion of this course, the student will: be assessed as proficient in accordance with the ATEP Database and items in Module 2, 3, and 6:

Module 2 - Orthopedic Clinical Examination and Diagnosis
Demonstrate a musculoskeletal assessment of:
1. Shoulder girdle injury/risk factors
2. Upper arm injury/risk factors
3. Elbow injury/risk factors
4. Forearm/Wrist injury/risk factors
5. Hand & Fingers injury/risk factors
6. Head injury/risk factors
7. Face & TMJ injury/risk factors
8. Cervical spine injury/risk factors
9. Rib injury/risk factors
10. Thoracic spine injury/risk factors

Module 3 - Medical Conditions and Disabilities
Demonstrate a general and specific (e.g., head, torso, and abdomen) assessment of:
1. Derma lesions
2. Head/brain
3. Face – eyes, ears, nose, mouth, throat
4. Thorax – heart, lungs
5. Abdomen – organs in 4 quadrants
6. Obtain vital signs and manage results
7. Disease management – respiratory emergencies, allergic reactions, metabolic emergencies

Module 4 - Conditioning and Rehabilitative Exercise
Synthesize information obtained in a patient interview and physical examination to determine the indications, contraindications and precautions for the selection, application, and evidence-based design of a therapeutic exercise program for:
1. Upper extremity rehabilitation plan
2. Head injury rehabilitation plan
3. Spine injury rehabilitation plan
4. Trunk injury rehabilitation plan
5. Lower extremity rehabilitation plan
6. Manage all aspects of a rehabilitation plan to recondition the whole athlete – including ROM, strength, endurance, proprioception, cardiovascular, psychological aspects, wound healing, posture/gait, speed, power, agility and sport-specific exercises.
7. Progress athlete safely from initial injury, through phases of rehab, to return to play
Additionally, graduate students will complete 4 case studies through the semester, where they use a current patient from their clinical site, perform an EBP search to inform either their clinical diagnosis methods or treatment methods for that injury, and write a brief case study report describing their EBP findings and how it informed their practice.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

ABOR has approved the new Master’s Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT.

   See effective dates calendar.

8. Long course title: Clinical Education IV
   (max 100 characters including spaces)

9. Short course title: Clinical Education IV
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
    The purpose of this course is to review and evaluate clinical proficiencies required by the National Athletic Trainers’ Association for certification, and by our professional accrediting body – CAATE.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
    Yes X No □
    If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?
    Yes □ No X
    If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?
    Yes □ No X
    If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade □ Pass/Fail X Both □

15. Co-convened with: __________________________ 14a. UGC approval date*:
    (For example: ESE 450 and ESE 550) See co-convening policy.
    *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
    (For example: ES 450 and DIS 450) See cross listing policy
    Please submit a single cross-listed syllabus that will be used for all cross-listed courses.
17. May course be repeated for additional units?  Yes ☐  No X
   16a. If yes, maximum units allowed?  
   16b. If yes, may course be repeated for additional units in the same term?  Yes ☐  No ☐

18. Prerequisites:  Admission to MS-AT program
   If prerequisites, include the rationale for the prerequisites.

19. Co requisites:  
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  Yes ☐  No X
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  Debbie Craig, Scot Raab, Glenn Edgerton

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation?  Yes ☐  No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?  Yes ☐  No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

Reviewed by Curriculum Process Associate  Date

Approvals:

Department Chair/ Unit Head (if appropriate)  Date

Chair of college curriculum committee  Date

Dean of college  Date

For Committee use only:

UCC/UGC/ECCC Approval  Date
<table>
<thead>
<tr>
<th><strong>DEPARTMENT CHAIR/UNIT HEAD (IF APPROPRIATE)</strong></th>
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<tr>
<td><strong>CHAIR OF COLLEGE CURRICULUM COMMITTEE</strong></td>
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<td><strong>DEAN OF COLLEGE</strong></td>
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Approved as submitted: Yes □ No □
Approved as modified: Yes □ No □

**EXTENDED CAMPUSES**

Reviewed by Curriculum Process Associate Date

**APPROVALS:**

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<th><strong>ACADEMIC UNIT HEAD</strong></th>
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<td><strong>DIVISION CURRICULUM COMMITTEE (Yuma, Yavapai, or Personalized Learning)</strong></td>
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<td><strong>DIVISION ADMINISTRATOR IN EXTENDED CAMPUSES (Yuma, Yavapai, or Personalized Learning)</strong></td>
<td>Date</td>
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<tr>
<td><strong>FACULTY CHAIR OF EXTENDED CAMPUSES CURRICULUM COMMITTEE (Yuma, Yavapai, or Personalized Learning)</strong></td>
<td>Date</td>
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<tr>
<td><strong>CHIEF ACADEMIC OFFICER, EXTENDED CAMPUSES (OR DESIGNEE)</strong></td>
<td>Date</td>
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Approved as submitted: Yes □ No □
Approved as modified: Yes □ No □
AT 504 – CLINICAL EDUCATION IV
FALL 2015

Scot Raab, PhD, AT, LAT
Office - CHP 121-F
928-523-9059
Scot.raab@nau.edu

Office Hours:
MWF 9:00am – 11:00am
or by appointment

Credit Hours: 3

Course Prerequisites: Admittance to the program.

Course Description:
The purpose of this course is to review and evaluate clinical proficiencies required by the National Athletic Trainers’ Association for certification, and by our professional accrediting body – CAATE. Additionally, graduate students will perform four case studies that utilize EBP searches to inform their practice with current injured patients.

Clinical Proficiency Tracking System: www.nau.edu/atepdatabase

Student Learning Outcomes:
Upon successful completion of this course, the student will: be assessed as proficient in accordance with the ATEP Database and items in Module 2, 3, and 6.

Module 2 - Orthopedic Clinical Examination and Diagnosis
Demonstrate a musculoskeletal assessment of upper extremity, lower extremity, head/face, and spine (including 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.

1. Shoulder girdle injury/risk factors
2. Upper arm injury/risk factors
3. Elbow injury/risk factors
4. Forearm/Wrist injury/risk factors
5. Hand & Fingers injury/risk factors
6. Head injury/risk factors
7. Face & TMJ injury/risk factors
8. Cervical spine injury/risk factors
9. Rib injury/risk factors
10. Thoracic spine injury/risk factors
Module 3 - Medical Conditions and Disabilities
Demonstrate a general and specific (e.g., head, torso, and abdomen) assessment for the purpose of (a) screening and referral of common medical conditions, (b) treating those conditions as appropriate, and (c) when appropriate, determining a patient’s readiness for physical activity. Effective lines of communications should be established to elicit and convey information about the patient’s status and the treatment program. While maintaining confidentiality, all aspects of the assessment, treatment, and determination for activity should be documented using standardized record-keeping methods.

1. Derma lesions
2. Head/brain
3. Face – eyes, ears, nose, mouth, throat
4. Thorax – heart, lungs
5. Abdomen – organs in 4 quadrants
6. Obtain vital signs and manage results
7. Disease management – respiratory emergencies, allergic reactions, metabolic emergencies

Module 6 - Conditioning and Rehabilitative Exercise
Synthesize information obtained in a patient interview and physical examination to determine the indications, contraindications and precautions for the selection, application, and evidence-based design of a therapeutic exercise program for injuries to the upper extremity, lower extremity, trunk, and spine. The student will formulate a progressive rehabilitation plan and appropriately demonstrate and/or instruct the exercises and/or techniques to the patient. Effective lines of communication should be established to elicit and convey information about the patient’s status and the prescribed exercise(s). While maintaining patient confidentiality, all aspects of the exercise plan should be documented using standardized record-keeping methods.

1. Upper extremity rehabilitation plan
2. Head injury rehabilitation plan
3. Spine injury rehabilitation plan
4. Trunk injury rehabilitation plan
5. Lower extremity rehabilitation plan
6. Manage all aspects of a rehabilitation plan to recondition the whole athlete – including ROM, strength, endurance, proprioception, cardiovascular, psychological aspects, wound healing, posture/gait, speed, power, agility and sport-specific exercises.
7. Progress athlete safely from initial injury, through phases of rehab, to return to play

Course Structure/Approach:
A brief review and overview lecture on a specified topic will be given weekly via the online BBLearn platform. Approved Clinical Instructors will be on hand to help students practice clinical skills as well as evaluate and document student proficiency in the application of clinical skills at the students assigned clinical site(s). Practical skills will be assessed in the clinic. Additionally, graduate students will complete 4 case studies through the semester, where they use a current patient from their clinical site, perform an EBP search to inform either their clinical diagnosis methods or treatment methods for that injury, and write a brief case study report describing their EBP findings and how it informed their practice.

Textbooks/Materials (R=required, O=optional): Supplemental EBP readings from scholarly journals will be required for graduate students. The purpose of the scholarly journal readings will be to further expand on current knowledge obtained during the undergraduate experience, and to apply that knowledge at their clinical site when working with injured athletes.

Course Outline: TBD with their clinical preceptors.

Assessment of Student Learning Outcomes: All proficiencies evaluate as proficient. Case study/EBP reports will be graded on level of clinical integration and critical thinking.
Grading System:
This course will be graded PASS/FAIL. All mandatory assessments must be satisfactory completed to pass. The first mandatory assessment is to be evaluated as “Proficient” for the skills covered during the semester by your ACI and your ACI must log these into the proficiency website. Failure to have all course proficiencies evaluated as proficient and entered into the ATEP Database will result in course failure. To access the proficiency website follow this link: www.nau.edu/atepdatabase, this will take you to the NAU ATEP homepage, log in with your NAU account information. Module 2, 3, and 6 are the required proficiencies for AT 504. Additionally, students must turn in 3 completed “ACI evaluations/Site Evaluation of AT Student and ACI” sheets.

Reflective journaling will also be incorporated into the semester assignments. Students are to complete one reflective journal per week as presented in BBL. Students must earn a minimum of 30 points on their journals (up to 3 points each, 14 available, if you miss more than 3 journals you fail regardless of total points earned). A journal score of 1 is poor, a score of 2 is adequate, a score of 3 is above average. They will be submitted through BBL. They will be kept confidential and feedback will be given. These entries are meant to be reflective in nature to stimulate critical thinking processes regarding the integration of classroom skills with clinical practice. It is your responsibility to ensure proper submission using electronic means.

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<tr>
<th>Item:</th>
<th>Points:</th>
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<tr>
<td>Journals (3 pts each)</td>
<td>30 points minimum required</td>
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<td>11 of 14 completions</td>
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<td>Case studies/EBP – 20</td>
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<td>pts each (4 papers)</td>
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<td>mandatory assessments</td>
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Course Policies:

Retest/makeup tests - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible.

Cell Phone/Browsing - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately.

Statement on plagiarism and cheating - See University policies, at:
http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf

Withdrawal Policy - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

University Policies:
AT 401 – Clinical Education V
Fall 2013

Debbie Craig, PhD, AT, LAT
Office - CHP 121-B
928-523-0704
Debbie.Craig@nau.edu

Office Hours:
M,W 9a-11a; Tues 1:30p-3p
or by appointment

Course Info
Credit Hours: 2
Room: CHP 333
Day/Time: online

Course Prerequisites
AT Milestone

Course Description
The purpose of this course is to review and evaluate clinical proficiencies required by the National Athletic Trainers’ Association for certification.

Student Learning Outcomes
Upon successful completion of this course, the student will demonstrate proficiency on:
1. General and specific (e.g., head, torso, and abdomen) assessment for the purpose of (a) screening and referral of common medical conditions, (b) treating those conditions as appropriate, and (c) when appropriate, determining a patient’s readiness for physical activity;
2. Clinical Integration Proficiencies #1-5.

Course Structure/Approach
A brief review on a specified topic should be completed weekly by the student. The same week of the review, the Clinical Preceptors will be on hand to help students practice clinical skills/proficiencies. The week following the review, Clinical Preceptors will evaluate and document student proficiency in the application of the reviewed clinical skills. It is the responsibility of the student to initiate the review and schedule the proficiency evaluation!

Required Materials
Clinical proficiency tracking system on the Internet. www.nau.edu/atpdatabase
Course Outline

Module 3 - Medical Conditions and Disabilities
Demonstrate a general and specific (e.g., head, torso, and abdomen) assessment for the purpose of (a) screening and referral of common medical conditions, (b) treating those conditions as appropriate, and (c) when appropriate, determining a patient’s readiness for physical activity. Effective lines of communications should be established to elicit and convey information about the patient’s status and the treatment program. While maintaining confidentiality, all aspects of the assessment, treatment, and determination for activity should be documented using standardized record-keeping methods.

1. Derma lesions
2. Head/brain
3. Face – eyes, ears, nose, mouth, throat
4. Thorax – heart, lungs
5. Abdomen – organs in 4 quadrants
6. Obtain vital signs and manage results
7. Disease management – respiratory emergencies, allergic reactions, metabolic emergencies

Prevention & Health Promotion
CIP-1. 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.

CIP-2. Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity.

CIP-3. 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.

Clinical Assessment & Diagnosis / Acute Care / Therapeutic Intervention
CIP-4. 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.

CIP-5. 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.

**Evaluation Methods and Deadlines**

**Reflective Journaling**
Reflective journaling will be incorporated into the semester assignments. Students are to complete one reflective journal per week. **Journal entries are due every Monday by 5pm.** They will be submitted through Blackboard. They will be kept confidential and feedback will be given. These entries are meant to be reflective in nature to stimulate critical thinking processes regarding the integration of classroom skills with clinical practice. Students may not miss or turn in late, more than 3 journal entries. Missing or being tardy with more than 3 journal entries will result in a failing grade for the course.

**Grading System**
This course will be graded PASS/FAIL. To pass the course, students must:
1. Be evaluated as "Proficient" for all skills listed above by December 2, 2013;
2. Turn in completed Clinical Preceptor goal setting, mid-semester, and final semester evaluation of AT Student sheets (total of 3 evals due);
3. Receive positive scores on each Clinical Preceptor evaluation.
4. Complete weekly journal postings by the Monday 5pm deadline.

All proficiencies, evaluations, and journal submissions must be completed before December 2, 2013. Failure to do so will result in a FAILING grade.

**Course Policy**

**Retest/makeup tests**
Students will only be evaluated on that week or future week skill. Skills discussed in previous weeks will be evaluated or re-evaluated by their assigned Clinical Preceptor. Students MUST be proficient in all skills listed, by Dec. 2nd. No testing or re-testing of skills will be accepted after that date.

**Attendance**
Clinical site attendance is mandatory. Specific schedules are to be arranged by the Clinical Preceptor and the student but should not exceed 30 hours per week (20 hours if serving Probation). In the event of an uncontrollable absence the student is required to contact the Clinical Preceptor as soon as possible.

**Statement on plagiarism and cheating**
See University policies, at: [www.jan.ucc.nau/academicadmin/policy.doc](http://www.jan.ucc.nau/academicadmin/policy.doc)

**Withdrawal Policy**
The university course drop deadline is September 9, 2013. The university course withdrawal deadline is October 30, 2013. It is the policy of the College of Health and Human Services that petitions to withdraw after November 15, 2013, will not be considered.

**University Policies**
Please attach proposed Syllabus in approved university format.

1. Course subject and number: AT 505
2. Units: 4

See upper and lower division undergraduate course definitions.

3. College: CHHS
4. Academic Unit: Athletic Training

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)
Upon successful completion of this course, the student will: be assessed as proficient in accordance with the ATEP Database and items in Module 7, 8, and 9.

Module 7 - Psychosocial Intervention and Referral
Demonstrate the ability to conduct an intervention and make the appropriate referral of an individual with a suspected substance abuse or other mental health problem, including:
1. Substance abuse intervention
2. Eating disorder intervention
3. Other mental health problem referral

Module 8 - Nutritional Aspects of Injuries and Illness
A. Demonstrate the ability to counsel a patient in proper nutrition, including:
   1. Create a safe and effective weight gain program
   2. Create a safe and effective weight loss program
   3. Body composition measurements
B. Demonstrate the ability to recognize disordered eating and eating disorders.

Module 9 - Clinical Integration Proficiencies (culminating, global proficiency integration)
CIP 1. 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 within educational clients/patients and associated individuals to effect health-related change. Refer to other medical and health professionals when appropriate.

CIP 2. Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity.

CIP 3. 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.

CIP 4. 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.

CIP-5. 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.

CIP-6. Clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (eg, CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding).

CIP-7. 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.

CIP-8. 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.

CIP-9. Utilize documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members while using appropriate terminology and complying with statutes that regulate privacy of medical records. This includes using a comprehensive patient-file management system (including diagnostic and procedural codes) for appropriate chart documentation, risk management, outcomes, and billing.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

ABOR has approved the new Master’s Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT.


See effective dates calendar.

8. Long course title: Clinical Education V
(max 100 characters including spaces)

9. Short course title: Clinical Education V
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
The purpose of this course is to review and evaluate clinical proficiencies required by the National Athletic Trainers’ Association for certification, and our professional accrediting body, CAATE.
11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes ❎ No ☐
   If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?
   Yes ☐ No ❎
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why
   NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)?
   Yes ☐ No ❎
   If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade ☐ Pass/Fail ❎ Both ☐

15. Co-convened with: __________________________ 14a. UGC approval date*: __________________________
   (For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
   Yes ☐ No ❎
   16a. If yes, maximum units allowed? __________________________
   16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☐

18. Prerequisites: Admission to the MS-AT program
   If prerequisites, include the rationale for the prerequisites.

19. Co requisites: __________________________
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?
   Yes ☐ No ❎
   If yes, include the units specific to each component in the course description above.
   Debbie Craig, Scot Raab, Glenn

21. Names of the current faculty qualified to teach this course: Edgerton

**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation?
   Yes ☐ No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes ☐ No ☒
16a. If yes, maximum units allowed? ________________
16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☒

18. Prerequisites: Admission to the MS-AT program
   If prerequisites, include the rationale for the prerequisites.

   Only students who have applied, interviewed, and been accepted into the program will be allow to take this course.

19. Co requisites: __________________________
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes ☐ No ☒
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: Debbie Craig, Scot Raab, Glenn Edgerton

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☒
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes ☐ No ☒
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 05/02/2013
Reviewed by Curriculum Process Associate Date

Approvals:

[Signatures and dates]

Department Chair/Unit Head (if appropriate)  Date

Chair of college curriculum committee  Date

Dean of college  Date
23. Is this course being proposed for Diversity designation? Yes [ ] No [ ]
   If yes, include a Diversity proposal and syllabus with this proposal.

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**Approvals:**

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<th>Department Chair/ Unit Head (if appropriate)</th>
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**For Committee use only:**

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<th>UCC/UGC/ECCC Approval</th>
<th>Date</th>
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Approved as submitted: Yes [ ] No [ ]

Approved as modified: Yes [ ] No [ ]
AT 505 – Clinical Education V
Spring 2016

Scot Raab, PhD, AT, LAT
Office - CHP 121-F
928-523-9059
Scot.raab@nau.edu

Office Hours: MWF 9:00am – 11:00am
or by appointment

Credit Hours: 4

Course Prerequisites: Admittance to the program.

Course Description:
The purpose of this course is to review and evaluate clinical proficiencies required by the National Athletic Trainers’ Association for certification, and our professional accrediting body, CAATE. These proficiencies represent the highest level of critical thinking, problem-solving, and clinical integration of all skills learned through this graduate program. Graduate students must be evaluated proficient in the CIPs by the end of the semester.

Clinical Proficiency Tracking System: www.nau.edu/atepdatabase

Student Learning Outcomes:
Upon successful completion of this course, the student will: be assessed as proficient in accordance with the ATEP Database and items in Module 7, 8, and 9.

Module 7 - Psychosocial Intervention and Referral
Demonstrate the ability to conduct an intervention and make the appropriate referral of an individual with a suspected substance abuse or other mental health problem. 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 intervention and referral should be documented using standardized record-keeping methods.

1. Substance abuse intervention
2. Eating disorder intervention
3. Other mental health problem referral

Module 8 - Nutritional Aspects of Injuries and Illness
A. Demonstrate the ability to counsel a patient in proper nutrition. This may include providing basic nutritional information and/or an exercise and nutrition program for weight gain or weight loss. The student will demonstrate the ability to take measurements and figure calculations for a weight control plan (e.g., measurement of body composition and BMI, calculation of energy expenditure, caloric intake, and BMR). Armed with basic nutritional data, the student will demonstrate the ability to develop and implement a pre-participation meal and an appropriate exercise and nutritional plan for an active individual. The student will develop an active listening relationship to effectively communicate with the patient and, as appropriate, refer the patient to other medical professionals (physician, nutritionist, counselor or psychologist) as needed.
1. Create a safe and effective weight gain program
2. Create a safe and effective weight loss program
3. Body composition measurements

B. Demonstrate the ability to recognize disordered eating and eating disorders... Demonstrate the ability to recognize disordered eating and eating disorders, establish a professional helping relationship with the patient, interact through support and education, and encourage vocal discussion and other support through referral to the appropriate medical professionals.

Module 9 - Clinical Integration Proficiencies - Senior Year
CIP-1. 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.

CIP-2. Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity.

CIP-3. 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.

CIP-4. 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.

CIP-5. 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.

CIP-6. Clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (e.g., CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding).

CIP-7. 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.
CIP-8. 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.

CIP-9. Utilize documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members while using appropriate terminology and complying with statutes that regulate privacy of medical records. This includes using a comprehensive patient-file management system (including diagnostic and procedural codes) for appropriate chart documentation, risk management, outcomes, and billing.

Course Structure/Approach:
A brief review and overview lecture on a specified topic will be given weekly via the online BBLeaern platform. Approved Clinical Instructors will be on hand to help students practice clinical skills as well as evaluate and document student proficiency in the application of clinical skills at the students assigned clinical site(s). Practical skills will be assessed in the clinic.

Textbooks/Materials (R=required, O=optional):

Course Outline: TBD with their clinical preceptors.

Assessment of Student Learning Outcomes: All proficiencies must be evaluated as proficient.

Grading System:
This course will be graded PASS/FAIL. All mandatory assessments must be satisfactory completed to pass. The first mandatory assessment is to be evaluated as “Proficient” for the skills covered during the semester by your ACI and your ACI must log these into the proficiency website. Failure to have all course proficiencies evaluated as proficient and entered into the ATEP Database will result in course failure. To access the proficiency website follow this link: www.nau.edu/atepdbatabase, this will take you to the NAU ATEP homepage, log in with your NAU account information. Module 7, 8, and 9 are the required proficiencies for AT 505. Additionally, students must turn in 3 completed “ACI evaluations/Site Evaluation of AT Student and ACI” sheets.

Reflective journaling will also be incorporated into the semester assignments. Students are to complete one reflective journal per week as presented in BBLeaern. Students must earn a minimum of 30 points on their journals (up to 3 points each, 14 available, if you miss more than 3 journals you fail regardless of total points earned). A journal score of 1 is poor, a score of 2 is adequate, a score of 3 is above average. They will be submitted through BBLeaern. They will be kept confidential and feedback will be given. These entries are meant to be reflective in nature to stimulate critical thinking processes regarding the integration of classroom skills with clinical practice. It is your responsibility to ensure proper submission using electronic means.

Points
- Journals (3 pts each) 11 of 14 completions required 30 points required
- ACI Evals required
- Practical Skills + required
  - 30 points needed & all mandatory assessments completed.

Course Policies:
Retest/makeup tests - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible.

Cell Phone/Browsing - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately.
Statement on plagiarism and cheating - See University policies, at:  
http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20HONESTY.pdf

Withdrawal Policy - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

University Policies:  
AT 402 – Clinical Education VI
Spring 2013

Debbie Craig, PhD, AT, LAT
Office - CHP 121-B
928-523-0704
Debbie.Craig@nau.edu

Office Hours:
MW 9am - 11:00am
T 2pm – 3:30pm

Credit Hours:
Credit Hours: 2
Room: CHP 233
Day/time: online

Course Prerequisites
AT Milestone

Course Description
The purpose of this course is to review and evaluate clinical proficiencies required by the National Athletic Trainers’ Association for certification.

Student Learning Outcomes
Upon successful completion of this course, the student will have:
1. The ability to conduct an intervention and make the appropriate referral of an individual with a suspected substance abuse or other mental health problem;
2. The ability to select and integrate appropriate motivational techniques into a patient’s treatment or rehabilitation program.
4. Completion of all proficiencies in our database by April 27, 2013.

Course Structure/Approach
A brief review on a specified topic should be completed weekly by the student. The same week of the review, the Approved Clinical Instructors will be on hand to help students practice clinical skills/proficiencies. The week following the review, ACIs will evaluate and document student proficiency in the application of the reviewed clinical skills. It is the responsibility of the student to initiate the review and schedule the proficiency evaluation!

Required / Suggested Course Materials
This course does not require a textbook. Course content can be accessed via the web by logging into the ATEP Clinical proficiency tracking system (www.nau.edu/atepdatabase). Additional educational resources can be accessed within the tracking system including iTunes and a web-based content repository.
Course Outline
Students will be required to demonstrate clinical proficiency in the following content areas. Each clinical proficiency must be assessed by an Approved Clinical Instructor (ACI). All proficiencies must be completed and recorded as “proficient” in the database before April 27th, 2013.

Module 7 - Psychosocial Intervention and Referral
A. Demonstrate the ability to conduct an intervention and make the appropriate referral of an individual with a suspected substance abuse or other mental health problem. 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 intervention and referral should be documented using standardized record-keeping methods.
   1. Substance abuse intervention
   2. Eating disorder intervention
   3. Other mental health problem referral

B. Demonstrate the ability to select and integrate appropriate motivational techniques into a patient’s treatment or rehabilitation program. This includes, but is not limited to, verbal motivation, visualization, imagery, and/or desensitization. Effective lines of communication should be established to elicit and convey information about the techniques. While maintaining patient confidentiality, all aspects of the program should be documented using standardized record-keeping methods.

Clinical Assessment & Diagnosis / Acute Care / Therapeutic Intervention
CIP-6. Clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (e.g., CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding).

Psychosocial Strategies and Referral
CIP-7. 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.

CIP-8. 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.

Healthcare Administration
CIP-9. Utilize documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members while using appropriate terminology and complying with statutes that regulate privacy of medical records. This includes using a comprehensive patient-file management system (including diagnostic and procedural codes) for appropriate chart documentation, risk management, outcomes, and billing.

Evaluation Methods and Deadlines
This course will be graded PASS/FAIL. Students must be evaluated as “Proficient” for all skills covered during the semester. Additionally, students must turn in 3 completed/signed “ACI evaluation of AT Student” sheets and complete 2 online evaluations (Student of Clinical Site & Student of ACI). By April 27th, 2013, all proficiencies for the ATEP must be completed and evaluated as “Proficient”.

Reflective Journaling
Reflective journaling will also be incorporated into the semester assignments. Students are to complete one reflective journal entry per week. Journal entries are due every Monday by 5pm. They will be submitted through Blackboard Learn. They will be kept confidential and feedback will be given. These entries are meant to be reflective in nature to stimulate critical thinking processes regarding the integration of classroom skills with clinical practice and your own personal professional growth. Missing the deadline for more than 3 journal entries will result in a failing grade.
All proficiencies, evaluations, and journal submissions must be completed before April 27th, 2013. Failure to do so will result in a Failing grade.

Grading System
This course will be graded PASS/FAIL. To pass the course, students must:
1. Be evaluated as “Proficient” for all skills listed above by April 27, 2013.
2. Turn in completed ACI goal setting, mid-semester, and final semester evaluation of AT Student sheets (total of 3 evals due);
3. Receive positive scores on each ACI evaluation.
4. Submit journal entries on time each week, missing no more than 3 through the semester.
Failure to do so will result in a Failing grade.

Course Policy
Attendance
Class attendance is not mandatory. Clinical site attendance is mandatory. Specific schedules are to be arranged by the ACI and the student but should not exceed 30 hours per week (20 hours if serving Probation). In the event of an uncontrollable absence the student is required to contact the ACI as soon as possible.

Statement on plagiarism and cheating
See University policy at: http://home.nau.edu/images/userimages/awf/9476/ACADEMIC20DISHONESTY.pdf

Withdrawal Policy
The university drop deadline is January 24, 2013. The university withdrawal deadline is March 15, 2013. It is the policy of the Department of Physical Therapy and Athletic Training that petitions to withdraw after April 13, 2013 will not be allowed.

University Policies
Please attach proposed Syllabus in approved university format.

1. Course subject and number:  AT 510
2. Units:  2

See upper and lower division undergraduate course definitions.

3. College:  CHHS
4. Academic Unit:  Athletic Training

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)
Upon successful completion of this course, the graduate student will be able to:

- Recite the NATA Code of Ethics;
- Connect the national code of ethics to our program code of ethics;
- Comprehend our state licensure law that governs Athletic Training practice;
- Describe how confidentiality issues/laws, such as FERPA and HIPAA, govern our record keeping and sharing;
- Reflect on diversity issues and how the student’s own values may affect their behavior – in an effort to develop cultural sensitivity;
- Create collegial professional relationships with other Athletic Trainers and health care providers via competent communication efforts; and,
- Foster each individual student’s sense of honor and integrity that influence their own professional ethical behavior.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)
ABOR has approved the new Master’s Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT. There is NOT a BS-AT course equivalent for this course.


See effective dates calendar.

8. Long course title:  Ethics in Athletic Training Practice
(max 100 characters including spaces)

9. Short course title:  Ethics in AT
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
This course provides the graduate student with the study of ethical practice within the profession of athletic training. From our national professional code of ethics to our state licensure law to diversity issues – this course outlines how students are expected to exhibit professional behavior both now and long into their career.
11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?  
Yes X  No ☐
If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?  
Yes ☐  No X
If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?  
Yes ☐  No X
If yes, include a letter of response from each impacted academic unit.

14. Grading option:  
Letter grade X  Pass/Fail ☐  Both ☐

15. Co-convened with: ___________________________  14a. UGC approval date*: ________________
(For example: ESE 450 and ESE 550)  See co-convening policy.
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: ___________________________
(For example: ES 450 and DIS 450)  See cross listing policy.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?  
Yes ☐  No X
16a. If yes, maximum units allowed? ________________
16b. If yes, may course be repeated for additional units in the same term?  Yes ☐  No ☐

18. Prerequisites:  
Admission to the MS-AT program
If prerequisites, include the rationale for the prerequisites.

19. Co requisites: ____________________________
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  
Yes ☐  No X
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: Edgerton

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation?  
Yes ☐  No ☐
If yes, include a Liberal Studies proposal and syllabus with this proposal.
23. Is this course being proposed for Diversity designation?  
Yes ☐  No ☐  
If yes, include a Diversity proposal and syllabus with this proposal.

Reviewed by Curriculum Process Associate  
Date

**Approvals:**

Department Chair/ Unit Head (if appropriate)  
Date

Chair of college curriculum committee  
Date

Dean of college  
Date

**For Committee use only:**

UCC/UGC/ECCC Approval  
Date

Approved as submitted:  
Yes ☐  No ☐

Approved as modified:  
Yes ☐  No ☐
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: Debbie Craig, Scot Raab, Glenn Edgerton

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes ☐ No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 05/02/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Department Chair/Unit Head (if appropriate) 8/21/13

Chair of college curriculum committee 8/22/13

Dean of college 8/24/13

For Committee use only:

UCC/UGC Approval 10/23/13

Approved as submitted: Yes ☐ No ☐
Approved as modified: Yes ☐ No ☐

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:
AT 510 – ETHICS IN ATHLETIC TRAINING PRACTICE
SUMMER (JULY-AUG) 2014

Debbie Craig, PhD, AT, LAT
Office - CHP 121-B
928-523-0704
Debbie.Craig@nau.edu

Credit Hours: 2

Office Hours:
MWF 9:00am – 11:00am
or by appointment

Course Prerequisites: Admittance to the program.

Course Description: This course provides the new ATEP student with the study of ethical practice within the profession of athletic training. From our national professional code of ethics to our state licensure law to diversity issues – this course outlines how students are expected to exhibit professional behavior both now and long into their career.

Student Learning Outcomes:
Upon successful completion of this course, the graduate student will be able to:

- Recite the NATA Code of Ethics;
- Connect the national code of ethics to our program code of ethics;
- Comprehend our state licensure law that governs Athletic Training practice;
- Describe how confidentiality issues/laws, such as FERPA and HIPAA, govern our record keeping and sharing;
- Reflect on diversity issues and how the student’s own values may affect their behavior – in an effort to develop cultural sensitivity;
- Create collegial professional relationships with other Athletic Trainers and health care providers via competent communication efforts; and,
- Foster each individual student’s sense of honor and integrity that influence their own professional ethical behavior.

Course Structure/Approach: The class will meet weekly ready to discuss current topics in ethical practice. Readings will be assigned ahead of the class meeting, tested via quiz at the beginning of each meeting, and then class time will be utilized to discuss case studies relevant to the weekly topic. The discussion board in BbLearn will be used to facilitate advanced discussions revolving around research related to the course. Graduate students will be required to share updated literature and reflections with other graduate students in class via the discussion board shell. Reflective discussion board forums will account for 20% of total grade.

Textbooks/Materials (R=required, O=optional):
2. NATA Code of Ethics – available at www.nata.org
4. Readings as assigned in BBlearn Discussion Board

Course Outline:

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<th>Topic</th>
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<td>Week 1</td>
<td>NATA Code of Ethics, ATEP Code of Ethics, BOC Standards of Professional Practice</td>
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<tr>
<td>Week 2</td>
<td>AZ Licensure Law; NATA Foundations of Prof Pract</td>
<td>AZ Licensure law, Foundations of Prof Pract</td>
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<tr>
<td>Week 3</td>
<td>Confidentiality Issues – FERPA, HIPAA</td>
<td>FERPA training; HIPAA training</td>
</tr>
<tr>
<td>Week 4</td>
<td>Diversity Issues</td>
<td>Chapter 9, 12</td>
</tr>
<tr>
<td>Week 5</td>
<td>Collegiality in Athletic Training via Communication</td>
<td>2 articles – posted in BBLearn</td>
</tr>
<tr>
<td>Week 6</td>
<td>Honor and Integrity in your personal professional practice</td>
<td>Chapter 5, 8, 13, 16</td>
</tr>
</tbody>
</table>
Assessment of Student Learning Outcomes:
1. Attend an AZ Board of Athletic Training (licensing board) meeting; date TBA; The graduate student will attend the meeting, then write a Code of Ethics paper on how this state board reflects the NATA Code of Ethics and the BOC Standards of Professional Practice. The Code of Ethics paper should draw connections between these documents, and case study law, and the AzBAT’s work. This should be written in AMA format and no less than 5 pages. (100 points)
2. Complete the NAU FERPA online training. (25 points)
3. Complete the NAU ATEP HIPAA online training. (25 points)
4. Complete the Moral Character assessment and write a reflection paper on how that informed you about yourself. Additionally, propose a plan for working on the assessment-identified weaknesses to better your professional practice. This should be 2-3 pages in length. (50 points)
5. The graduate student will engage in meaningful and critical discussion in the BB Learn Discussion section that combines current literature and critical thinking skills. (50 points)

Grading System:
There will be no examinations in this class, but simply the class projects mentioned above.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code of Ethics paper</td>
<td>100</td>
<td>A = 90%</td>
</tr>
<tr>
<td>FERPA training</td>
<td>25</td>
<td>B = 80%</td>
</tr>
<tr>
<td>HIPAA training</td>
<td>25</td>
<td>C = 70%</td>
</tr>
<tr>
<td>Moral Character paper</td>
<td>50</td>
<td>D = 60%</td>
</tr>
<tr>
<td>Reflective Discussion Brd</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>250</td>
<td></td>
</tr>
</tbody>
</table>

Course Policies:
**Retest/makeup tests** - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

**Attendance** - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible. Unexcused absences will result in a 10 point deduction.

**Cell Phone/Browsing** - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately and a 20 point deduction will be recorded per incident.

**Statement on plagiarism and cheating** - See University policies at: [http://home.nau.edu/images/userimages/awf/9476/ACAD/PROC%20HONESTY.pdf](http://home.nau.edu/images/userimages/awf/9476/ACAD/PROC%20HONESTY.pdf)

**Withdrawal Policy** - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

**University Policies:**
Please attach proposed Syllabus in approved university format.

1. Course subject and number: AT 520  
2. Units: 3
   See upper and lower division undergraduate course definitions.

3. College: CHHS  
4. Academic Unit: Athletic Training

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)
   Upon successful completion of this course, the graduate student will be able to:
   - Understand anatomical terminology (terminology worksheet)
   - Describe various types of connective tissue (exam)
   - Identify properties of synovial joints (exam)
   - Identify the muscles of the spine, lower extremity, and upper extremity (exam)
   - Identify the nerve supply to the muscles of the spine, lower extremity, and upper extremity (exam)
   - Identify the blood supply to the spine, lower extremity, and upper extremity (exam)
   - Identify surface anatomical landmarks throughout the body (exam)
   - Describe the biomechanics in terms of anatomical structures of the glenohumeral joint, clavicle and scapula during shoulder abduction (group project)
   - Describe the biomechanics in terms of anatomical structures of the knee joint from flexion through extension (group project)
   - Apply all knowledge learned in class (beyond knowledge acquired in their bachelor’s degree) using advanced problem-solving skills to their clinical practice of injury evaluation and treatment.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

   ABO has approved the new Master’s Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT.

   See effective dates calendar.

8. Long course title: Anatomy for Athletic Trainers
   (max. 100 characters including spaces)

9. Short course title: Anatomy for AT
   (max. 30 characters including spaces)
10. Catalog course description (max. 60 words, excluding requisites):
The purpose of this course is to build upon the student’s knowledge of anatomy. The muscular, nervous, and cardiovascular systems of the extremities and the spine will be studied in terms of location, function, tissue damage that may occur during injury as well as tissue repair during surgical procedures. Approximately 2/3 of class time will be spent in lecture, while 1/3 will be spent learning in the cadaver lab.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes X   No □
   If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses? Yes □   No X
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)? Yes □   No X
   If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade X   Pass/Fail □   Both □

15. Co-convened with: ________________

   14a. UGC approval date*: ________________
   *(For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes □   No X
   16a. If yes, maximum units allowed? ________________
   16b. If yes, may course be repeated for additional units in the same term? Yes □   No □

18. Prerequisites: Admission to MS-AT program
   If prerequisites, include the rationale for the prerequisites.

19. Co requisites: ________________
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes X   No □
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: Edgerton
Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation?  
   If yes, include a Liberal Studies proposal and syllabus with this proposal.
   Yes ☐ No ☐

23. Is this course being proposed for Diversity designation?  
   If yes, include a Diversity proposal and syllabus with this proposal.
   Yes ☐ No ☐

Reviewed by Curriculum Process Associate  
Date

Approvals:

Department Chair/ Unit Head (if appropriate)  
Date

Chair of college curriculum committee  
Date

Dean of college  
Date

For Committee use only:

UCC/UGC/ECCC Approval  
Date

Approved as submitted:  
Yes ☐ No ☐

Approved as modified:  
Yes ☐ No ☐
Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation?
   If yes, include a Liberal Studies proposal and syllabus with this proposal.
   Yes ☐ No ☐

23. Is this course being proposed for Diversity designation?
   If yes, include a Diversity proposal and syllabus with this proposal.
   Yes ☐ No ☐

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland
Reviewed by Curriculum Process Associate
Date

Approvals:

[Signatures and dates]

Department Chair/Unit Head (if appropriate)
Date

Chair of college curriculum committee
Date

Dean of college
Date

For Committee use only:

[Signature and date]

UCC/UGC Approval
Date

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate
Date

Approvals:

[Signature and date]

Academic Unit Head
Date
AT 520 – ANATOMICAL BASIS OF SPORTS INJURIES
FALL 2014

Debbie Craig, PhD, AT, LAT
Office - CHP 121-B
928-523-0704
Debbie.Craig@nau.edu

Credit Hours: 3

Course Prerequisites: Admittance to the program.

Course Description:
The purpose of this course is to build upon the student’s knowledge of anatomy from their Bachelor’s degree. The muscular, nervous, and cardiovascular systems of the extremities and the spine will be discussed in terms of location, function, tissue damage that may occur during injury, as well as tissue repair during surgical procedures. Graduate students will apply strategies presented in class through the use of advanced analytic and problem-solving skills that go beyond the undergraduate experience.

Student Learning Outcomes:
Upon successful completion of this course, the graduate student will be able to:

- Understand anatomical terminology (terminology worksheet)
- Describe various types of connective tissue (exam)
- Identify properties of synovial joints (exam)
- Identify the muscles of the spine, lower extremity, and upper extremity (exam)
- Identify the nerve supply to the muscles of the spine, lower extremity, and upper extremity (exam)
- Identify the blood supply to the spine, lower extremity, and upper extremity (exam)
- Identify surface anatomical landmarks throughout the body (exam)
- Describe the biomechanics in terms of anatomical structures of the glenohumeral joint, clavicle and scapula during shoulder abduction (group project)
- Describe the biomechanics in terms of anatomical structures of the knee joint from flexion through extension (group project)
- Apply all knowledge learned in class (beyond knowledge acquired in their bachelor’s degree) using advanced problem-solving skills to their clinical practice of injury evaluation and treatment.

Course Structure/Approach:
Most of the course will be taught through pictures and graphics. Lessons will be supplemented with cadaver laboratory sessions. Various experts in the field will provide guest presentations. Graduate students will create a term research project involving the advanced integration of anatomy, biomechanics, and surgical options for a selected injury of their choice.

Textbooks/Materials (R=required, O=optional):
3. Supplemental readings from scholarly journals will be required for graduate students. The purpose of the scholarly journal readings will be to further expand on current knowledge obtained during the undergraduate experience and to inform their term research project.

## Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Unit One – The Lower Extremity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 28th</td>
<td>Introduction; Overview of Anatomy; Terminology</td>
</tr>
<tr>
<td>2</td>
<td>September 4th</td>
<td>Lower Extremity Overview</td>
</tr>
<tr>
<td>3</td>
<td>September 11th</td>
<td>The Lower Leg</td>
</tr>
<tr>
<td>4</td>
<td>September 18th</td>
<td>The Ankle and Foot; Workbook pgs. 1-24 due</td>
</tr>
<tr>
<td>5</td>
<td>September 25th</td>
<td>Lower Extremity Lab; The Knee</td>
</tr>
<tr>
<td>6</td>
<td>October 2nd</td>
<td>The Knee</td>
</tr>
<tr>
<td>7</td>
<td>October 9th</td>
<td>The Hip and Thigh and Lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workbook pgs. 143-208 due; Unit One Exam on 11th</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Unit Two – The Axial Skeleton</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>October 16th</td>
<td>The Pelvis</td>
</tr>
<tr>
<td>9</td>
<td>October 23rd</td>
<td>Spine and Torso; Lab</td>
</tr>
<tr>
<td>10</td>
<td>October 30th</td>
<td>Head and Neck; Workbook pgs. 84-142 due</td>
</tr>
<tr>
<td></td>
<td>Nov. 1st</td>
<td>Unit Two Exam; research project outline due</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Unit Three – The Upper Extremity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>November 6th</td>
<td>Upper Extremity Overview; The Shoulder</td>
</tr>
<tr>
<td>12</td>
<td>November 13th</td>
<td>The Shoulder and Lab</td>
</tr>
<tr>
<td>13</td>
<td>November 20th</td>
<td>The Brachial plexus; Shoulder Biomechanics</td>
</tr>
<tr>
<td>14</td>
<td>November 27th</td>
<td>The Elbow and Forearm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No Class Thursday - Thanksgiving Break!</td>
</tr>
<tr>
<td>15</td>
<td>December 4th</td>
<td>Wrist, Hand, and Fingers; Workbook pgs. 25-82 due</td>
</tr>
<tr>
<td></td>
<td>December 6th</td>
<td>Forearm/Wrist/Hand Lab; final research project due</td>
</tr>
<tr>
<td>16</td>
<td>? December 11th</td>
<td>Unit Three Practical Exam</td>
</tr>
</tbody>
</table>

## Assessment of Student Learning Outcomes:

**Examinations** - There will be a written exam following each of the three units to test the student’s knowledge and understanding of the material in each unit. A final practical examination will be given at the end of the semester to test the student’s ability to identify specific anatomical landmarks. Examinations for graduate students will include an emphasis on critical thinking and practical application of the material presented throughout each unit. Essay questions on examination will require the students to critically reflect and apply at a higher learning level. Examinations will be weighted an additional 5-10% as compared to undergraduate students.

**Workbook** - Students will complete each page of the Student Workbook, as they correspond with the sections being taught in the course. Be SURE your name is written clearly on the inside cover of your Workbook, as you will be handing that in at 4 different times during the semester. Due dates are listed in the Course Outline section above. It is expected that each student will use these workbook pages to learn and quiz themselves, rather than just looking up the answers in the back of the text. Anatomy knowledge will serve you well in every other class in the curriculum and on a daily basis in your clinical settings! So, please commit this knowledge to memory, rather than just looking up the answers in the back. Your grade will not be based on whether you got the answers right or wrong, but simply on whether you completed the pages. Thus, I expect to see eraser marks from when you quizzed yourself, looked up the answers, and corrected any wrong answers. Each section handed in will be worth 30 points.

**Graduate Term Research Project** - Graduate students will create a term research project involving the advanced integration of anatomy, biomechanics, and surgical options for a selected injury of their choice. A thorough literature review of the anatomical and biomechanical properties of the injured area should be followed by a concise description of surgical options. The Discussion section of the project should demonstrate advanced critical reasoning skills, outlining their interpretation of the efficacy of those surgical options for injured athletes. The project should be no less than 8 pages, include illustrations as appropriate, and include no less than 10 scholarly references. The project will be worth 100 points.
Grading System:
Final grades will be based on the percentage of total points:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workbook section 1</td>
<td>30</td>
</tr>
<tr>
<td>Unit One Exam</td>
<td>110</td>
</tr>
<tr>
<td>Workbook section 2</td>
<td>30</td>
</tr>
<tr>
<td>Unit Two Exam</td>
<td>80</td>
</tr>
<tr>
<td>Workbook section 3</td>
<td>30</td>
</tr>
<tr>
<td>Final Written Exam</td>
<td>130</td>
</tr>
<tr>
<td>Final Practical Exam</td>
<td>110</td>
</tr>
<tr>
<td>Graduate Rsrch Project</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>630</td>
</tr>
</tbody>
</table>

A= 90% and above
B= 80-89%
C= 70-79%
D= 60-69%
F= below 60%

Course Policies:
Retest/make up tests - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible. Unexcused absences will result in a 10 point deduction.

Cell Phone/Browsing - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately and a 20 point deduction will be recorded per incident.

Statement on plagiarism and cheating - See University policies, at:
http://home.nau.edu/images/userimages/awf/9476/ACADEMIC2ODISHONESTY.pdf

Withdrawal Policy - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

University Policies:
Visit the Universities website regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity, via the Student Handbook Policies at: http://home.nau.edu/studentlife/handbook.asp, or at:
AT 400 – Anatomical Basis of Sports Injuries
Fall 2013

Debbie I. Craig, PhD, AT, LAT
Office: CHP 121B
(928) 523-0704
debbie.craig@nau.edu

Credit Hours:
Credit Hours: 3
Room: CHP 233
Date: TTh
Time: 11:10am – 12:25pm

Office Hours:
Mon./Wed. 9am – 11am; Tues. 1:30pm-3pm
or by appointment

Course Prerequisites
AT milestone

Course Description
The purpose of this course is to build upon the student’s knowledge of anatomy. The muscular, nervous, and cardiovascular systems of the extremities and the spine will be discussed in terms of location, function, tissue damage that may occur during injury as well as tissue repair during surgical procedures.

Course Objectives
Upon successful completion of this course, the student will:
➢ Understand anatomical terminology (terminology worksheet)
➢ Describe various types of connective tissue (exam)
➢ Identify properties of synovial joints (exam)
➢ Identify the muscles of the spine, lower extremity, and upper extremity (exam)
➢ Identify the nerve supply to the muscles of the spine, lower extremity, and upper extremity (exam)
➢ Identify the blood supply to the spine, lower extremity, and upper extremity (exam)
➢ Identify surface anatomical landmarks throughout the body (exam)
➢ Describe the biomechanics in terms of anatomical structures of the glenohumeral joint, clavicle and scapula during shoulder abduction (group project)
➢ Describe the biomechanics in terms of anatomical structures of the knee joint from flexion through extension (group project)

Course Structure/Approach
Most of the course will be taught through pictures and graphics. Lessons will be supplemented with cadaver laboratory sessions. Various experts in the field will provide guest presentations.

Textbook and Required Materials
# Course Outline

## Unit One – The Lower Extremity

- **August 29th** (Thurs only)
  - Introduction; Overview of Anatomy; Terminology
  - Lower Extremity Overview

- **September 3rd**
  - The Lower Leg

- **September 10th**
  - The Ankle and Foot; Workbook pgs. 1-24 due

- **September 17th**
  - Lower Extremity Lab; The Knee

- **September 24th**
  - The Knee

- **October 1st**
  - The Hip and Thigh and Lab

- **October 8th**
  - Workbook pgs. 143-208 due; Unit One Exam on 10th

## Unit Two – The Axial Skeleton

- **October 15th**
  - The Pelvis

- **October 22nd**
  - Spine and Torso and Lab

- **October 29th**
  - Head and Neck; Workbook pgs. 84-142 due

- **Oct. 31st**
  - Unit Two Exam

## Unit Three – The Upper Extremity

- **November 5th**
  - Upper Extremity Overview; The Shoulder

- **November 12th**
  - The Shoulder and Lab
  - The Brachial plexus; Shoulder Biomechanics

- **November 19th**
  - The Elbow and Forearm

- **November 26th**
  - Wrist, Hand, and Fingers; Workbook pgs. 25-82 due
  - Thurs – No Class – Happy Thanksgiving!

- **December 3rd**
  - Forearm/Wrist/Hand Lab

- **December 5th & 10th**
  - Unit Three Practical Exam

- **December 13th**
  - Final Exam – TBA

## Evaluation Methods and Deadlines

### Examinations
There will be a written exam following each of the three units to test the student's knowledge and understanding of the material in each unit. A final practical examination will be given at the end of the semester to test the student's ability to identify specific anatomical landmarks. All examinations must be passed with a percentage score of 70% or better. If the student scores lower than 70%, they must re-take the exam until they score 70% or better. At that time, they will receive a top score of 70% for the exam.

### Project
Students will complete each page of the Student Workbook, as they correspond with the sections being taught in the course. Be SURE your name is written clearly on the inside cover of your Workbook, as you will be handing that in at 4 different times during the semester. Due dates are listed in the Course Outline section above. It is expected that each student will use these workbook pages to learn and quiz themselves, rather than just looking up the answers in the back of the text. Anatomy knowledge will serve you well in every other class in the curriculum and on a daily basis in your clinical settings! So, please commit this knowledge to memory, rather than just looking up the answers. Your grade will not be based on whether you got the answers right or wrong, but simply on whether you completed the pages. Thus, I expect to see eraser marks from when you quizzed yourself, looked up the answers, and corrected any wrong answers. Each section handed in will be worth 30 points.
Grading System
Final grades will be based on the percentage of total points.

- Workbook section 1: 30 points (90% of 490-441 points = A)
- Unit One Exam: 100 points (80% of 440-392 points = B)
- Workbook section 2: 30 points (70% of 391-343 points = C)
- Unit Two Exam: 70 points (60% of 342-294 points = D)
- Workbook section 3: 30 points
- Workbook section 4: 30 points
- Final Written Exam: 100 points
- Final Practical Exam: 100 points
- Total: 490 points

Course Policy
Retest/makeup tests
Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance
Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable situation, please contact the instructor as soon as possible. Unexcused absences will result in a 10 point deduction.

Cell Phone/Browsing
All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately and a 20 point deduction will be recorded per incident.

Statement on plagiarism and cheating
See University policies, at: http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf

Withdrawal Policy
The university course drop deadline is September 9, 2013. The university course withdrawal deadline is October 30, 2013. It is the policy of the College of Health and Human Services that petitions to withdraw after November 15, 2013, will not be considered.

University Policies
1. Course subject and number:  AT 525  
2. Units:  3  
   See upper and lower division undergraduate course definitions.

3. College:  CHHS  
4. Academic Unit:  Athletic Training

5. Student Learning Outcomes of the new course.  (Resources & Examples for Developing Course Learning Outcomes)

   Upon successful completion of this course, the student will:
   - Incorporate the tissue healing process into the rehabilitation process; (exam)
   - Identify and assess the physical/physiological parameters that serve as the basis for development of individualized athletic injury rehabilitation programs (e.g. strength, ROM, etc.); (exam)
   - Identify major considerations associated with return-to-play following a sports injury; (group projects)
   - Plan and implement a sport-specific functional rehabilitation program, including development of therapeutic objectives, selection of functional activities, and assessment of rehabilitation progress; (exam, grp projects)
   - Select and integrate appropriate motivational techniques into the rehabilitation program; (exam, grp projects)
   - Identify environmental risk factors affecting the safe return of injured athletes to play; (exam)
   - Identify, compare, and evaluate various commercial and fabricated protective devices commonly used during the functional phase of sports injury rehabilitation; (group projects)
   - Incorporate commonly used functional activities into comprehensive, progressive functional rehabilitation programs; (exam, group projects)
   - Identify the role of various exercise equipment/devices commonly used during the functional phase of rehabilitation and reconditioning; (exam)
   - Apply the basic principles and concepts of functional testing as related to assessment of rehabilitation progress and return-to-play criteria. (exam, group projects)
   - Apply all knowledge learned in class (beyond knowledge acquired in their bachelor’s degree) using advanced problem-solving skills to their clinical practice of injury rehabilitation.
   - Apply advanced rehabilitation skills learned in class and through evidence-based practice searches, to clinical patients with attention to observed clinical outcomes.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes.  (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)

   ABOR has approved the new Master’s Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT.

   See effective dates calendar.
8. Long course title: Rehabilitation of Athletic Injuries I
(max 100 characters including spaces)

9. Short course title: Rehab I
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
This course is designed to help you learn how to plan and implement sport-specific functional rehabilitation programs. Emphasis is placed on development of comprehensive, individualized rehabilitation protocols incorporating open and closed kinetic chain activities, proprioceptive training techniques, plyometrics, core stability, and other functional activities based on pre-determined therapeutic goals and objectives. 50% lecture; 50% lab.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes X  No □
   If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?
   Yes □  No X
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)?
   Yes □  No X
   If yes, include a letter of response from each impacted academic unit.

14. Grading option:  Letter grade  X  Pass/Fail □  Both □

15. Co-convened with:  14a. UGC approval date:
   (For example: ESE 450 and ESE 550)  See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
   (For example: ES 450 and DIS 450)  See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
   Yes □  No X
   16a. If yes, maximum units allowed?
   16b. If yes, may course be repeated for additional units in the same term?
   Yes □  No □

18. Prerequisites:  Admission to the MS-AT program
   If prerequisites, include the rationale for the prerequisites.

19. Co requisites:
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?
   Yes X  No □
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  Debbie Craig, Glenn Edgerton

**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation?  
   Yes ☐  No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?  
   Yes ☐  No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

Reviewed by Curriculum Process Associate

**Approvals:**

Department Chair/ Unit Head (if appropriate)  
Date

Chair of college curriculum committee  
Date

Dean of college  
Date

**For Committee use only:**

UCC/UGC/ECCC Approval  
Date

Approved as submitted:  Yes ☐  No ☐

Approved as modified:  Yes ☐  No ☐
20. Does this course include combined lecture and lab components? Yes ☐ No ☐
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: **Debbie Craig, Glenn Edgerton**

**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes ☐ No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

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**FLAGSTAFF MOUNTAIN CAMPUS**

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<th>Scott Galland</th>
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**Approvals:**

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<tr>
<th>Department Chair/Unit Head (if appropriate)</th>
<th>Date</th>
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<tr>
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<th>Dean of college</th>
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**For Committee use only:**

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Approved as submitted: Yes ☐ No ☐
Approved as modified: Yes ☐ No ☐

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**EXTENDED CAMPUSES**

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<th>Date</th>
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</thead>
</table>
AT 525 – REHABILITATION OF ATHLETIC INJURIES - I
SPRING 2015

Debbie Craig, PhD, AT, LAT
Office - CHP 121-B
928-523-0704
Debbie.Craig@nau.edu

Office Hours: MWF 9:00am – 11:00am
or by appointment

Credit Hours: 3

Course Prerequisites: Admittance to the program.

Course Description: This course is designed to help you learn how to plan and implement sport-specific functional rehabilitation programs beyond the student’s knowledge of rehabilitation from their Bachelor’s degree. Emphasis is placed on development of comprehensive, individualized rehabilitation protocols incorporating open and closed kinetic chain activities, proprioceptive training techniques, plyometrics, core stability, and other functional activities based on pre-determined therapeutic goals and objectives. Graduate students will apply strategies presented in class through the use of advanced analytic and problem-solving skills that go beyond the undergraduate experience.

Student Learning Outcomes:
Upon successful completion of this course, the graduate student will:

- Incorporate the tissue healing process into the rehabilitation process; (exam)
- Identify and assess the physical/physiological parameters that serve as the basis for development of individualized athletic injury rehabilitation programs (e.g. strength, ROM, etc.); (exam)
- Identify major considerations associated with return-to-play following a sports injury; (group projects)
- Plan and implement a sport-specific functional rehabilitation program, including development of therapeutic objectives, selection of functional activities, and assessment of rehabilitation progress; (exam, grp projects)
- Select and integrate appropriate motivational techniques into the rehabilitation program; (exam, grp projects)
- Identify environmental risk factors affecting the safe return of injured athletes to play; (exam)
- Identify, compare, and evaluate various commercial and fabricated protective devices commonly used during the functional phase of sports injury rehabilitation; (group projects)
- Incorporate commonly used functional activities into comprehensive, progressive functional rehabilitation programs; (exam, group projects)
- Identify the role of various exercise equipment/devices commonly used during the functional phase of rehabilitation and reconditioning; (exam)
- Apply the basic principles and concepts of functional testing as related to assessment of rehabilitation progress and return-to-play criteria. (exam, group projects)
- Apply all knowledge learned in class (beyond knowledge acquired in their bachelor’s degree) using advanced problem-solving skills to their clinical practice of injury rehabilitation.
- Apply advanced rehabilitation skills learned in class and through evidence-based practice searches, to clinical patients with attention to observed clinical outcomes.

Course Structure/Approach:
This course will introduce material through discussion, lecture, research, and laboratory classes. Interaction and participation in rehabilitation exercises is required. Students will be expected to put in 2 hours outside of class for every hour spent in class. Graduate students will create a term research project involving the advanced integration of rehabilitation progressions and functional outcomes assessment for a selected injury of their choice.
Textbooks/Materials (R=required, O=optional):
R: Supplemental readings from scholarly journals will be required for graduate students. The purpose of the scholarly journal readings will be to further expand on current knowledge obtained during the undergraduate experience and to inform their term research project.

Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit One – Basic Concepts</th>
<th>Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Concepts of Rehabilitation; Wound Healing; Tissue Healing Rates</td>
<td>Prentice Ch. 1, 2</td>
</tr>
<tr>
<td>2</td>
<td>Rehab Plan Aspects &amp; Phases – Group Exercises</td>
<td>Prentice Ch. 4-6</td>
</tr>
<tr>
<td></td>
<td>Sept. 6th - initial EBP Research Project topic due</td>
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<tr>
<td>3</td>
<td>Tues – Sept. 11 - library day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Decision Making for Rehab Progressions; Motivational Techniques</td>
<td>Prentice Ch. 7-9</td>
</tr>
<tr>
<td></td>
<td>Sept 14th - Unit 1 Exam (this is a Friday, 11am-12pm)</td>
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<tr>
<th>Unit Two – Basic Tools of Rehab</th>
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<tbody>
<tr>
<td>4</td>
<td>Manual Therapy; Functional Exercise; Labs</td>
</tr>
<tr>
<td>5</td>
<td>Stretching, Scar Mob., Massage, Resistance Exercises</td>
</tr>
<tr>
<td>6</td>
<td>Proprioceptive Neuromuscular Facilitation (PNF) and Lab</td>
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<tr>
<td>7</td>
<td>Speaker – Valerie Carter, PT – PNF Techn.</td>
</tr>
<tr>
<td>8</td>
<td>Joint MobilizationTechniques and Lab</td>
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<tr>
<td>9</td>
<td>Rehab Equipment; Plyometrics; Swiss Balls; Balance Brds; etc.</td>
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<tr>
<td>10</td>
<td>Isokinetic machines; Lab for each type of equipment</td>
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<tr>
<td>7</td>
<td>Aquatherapy and Lab Oct. 9th – WEAR YOUR SWIMSUIST!!</td>
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<tr>
<td>8</td>
<td>Therapeutic Exercise Precautions – Post-surgical; Review</td>
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<tr>
<td>9</td>
<td>Oct. 12th - Unit Two Exam (this is a Friday, 11am-12pm)</td>
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<tr>
<th>Unit Three – Specific Rehab Programs</th>
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<tbody>
<tr>
<td>8</td>
<td>Problem 1 - Shoulder and Arm Rehab</td>
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<tr>
<td>9</td>
<td>Problem 1 - Presentations</td>
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<tr>
<td>10</td>
<td>Problem 2 - Spine and Pelvis Rehab; Core Stability</td>
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<tr>
<td>11</td>
<td>Problem 2 - Presentations</td>
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<tr>
<td>12</td>
<td>Nov. 6th – rough draft of Research Project due</td>
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<tr>
<td>13</td>
<td>Problem 3 – Knee Rehab</td>
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<tr>
<td>14</td>
<td>Problem 3 – Presentations</td>
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<tr>
<td>15</td>
<td>Nov. 27th – final Research Project paper due!</td>
</tr>
<tr>
<td>16</td>
<td>Problem 4 – Presentations; Review for final exam</td>
</tr>
<tr>
<td>17</td>
<td>TBA - Unit Three Exam (Final Exam!)</td>
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Fall Break

Nov. 27th – final Research Project paper due!
Problem 4 – Presentations; Review for final exam
TBA - Unit Three Exam (Final Exam!)
**Assessment of Student Learning Outcomes**

**Term Research Project (100 points)**
Graduate students will create a term research project involving the advanced integration of rehabilitation progressions and functional outcomes assessment for a selected injury of their choice. This assignment will require you to perform an Evidence-Based Practice (EBP) search following EBP protocol. The project should investigate a specific injury that requires significant rehabilitation, research on typical rehab protocols, research on functional outcomes with those protocols, and demonstration of your critical analysis of those outcomes. Papers should be 8-10 pages in length. All papers will be run through the “Safe Assign” website to ensure original work by the student. Papers must contain no more than 20% quoted material from other authors. Please see the Course Policy section of this syllabus regarding plagiarism policy. Paper should use AMA formatting style.

**Self-Evaluation (50 points)**
The essay (2-3 pages) should be a thoughtful evaluation of your strengths/areas of needed improvement in Athletic Training. Relate your strengths to your professional goals and discuss areas for improvement in order to reach your goals.

**Examinations:**
A 100 point written examination will follow Unit 1, Unit 2, and Unit 3.

**Grading System:**
Final grades will be based on the percentage of total points accumulated on written examinations, laboratory practical exams, and class assignments.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Unit One Exam</td>
<td>100</td>
</tr>
<tr>
<td>Unit Two Exam</td>
<td>100</td>
</tr>
<tr>
<td>Unit Three Exam</td>
<td>100</td>
</tr>
<tr>
<td>Term Research Project</td>
<td>100</td>
</tr>
<tr>
<td>PBL participation peer grade</td>
<td>50</td>
</tr>
<tr>
<td>Self-Evaluation Paper</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

90% (450 points) = A  
80% (400 points) = B  
70% (350 points) = C  
60% (300 points) = D  
50% (250 points) = F

**Course Policies:**

**Retest/makeup tests** - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

**Attendance** - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible. Unexcused absences will result in a 10 point deduction.

**Cell Phone/Browsing** - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately and a 20 point deduction will be recorded per incident.

**Statement on plagiarism and cheating** - See University policies at:
http://home.nau.edu/images/userimages/aizil/9476/ACADEMIC%20DISHONESTY.pdf

**Withdrawal Policy** - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

**University Policies:**
Competencies:
EBP-4. Describe a systematic approach (e.g., five step approach) to create and answer a clinical question through review and application of existing research.
EBP-5. Develop a relevant clinical question using a pre-defined question format (e.g., PICO = Patients, Intervention, Comparison, Outcomes; PIO = Patients, Intervention, Outcomes).
EBP-6. Describe and contrast research and literature resources including databases and online critical appraisal libraries that can be used for conducting clinically relevant searches.
EBP-7. Conduct a literature search using a clinical question relevant to athletic training practice using search techniques (e.g., Boolean search, Medical Subject Headings) and resources appropriate for a specific clinical question.
EBP-11. Explain the theoretical foundation of clinical outcomes assessment (e.g., disablement, health-related quality of life) and describe common methods of outcomes assessment in athletic training clinical practice (generic, disease-specific, region-specific, and dimension-specific outcomes instruments).
EBP-12. 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).
EBP-13. Understand the methods of assessing patient status and progress (e.g., global rating of change, minimal clinically important difference, minimal detectable difference) with clinical outcomes assessments.
EBP-14. Apply and interpret clinical outcomes to assess patient status, progress, and change using psychometrically sound outcome instruments.
CE-7. Identify the patient’s participation restrictions (disabilities) and activity limitations (functional limitations) to determine the impact of the condition on the patient’s life.
CE-8. Explain the role and importance of functional outcome measures in clinical practice and patient health-related quality of life.
CE-14. 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.
CE-19. Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient’s current status.

Therapeutic interventions include:
- Techniques to reduce pain
- Techniques to limit edema
- Techniques to restore joint mobility
- Techniques to restore muscle extensibility
- Techniques to restore neuromuscular function
- Exercises to improve strength, endurance, speed, and power
- Activities to improve balance, neuromuscular control, coordination, and agility
- Exercises to improve gait, posture, and body mechanics
- Exercises to improve cardiorespiratory fitness
- Functional exercises (e.g., sports- or activity-specific)
- Exercises which comprise a home-based program
- Aquatic therapy
- Therapeutic modalities
- Therapeutic medications (as guided by applicable state and federal law)
TI-4. Analyze the impact of immobilization, inactivity, and mobilization on the body systems (e.g., cardiovascular, pulmonary, musculoskeletal) and injury response.
TI-5. Compare and contrast the variations in the physiological response to injury and healing across the lifespan.
TI-6. 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.
TI-7. 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.
TI-10. Integrate self-treatment into the intervention when appropriate, including instructing the patient regarding self-treatment plans.

TI-11. Design therapeutic interventions to meet specified treatment goals.

TI-11a. Assess the patient to identify indications, contraindications, and precautions applicable to the intended intervention.

TI-11b. Position and prepare the patient for various therapeutic interventions.

TI-11c. Describe the expected effects and potential adverse reactions to the patient.

TI-11d. Instruct the patient how to correctly perform rehabilitative exercises.

TI-11e. Apply the intervention, using parameters appropriate to the intended outcome.

TI-11f. Reassess the patient to determine the immediate impact of the intervention.

TI-12. Use the results of on-going clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued.

TI-13. 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.

TI-14. Describe the use of joint mobilization in pain reduction and restoration of joint mobility.

TI-15. Perform joint mobilization techniques as indicated by examination findings.

TI-18. Explain the relationship between posture, biomechanics, and ergodynamics and the need to address these components in a therapeutic intervention.
AT 370W – Therapeutic Exercise of Athletic Injuries
Fall 2013

Debbie Craig, PhD, AT, LAT
CHP 121B
(928) 523-0704
Debbie.Craig@nau.edu

Glenn Edgerton, EdD, AT, LAT
CHP 121A
(928)523-6837
Glenn.Edgerton@nau.edu

Credit Hours: 4
Prerequisites: AT milestone

Course Description:
This course is designed to help you learn how to plan and implement sport-specific functional rehabilitation programs. Emphasis is placed on development of comprehensive, individualized rehabilitation protocols incorporating open and closed kinetic chain activities, proprioceptive training techniques, plyometrics, core stability, and other functional activities based on pre-determined therapeutic goals and objectives.

Student Learning Outcomes:
Upon successful completion of this course, you will:
- Understand the tissue healing process and incorporate it into the rehabilitation process; (exam)
- Identify and assess the physical/physiological parameters that serve as the basis for development of individualized athletic injury rehabilitation programs (e.g. strength, ROM, etc.); (exam)
- Identify major considerations associated with return-to-play following a sports injury; (group projects)
- Plan and implement a sport-specific functional rehabilitation program, including development of therapeutic objectives, selection of functional activities, and assessment of rehabilitation progress; (exam, grp projects)
- Select and integrate appropriate motivational techniques into the rehabilitation program; (exam, grp projects)
- Identify environmental risk factors affecting the safe return of injured athletes to play; (exam)
- Identify, compare, and evaluate various commercial and fabricated protective devices commonly used during the functional phase of sports injury rehabilitation; (group projects)
- Incorporate commonly used functional activities into comprehensive, progressive functional rehabilitation programs; (exam, group projects)
- Identify the role of various exercise equipment/devices commonly used during the functional phase of rehabilitation and reconditioning; (exam)
- Apply the basic principles and concepts of functional testing as related to assessment of rehabilitation progress and return-to-play criteria. (exam, group projects)

Course Structure/Approach:
This course will introduce material through discussion, lecture, research, and laboratory classes. Interaction and participation in rehabilitation exercises is strongly encouraged. This course will satisfy the University’s junior-level writing requirement. Students will be expected to put in 2 hours outside of class for every hour spent in class.

Text and Required Materials:

Course Outline

Week:                              Readings:

Unit One – Basic Concepts
1  Concepts of Rehabilitation; Wound Healing; Tissue Healing Rates  Prentice Ch. 1, 2
2  Rehab Plan Aspects & Phases – Group Exercises  Prentice Ch. 4-6
3  Decision Making for Rehab Progressions; Motivational Techniques  Prentice Ch. 7-9
  Sept. 19th - initial EBP paper question due
  Sept. 12th – library day – meet at Cline Library

4  Unit 1 Exam – Tuesday, Sept. 17th; PICO worksheet due

Unit Two – Basic Tools of Rehab
4  Manual Therapy; Functional Exercise; Labs  Prentice Ch. 12, 14, 17
  Stretching, Scar Mob., Massage, Resistance Exercises
  Sept. 20th – library apptmnt date and time due
5  Rehab Equipment; Plyometrics; Swiss Balls; Balance Brds; etc.  Prentice Ch. 11
  Isokinetic machines; Lab for each type of equipment
6  Proprioceptive Neuromuscular Facilitation (PNF) and Lab
  Speaker – Valerie Carter, PT – PNF Techn.
  Joint Mobilization Techniques and Lab
  Oct. 3rd – brief EBP paper outline due
7  Aquatherapy and Lab Oct. 8th – WEAR YOUR SWIMSUITS!!
   Therapeutic Exercise Precautions – Post-surgical; Review  Prentice Ch. 3
8  Oct. 15th - Unit Two Exam

Unit Three – Specific Rehab Programs
8  Problem 1 - Shoulder and Arm Rehab  Prentice Ch. 18, 19, 20
9  Problem 1 - Presentations
   Oct. 24th - references & list of databases due
10 Problem 2 – Low Back & Pelvis Rehab; Core Stability  Prentice Ch. 10, 25
11 Problem 2 - Presentations
   Nov. 5th – detailed outline due
12 Problem 3 – Knee Rehab  Prentice Ch. 21, 22
13 Problem 3 – Presentations
14 Problem 4 - Foot, Ankle, and Lower Leg Rehab  Prentice Ch. 23, 24
   Nov. 26th – final term paper due!

*******************************Nov. 28 to Dec. 1 – Fall Break*******************************

15  Problem 4 – Presentations; Review for final exam
16  TBA - Unit Three Exam (Final Exam!)

Evaluation Methods and Deadlines

Assignments
The University’s junior-level writing requirement will be satisfied in this course by the completion of a term paper (minimum 10 pgs.) and a self evaluation essay. Both should be written in AMA style. An example sheet regarding AMA style is posted on Vista.

Term Paper: (100 points)
This assignment will require you to employ Evidence-Based Practice (EBP) methods. This requires you to: determine a question you have about a rehabilitation issue/technique/outcome in the clinical setting; further develop your question using the PICO worksheet; once you have identified the PICO elements, put your final question together; perform your literature search and review; and finally, write your paper. Papers should be 10-12 pages in length. Guidelines and due dates for several steps in this process are in the project handout and in the Course Outline above. All papers will be run through the “Safe Assign” website to ensure original work by the student. Papers must contain no more than 20% quoted material from other authors. Please see the Course Policy section of this syllabus regarding plagiarism policy.
Self-Evaluation: (50 points)
The essay (2-3 pages) should be a thoughtful evaluation of your strengths/areas of needed improvement in Athletic Training. Relate your strengths to your professional goals and discuss areas for improvement in order to reach your goals.

Course Teaching Evaluation:
Each student is required to complete the end-of-the-semester Course Teaching Evaluation. This may be an online evaluation. Due to the critical nature of these evaluations, grades will not be posted without their completion.

Examinations
A 100 point written examination will follow Unit 1, Unit 2, and Unit 3. All examinations must be passed with a percentage score of 70% or better. If the student scores lower than 70%, they must re-take the exam until they score 70% or better. At that time, they will receive a top score of 70% for the exam.

Grading System
Final grades will be based on the percentage of total points accumulated on written examinations, laboratory practical exams, and class assignments.

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<tr>
<th>Course</th>
<th>Points</th>
<th>Grade Calculation</th>
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<tbody>
<tr>
<td>Unit One Exam</td>
<td>100</td>
<td>90% (450 points) = A</td>
</tr>
<tr>
<td>Unit Two Exam</td>
<td>100</td>
<td>80% (400 points) = B</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>70% (350 points) = C</td>
</tr>
<tr>
<td>Term Paper</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>PBL participation peer grade</td>
<td>50</td>
<td>60% (300 points) = D</td>
</tr>
<tr>
<td>Self-Evaluation Paper</td>
<td>50</td>
<td>50% (250 points) = F</td>
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</tbody>
</table>

Total: 500 points

Course Policy

Retest/makeup tests
Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance
Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible. Unexcused absences will result in a 10 point deduction.

Cell Phone/Browsing
All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately and a 20 point deduction will be recorded per incident.

Statement on plagiarism and cheating
See University policies at: http://home.nau.edu/images/userimages/asf/9476/ACADEMIC%20HONESTY.pdf

Withdrawal Policy
The university course drop deadline is September 9, 2013. The university course withdrawal deadline is October 30, 2013. It is the policy of the College of Health and Human Services that petitions to withdraw after November 15, 2013, will not be considered.

University Policies
See website containing University policies regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity at: http://home.nau.edu/studentlife/handbook.asp
Competencies:

EBP-4. Describe a systematic approach (e.g., five step approach) to create and answer a clinical question through review and application of existing research.

EBP-5. Develop a relevant clinical question using a pre-defined question format (e.g., PICO= Patients. Intervention, Comparison, Outcomes; PIO= Patients, Intervention, Outcomes).

EBP-6. Describe and contrast research and literature resources including databases and online critical appraisal libraries that can be used for conducting clinically-relevant searches.

EBP-7. Conduct a literature search using a clinical question relevant to athletic training practice using search techniques (e.g., Boolean search, Medical Subject Headings) and resources appropriate for a specific clinical question.

EBP-11. Explain the theoretical foundation of clinical outcomes assessment (e.g., disablement, health-related quality of life) and describe common methods of outcomes assessment in athletic training clinical practice (generic, disease-specific, region-specific, and dimension-specific outcomes instruments).

EBP-12. 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).

EBP-13. Understand the methods of assessing patient status and progress (e.g., global rating of change, minimal clinically important difference, minimal detectable difference) with clinical outcomes assessments.

EBP-14. Apply and interpret clinical outcomes to assess patient status, progress, and change using psychometrically sound outcome instruments.

CE-7. Identify the patient’s participation restrictions (disabilities) and activity limitations (functional limitations) to determine the impact of the condition on the patient’s life.

CE-8. Explain the role and importance of functional outcome measures in clinical practice and patient health-related quality of life.


CE-14. 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.

CE-19. Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient’s current status.

Therapeutic interventions include:

- Techniques to reduce pain
- Techniques to limit edema
- Techniques to restore joint mobility
- Techniques to restore muscle extensibility
- Techniques to restore neuromuscular function
- Exercises to improve strength, endurance, speed, and power
- Activities to improve balance, neuromuscular control, coordination, and agility
- Exercises to improve gait, posture, and body mechanics
- Exercises to improve cardiorespiratory fitness
- Functional exercises (e.g., sports- or activity-specific)
- Exercises which comprise a home-based program
- Aquatic therapy
- Therapeutic modalities
- Therapeutic medications (as guided by applicable state and federal law)

TI-4. Analyze the impact of immobilization, inactivity, and mobilization on the body systems (e.g., cardiovascular, pulmonary, musculoskeletal) and injury response.
TI-5. Compare and contrast the variations in the physiological response to injury and healing across the lifespan.

TI-6. 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.

TI-7. 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.

TI-10. Integrate self-treatment into the intervention when appropriate, including instructing the patient regarding self-treatment plans.

TI-11. Design therapeutic interventions to meet specified treatment goals.

   TI-11a. Assess the patient to identify indications, contraindications, and precautions applicable to the intended intervention.

   TI-11b. Position and prepare the patient for various therapeutic interventions.

   TI-11c. Describe the expected effects and potential adverse reactions to the patient.

   TI-11d. Instruct the patient how to correctly perform rehabilitative exercises.

   TI-11e. Apply the intervention, using parameters appropriate to the intended outcome.

   TI-11f. Reassess the patient to determine the immediate impact of the intervention.

TI-12. Use the results of on-going clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued.

TI-13. 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.

TI-14. Describe the use of joint mobilization in pain reduction and restoration of joint mobility.

TI-15. Perform joint mobilization techniques as indicated by examination findings.

TI-18. Explain the relationship between posture, biomechanics, and ergodynamics and the need to address these components in a therapeutic intervention.
Please attach proposed Syllabus in approved university format.

1. Course subject and number:  AT 526
2. Units:  1
   See upper and lower division undergraduate course definitions.

3. College:  CHHS
4. Academic Unit:  Athletic Training

5. Student Learning Outcomes of the new course.  (Resources & Examples for Developing Course Learning Outcomes)
Upon successful completion of this course, the graduate student will:
- Plan and implement a sport-specific functional rehabilitation program, including development of therapeutic objectives, selection of functional activities, and assessment of rehabilitation progress on an injured patient; (Clinical Preceptor evaluation)
- Incorporate commonly used functional activities into comprehensive, progressive functional rehabilitation programs for injured patients; (Clinical Preceptor evaluation)
- Apply the basic principles and concepts of functional testing as related to assessment of rehabilitation progress and return-to-play criteria for an injured patient. (Clinical Preceptor evaluation)

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes.  (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)
ABOR has approved the new Master's Degree in Athletic Training. Thus, we have created a whole new curriculum for the master's degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT. There is NOT a BS-AT course equivalent for this course.

   See effective dates calendar.

8. Long course title:  Rehabilitation of Athletic Injuries II
   (max. 100 characters including spaces)

9. Short course title:  Rehab II
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
    This course will take place in a clinical setting that will be designated by the clinical coordinator. The purpose of the course is for the graduate student to apply and analyze the implementation of techniques, concepts, and guiding principles of rehabilitation programs learned in AT 525, to at least one patient. Daily interaction with the patient is required, while being supervised by the Clinical Preceptor.
11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes X No ☐
   If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?
   Yes ☐ No X
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why
   NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)?
   Yes ☐ No X
   If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade X Pass/Fail ☐ Both ☐

15. Co-convened with: __________________________ 14a. UGC approval date*:
    __________________________
    (For example: ESE 450 and ESE 550) See co-convening policy.
    *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
    __________________________
    (For example: ES 450 and DIS 450) See cross listing policy.
    Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
   Yes ☐ No X
   16a. If yes, maximum units allowed?
   __________________________
   16b. If yes, may course be repeated for additional units in the same term?
   Yes ☐ No ☐

18. Prerequisites: Admission to MS-AT program
   If prerequisites, include the rationale for the prerequisites.

19. Co requisites: __________________________
    If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?
    Yes ☐ No X
    If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: Debbie Craig, Glenn Edgerton

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation?
    Yes ☐ No ☐
    If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?
    Yes ☐ No ☐
    If yes, include a Diversity proposal and syllabus with this proposal.
Reviewed by Curriculum Process Associate

**Approvals:**

Department Chair/ Unit Head (if appropriate) 

Chair of college curriculum committee

Dean of college

**For Committee use only:**

UCC/UGC/ECCC Approval

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐
23. Is this course being proposed for Diversity designation? Yes [ ] No [ ]
If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 05/02/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Signature 8/21-13
Department Chair/Unit Head (if appropriate) Date

Signature 8/22/13
Chair of college curriculum committee Date

Signature 8/26/13
Dean of college Date

For Committee use only:

Signature 10/23/13
UCC/UGC Approval Date

Approved as submitted: Yes [ ] No [ ]
Approved as modified: Yes [ ] No [ ]

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Signature
Academic Unit Head Date

Signature
Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Signature
Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) Date
AT 526 – REHABILITATION OF ATHLETIC INJURIES - II  
SUMMER (MAY) 2015

Debbie Craig, PhD, AT, LAT  
Office - CHP 121-B  
928-523-0704  
Debbie.Craig@nau.edu

Office Hours:  
MWF 9:00am – 11:00am  
or by appointment

Credit Hours:  1

Course Prerequisites:  Admittance to the program.

Course Description:  Application of rehabilitation skills and progressions in a clinical setting.  Course will be online.

Student Learning Outcomes:
Upon successful completion of this course, the student will:

- Plan and implement a sport-specific functional rehabilitation program, including development of therapeutic objectives, selection of functional activities, and assessment of rehabilitation progress; (Clinical Preceptor evaluation)
- Incorporate commonly used functional activities into comprehensive, progressive functional rehabilitation programs; (Clinical Preceptor evaluation)
- Apply the basic principles and concepts of functional testing as related to assessment of rehabilitation progress and return-to-play criteria.  (Clinical Preceptor evaluation)

Course Structure/Approach:
This course will take place in a clinical setting that will be designated by the clinical coordinator.  The purpose of the course is for the graduate student to apply and analyze the implementation of techniques, concepts, and guiding principles of rehabilitation programs learned in AT 525, to at least one patient.  Daily interaction with the patient is required, while being supervised by the Clinical Preceptor.

Textbooks/Materials (R=required, O=optional):
Textbooks and other resources used in the previous AT 525 course will be used as the student deems necessary.

Course Outline:
Week 1 – review the patient file, including doctor’s orders, op-notes, etc to determine a starting point for the rehabilitation program; plan out phase 1 of the program;
Week 2 – determine criteria for progression from each phase and the exercises to be included in each phase; implement this program;
Week 3 – complete the rehabilitation program; determine functional testing measures and implement these, to determine return to play readiness.

Assessment of Student Learning Outcomes:
Rehabilitation Program Outline:  (50 points)
The student will write the outline of the rehabilitation program in a word document, including exercises completed in each phase, criteria for progression from each phase, and functional testing measures to determine return to play readiness.  The Clinical Preceptor will sign off on this document, confirming the progression of the program.
Reflection Paper: (100 points)
The student will write a 5 page paper in AMA format that illustrates the learning that occurred during this application class. Any lingering questions, moments of clarity, and other professional development issues should be included in the paper. This project, above all, needs to be a thoughtful reflection of what the student expected and actually achieved through the course.

Clinical Preceptor Evaluation: (100 points)
The Clinical Preceptor will fill out an evaluation of the student that is specific to the goals of this course. The student must earn an overall score of 75% or better to pass this course.

Grading System:
- Rehab Program Outline - 50 points
- Reflection Paper - 100 points
- Clinical Preceptor Eval - 100 points
- Total possible - 250 points

90% (225-250 points) = A
80% (200-224 points) = B
70% (175-199 points) = C
60% (150-174 points) = D
Below 150 points = F

Course Policies:
Retest/makeup tests - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible. Unexcused absences will result in a 10 point deduction.

Cell Phone/Browsing - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately and a 20 point deducation will be recorded per incident.

Statement on plagiarism and cheating - See University policies, at:
http://home.nau.edu/images/userimages/awd/9476/ACADEMIC%20DEONESTY.pdf

Withdrawal Policy - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

University Policies:
Visit the Universities website regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity, via the Student Handbook Policies at: http://home.nau.edu/studentlife/handbook.asp, or at:
http://www4.nau.edu/avpaa/UCCPolicy/picystmt.html.
Please attach proposed Syllabus in approved university format.

1. Course subject and number: AT 530
2. Units: 3

See upper and lower division undergraduate course definitions.

3. College: CHHS
4. Academic Unit: Athletic Training

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon successful completion of this course, the graduate student will be able to:

1. Understand the tissue healing process and timetable. (Papers, Exam)
2. State the effects of modalities on the tissue healing process. (Papers, Exam)
3. Understand the concepts of various pain theories. (Exam, Quiz)
4. List the effects of modalities on pain and pain theories. (Exam, Quiz)
5. Construct a theoretically sound protocol for the use of selected modalities. (Papers, Exam)
6. Identify the indications and contraindications of cryotherapy, thermal modalities, ultrasound, & electrotherapy. (Papers, Exam)
7. List the thermal and non-thermal effects of ultrasound. (Papers, Exam)
8. Distinguish between the various types of electrotherapy. (Exam, Quiz)
9. Proper modality selection for desired treatment outcomes. (Papers, Exam)
10. Apply and understand the output of an EMG machine. (Exam, Quiz)
11. Apply the use biofeedback during the rehabilitation process. (Exam, Quiz)
12. Understand the concepts of traction. (Exam, Quiz)
13. Select and apply appropriate massage techniques for various pathologies. (Exam, Quiz)
14. Determine the effectiveness and efficacy of an intervention utilizing evidence-based practice searches, with demonstration of critical analysis of the literature beyond what was learned at the bachelor’s degree level. (Papers, Exam)
15. Apply appropriate immediate treatment to protect the injured area and minimize the effects of hypoxic and enzymatic injury. (Papers, Exam)
16. Instruct the patient in home care and self-treatment plans for acute conditions. (Papers, Exam)
17. Techniques to reduce pain and edema, restore joint mobility, muscle flexibility, and neuromuscular function. (Papers, Exam)
18. 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. (Papers, Exam)
19. Research contemporary theories of pain perception and pain modulation with demonstration of critical analysis of the literature beyond what was learned at the bachelor’s degree level. (Exam, Quiz)
20. Differentiate between palliative and primary pain-control interventions. (Exam, Quiz)
21. Explain the theory and principles relating to expected physiological response(s) during and following therapeutic interventions. (Papers, Exam)
22. 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, therapeutics, energy transmission and attenuation, electricity). (Exam, Quiz)
23. Integrate self-treatment into the intervention when appropriate, including instructing the patient regarding self-treatment plans. (Papers, Exam)
24. Design therapeutic interventions to meet specified treatment goals. (Papers, Exam)
25. Assess the patient to identify indications, contraindications, and precautions applicable to the intended intervention. (Exam, Quiz)
26. Position and prepare the patient for various therapeutic interventions. (Exam, Quiz)
27. Describe the expected effects and potential adverse reactions to the patient. (Papers, Exam)
28. Apply the intervention, using parameters applicable to the intended outcome. (Exam, Quiz)
29. Reassess the patient to determine the immediate impact of the intervention. (Papers, Exam)
30. Use the results of on-going clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued. (Papers, Exam)

31. 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. (Papers, Exam)

32. Identify manufacturer, institutional, state, and/or federal standards that influence approval, operation, inspection, maintenance and safe application of therapeutic modalities and rehabilitation equipment. (Exam, Quiz)

33. Inspect therapeutic equipment and the treatment environment for potential safety hazards. (Exam, Quiz)

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

ABOR has approved the new Master’s Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT.


See effective dates calendar.

8. Long course title: Therapeutic Modalities
(max 100 characters including spaces)

9. Short course title: Therapeutic Modalities
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
The purpose of this course is to enhance the student’s understanding of the role of physical agents in the treatment and rehabilitation of sports related injuries. Emphasis is placed in the physiological effects, indications and contraindications, and clinical application of thermal, electrical, and mechanical agents. 75% lecture; 25% lab.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
Yes X No □

If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?
Yes □ No X

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?
Yes □ No X

If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade X Pass/Fail □ Both □

15. Co-convened with: 14a. UGC approval date*:
(For example: ESE 450 and ESE 550) See co-convening policy.
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
(For example: ES 450 and DIS 450) See cross listing policy.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?  
   Yes ☐  No ☒
   16a. If yes, maximum units allowed?  
   16b. If yes, may course be repeated for additional units in the same term?  
   Yes ☐  No ☐

18. Prerequisites:  Admission to MS-AT program  
   If prerequisites, include the rationale for the prerequisites.

19. Co requisites:  
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  
   Yes ☒  No ☐
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  Scot Raab, Debbie Craig

**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation?  
   Yes ☐  No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?  
   Yes ☐  No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

Reviewed by Curriculum Process Associate

Date

**Approvals:**

Department Chair/ Unit Head (if appropriate)

Date

Chair of college curriculum committee

Date

Dean of college

Date

**For Committee use only:**

UCC/UGC/ECCC Approval

Date

Approved as submitted:  Yes ☐  No ☐

Approved as modified:  Yes ☐  No ☐
### Department Chair/Unit Head (if appropriate)

**Mark Lawrence**

Date: **9-21-13**

### Chair of college curriculum committee

**Alvin Harris**

Date: **8-22-13**

### Dean of college

Date: **8/26/13**

**For Committee use only:**

Date: **12/23/13**

### UCC/UGC Approval

Date

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**Approved as submitted:**

Yes [ ]

No [ ]

**Approved as modified:**

Yes [ ]

No [ ]

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### EXTENDED CAMPUSES

**Reviewed by Curriculum Process Associate**

Date

#### Approvals:

**Academic Unit Head**

Date

**Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)**

Date

**Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)**

Date

**Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)**

Date

**Chief Academic Officer; Extended Campuses (or Designee)**

Date

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**Approved as submitted:**

Yes [ ]

No [ ]

**Approved as modified:**

Yes [ ]

No [ ]
AT 530 – MODALITIES
FALL 2014

Scot Raab, PhD, AT, LAT
Office - CHP 121-F
928-523-9059
Scot.raab@nau.edu

Credit Hours: 3

Course Prerequisites: Admittance to the program. AT 500.

Course Description:
The purpose of this course is to enhance the athletic training student’s understanding of the proper role of physical agents in the treatment and rehabilitation of sports related injuries. Emphasis is placed in the physiological effects, indications and contraindications, and clinical application of thermal, electrical, and mechanical agents. Appropriate selection of modalities for therapeutic intervention in connective tissue repair and pain control will be discussed. Graduate students will apply strategies presented in class through the use of advanced analytic and problem-solving skills that go beyond the undergraduate experience.

Student Learning Outcomes:
Upon successful completion of this course, the graduate student will be able to:
1. Understand the tissue healing process and timetable. (Papers, Exam)
2. State the effects of modalities on the tissue healing process. (Papers, Exam)
3. Understand the concepts of various pain theories. (Exam, Quiz)
4. List the effects of modalities on pain and pain theories. (Exam, Quiz)
5. Construct a theoretically sound protocol for the use of selected modalities. (Papers, Exam)
6. Identify the indications and contraindications of cryotherapy, thermal modalities, ultrasound, & electrotherapy. (Papers, Exam)
7. List the thermal and non-thermal effects of ultrasound. (Papers, Exam)
8. Distinguish between the various types of electrotherapy. (Exam, Quiz)
9. Proper modality selection for desired treatment outcomes. (Papers, Exam)
10. Apply and understand the output of an EMG machine. (Exam, Quiz)
11. Apply the use biofeedback during the rehabilitation process. (Exam, Quiz)
12. Understand the concepts of traction. (Exam, Quiz)
13. Select and apply appropriate massage techniques for various pathologies. (Exam, Quiz)
14. Determine the effectiveness and efficacy of an intervention utilizing evidence-based practice searches, with demonstration of critical analysis of the literature beyond what was learned at the bachelor’s degree level. (Papers, Exam)
15. Apply appropriate immediate treatment to protect the injured area and minimize the effects of hypoxic and enzymatic injury. (Papers, Exam)
16. Instruct the patient in home care and self-treatment plans for acute conditions. (Papers, Exam)
17. Techniques to reduce pain and edema, restore joint mobility, muscle flexibility, and neuromuscular function. (Papers, Exam)
18. 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. (Papers, Exam)
19. Research contemporary theories of pain perception and pain modulation with demonstration of critical analysis of the literature beyond what was learned at the bachelor’s degree level. (Exam, Quiz)

Office Hours: MWF 9:00am – 11:00am
or by appointment
20. Differentiate between palliative and primary pain-control interventions. (Exam, Quiz)
21. Explain the theory and principles relating to expected physiological response(s) during and following therapeutic interventions. (Papers, Exam)
22. 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 (e.g., stress-strain, leverage, thermodynamics, energy transmission and attenuation, electricity). (Exam, Quiz)
23. Integrate self-treatment into the intervention when appropriate, including instructing the patient regarding self-treatment plans. (Papers, Exam)
24. Design therapeutic interventions to meet specified treatment goals. (Papers, Exam)
25. Assess the patient to identify indications, contraindications, and precautions applicable to the intended intervention. (Exam, Quiz)
26. Position and prepare the patient for various therapeutic interventions. (Exam, Quiz)
27. Describe the expected effects and potential adverse reactions to the patient. (Papers, Exam)
28. Apply the intervention, using parameters appropriate to the intended outcome. (Exam, Quiz)
29. Reassess the patient to determine the immediate impact of the intervention. (Papers, Exam)
30. Use the results of on-going clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued. (Papers, Exam)
31. 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. (Papers, Exam)
32. Identify manufacturer, institutional, state, and/or federal standards that influence approval, operation, inspection, maintenance and safe application of therapeutic modalities and rehabilitation equipment. (Exam, Quiz)
33. Inspect therapeutic equipment and the treatment environment for potential safety hazards. (Exam, Quiz)

Course Structure/Approach:
The material of this course will be delivered in a standard lecture and laboratory formats. Class time will be devoted to discussion of theory / scientific evidence as well as the practical application of selected modalities in a laboratory type setting. Exams, quizzes, and assignments will be given to assess learning. Supplemental materials will be available to enhance student learning.

Textbooks/Materials (R=required, O=optional):

R: Supplemental readings from scholarly journals will be required for graduate students. The purpose of the scholarly journal readings will be to further expand on current knowledge obtained during the undergraduate experience and to inform their term research project.

Course Outline: TBA

Assessment of Student Learning Outcomes:
1. Applied Modality Use Papers (4 EBP papers): Students will identify a minimum of 2 EBP journal articles related to the topic of each paper. Topics will be 1) Superficial heat and cryotherapy, 2) Ultra-Sound, 3) Mechanic modalities and 4) Electric Stimulation. Students will develop a paper on the use of these topics for an assigned injury. Full details will be discussed in class (TNR 12 font, Electronic submission, paper copies of articles, AMA Reference Style) and so will tentative due dates.

2. Lab Practical (pop) Quizzes: Students will demonstrate on the spot abilities to set up proper modality parameters

3. Test/Exams (3): Test may be MC/Matching/Short answer/ Practical/ and timed, etc. Examinations for graduate students will include an emphasis on critical thinking and practical application of the material presented throughout each unit. Essay questions on examination will require the students to critically reflect and apply at a higher learning level. Examinations will be weighted an additional 5-10% as compared to undergraduate students.

4. In BBL, students will complete a weekly quiz based on a chapter worth of reading. Efforts will be made to align quizzes with class lecture but fluctuations may occur. Quizzes may also cover topics not covered in a formal lecture. You will have multiple attempts at each quiz to earn a 70% and move to the next quiz.
Grading System:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test/Exams (3)</td>
<td>60%</td>
</tr>
<tr>
<td>Applied Modality Papers</td>
<td>25%</td>
</tr>
<tr>
<td>Online quizzes (weekly)</td>
<td>10%</td>
</tr>
<tr>
<td>Practical Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

≥ 90% = A  
≥ 80% = B  
≥ 70% = C  
≥ 60% = D  Less than 60% = F

Course Policies:

Retest/makeup tests - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible.

Cell Phone/Browsing - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately.

Statement on plagiarism and cheating - See University policies, at: http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20HONESTY.pdf

Withdrawal Policy - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

University Policies:
AT 350 – Therapeutic Modalities
Spring 2013

Scot Raab, PhD, AT, LAT
Office HS 121-F
928-523-9059
Scot.Raab@nau.edu

Office Hours:
W 11:00am-12:00pm
TR 9:00 am-12:00pm
or as posted or apt.

Credit Hours:
Credit Hours: 4
Room: HS 233
Meeting Times: MWF 9:10 – 10:00am
Lab: HP 333 / TBD

Course Prerequisites
AT 200 & admittance to ATEP

Textbooks, Required and Suggested Materials

Course Description
The purpose of this course is to enhance the athletic training student’s understanding of the proper role of physical agents in the rehabilitation of sports related injuries. Emphasis is placed in the physiological effects, indications and contraindications, and clinical application of thermal, electrical, and mechanical agents. Appropriate selection of modalities for therapeutic intervention in connective tissue repair and pain control will be discussed.

Course Objectives
Upon successful completion of this course, the student will be able to discuss:

- Understand the tissue healing process and timetable. (Papers, Exam)
- State the effects of modalities on the tissue healing process. (Papers, Exam)
- Understand the concepts of various pain theories. (Exam, Quiz)
- List the effects of modalities on pain and pain theories. (Exam, Quiz)
- Construct a theoretically sound protocol for the use of selected modalities. (Papers, Exam)
- Identify the indications and contraindications of cryotherapy. (Papers, Exam)
- Identify the indications and contraindications of thermal modalities. (Papers, Exam)
- List the thermal and non-thermal effects of ultrasound. (Papers, Exam)
- Identify the indications and contraindications of ultrasound. (Papers, Exam)
- Identify the indications and contraindications of electrotherapy. (Papers, Exam)
- Distinguish between the various types of electrotherapy. (Exam, Quiz)
- Proper modality selection for desired treatment outcomes. (Papers, Exam)
- Apply and understand the output of an EMG machine. (Exam, Quiz)
- Apply the use biofeedback during the rehabilitation process. (Exam, Quiz)
- Understand the concepts of traction. (Exam, Quiz)
- Select and apply appropriate massage techniques for various pathologies. (Exam, Quiz)
- Determine the effectiveness and efficacy of an athletic training intervention utilizing evidence-based practice concepts (Papers, Exam)
- Apply appropriate immediate treatment to protect the injured area and minimize the effects of hypoxic and enzymatic injury. (Papers, Exam)
Instruct the patient in home care and self-treatment plans for acute conditions. (Papers, Exam)
Techniques to reduce pain (Papers, Exam)
Techniques to limit edema (Papers, Exam)
Techniques to restore joint mobility (Exam, Quiz)
Techniques to restore muscle extensibility (Papers, Exam)
Techniques to restore neuromuscular function (Exam, Quiz)
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. (Papers, Exam)
Compare and contrast contemporary theories of pain perception and pain modulation. (Exam, Quiz)
Differentiate between palliative and primary pain-control interventions. (Exam, Quiz)
Explain the theory and principles relating to expected physiological response(s) during and following therapeutic interventions. (Papers, Exam)
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 (e.g., stress-strain, leverage, thermodynamics, energy transmission and attenuation, electricity). (Exam, Quiz)
Integrate self-treatment into the intervention when appropriate, including instructing the patient regarding self-treatment plans. (Papers, Exam)
Design therapeutic interventions to meet specified treatment goals. (Papers, Exam)
Assess the patient to identify indications, contraindications, and precautions applicable to the intended intervention. (Exam, Quiz)
Position and prepare the patient for various therapeutic interventions. (Exam, Quiz)
Describe the expected effects and potential adverse reactions to the patient. (Papers, Exam)
Apply the intervention, using parameters appropriate to the intended outcome. (Exam, Quiz)
Reassess the patient to determine the immediate impact of the intervention. (Papers, Exam)
Use the results of ongoing clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued. (Papers, Exam)
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. (Papers, Exam)
Identify manufacturer, institutional, state, and/or federal standards that influence approval, operation, inspection, maintenance and safe application of therapeutic modalities and rehabilitation equipment. (Exam, Quiz)
Inspect therapeutic equipment and the treatment environment for potential safety hazards. (Exam, Quiz)

Course Structure/Approach
The material of this course will be delivered in a standard lecture and laboratory formats. Class time will be devoted to discussion of theory / scientific evidence as well as the practical application of selected modalities in a laboratory type setting. Exams, quizzes, and assignments will be given to assess learning. Supplemental materials will be available to enhance student learning. You are responsible to print off and review the class notes from Blackboard Learn or E-mails prior to lecture.

Evaluation Methods and Deadlines

Assignments
1) *Applied Modality Use Papers (2)*: Students will identify a minimum of 2 EBP journal articles related to the topic of each paper. Topics will be selected from: 1) Superficial heat and cryotherapy, 2) Ultra-Sound, 3) Mechanic modalities and 4) Electric Stimulation. Students will develop a paper on the use of these topics for an assigned injury. Full details will be discussed in class (TNR 12 font, Electronic submission, paper copies of articles, AMA Reference Style) and so will tentative due dates.
2) *Lab Practical (pop) Quizzes*: Students will demonstrate on the spot abilities to set up proper modality parameters
3) *Test/Exams (3)*: *Test may be MC/Matching/Short answer/ Practical/ and timed, etc.*
4) In BBL, students will complete a weekly quiz based on a chapter worth of reading. Efforts will be made to align quizzes with class lecture but fluctuations may occur. Quizzes may also cover topics not covered in a formal lecture. You will have multiple attempts at each quiz to earn a 70% and move to the next quiz.

**Grading System**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test/Exams (3)</td>
<td>50%</td>
</tr>
<tr>
<td>Applied Modality Papers</td>
<td>25%</td>
</tr>
<tr>
<td>Online quizzes (weekly)</td>
<td>20%</td>
</tr>
<tr>
<td>Practical Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

≥ 90% = A  
≥ 80% = B  
≥ 70% = C  
≥ 60% = D, Less than 60% = F

**Course Policy**

**Class Participation**
You are required to participate in class discussions, lectures and laboratory activities. During lab times access to joints and other anatomic areas treated by Certified Athletic Trainers will need to be accessible. Proper attire might include shorts, tanks tops, sports bras, etc. Failure to wear proper attire will negatively affect your grade. You may also want to bring a clean towel. At times students will be requested to clean lab towels at athletics.

**Attendance / Make Up Work**
Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class and arrangements should be made to make up any work that will potentially be missed. In the case of an unforeseeable situation, contact must be made with the instructor within 24 hours. Each absence will be reviewed by the instructor to determine if it’s excusable and if makeup assignments are going to be granted. Excused absences could be illness, university sponsored activities, and family or personal emergencies. It is noted that make up assignments for any portion of the course that is missed will be determined exclusively by the instructor and the individual student. These assignments shall assess similar objectives as the one missed but may come at a different class time or in a different format. Allowing a student to make up an assignment or course grade because of circumstances beyond their control will not warrant allowing other students the same make up.

**Statement on plagiarism and cheating**
Please review the universities policies!! Students are expected to adhere to the highest standards of academic honesty. Any information that is copied in student materials must include full AMA style reference information. Forms of academic dishonesty include, but are not limited to purchasing papers/assignments, copying paragraphs/pages of text, or copying another student’s answers or providing a student answers. You are expected to do your own work and writing in this course, in your own words. In the discovered event of student dishonesty, I will investigate with appropriate administrators and penalties may range from a zero on the assignment, to an ‘F’ in the class, or removal from the program. I will use all means available (references, literature search, technology, SafeAssign, etc) to determine authenticity of your work.

**Withdrawal Policy**
The university drop deadline is January 24th, 2013. The university course withdrawal deadline is March 15th, 2013. It is the policy of the Department of Physical Therapy and Athletic Training that petitions to withdraw after March 15th, 2013 will not be allowed.

**Cell Phone/Internet Browsing**
Cell phones, pagers, or other electronic devices that are deemed by the instructor as disruptive to the learning environment should be disabled during class. Students failing to adhere to this policy will be asked to leave class. Students will receive no additional points for any assignment in progress, including test if these devices disrupt class.
E-Mail
Students are strongly recommended to utilize their Northern Arizona web mail account (username @nau.edu). The instructor will use these accounts to disseminate class related information. Students are responsible for all information communicated using this method.

Grade Appeals
Students have one week from the time an assignment, skill test, test, project or other course assignment is returned to question the grade calculation. During this week the professor will freely explain how the grade was arrived at and may make adjustments if errors are detected. After this time, each individual grade will stand as reported. All grade appeals during the semester and at the completion of the semester will take place between the faculty member and the individual enrolled student only. In the event the student and the instructor are unable to mutually agree on an outcome, the appeal will move to the program director (Dr. Craig), department head and then may ultimately move to the dean or VP. At no time will friends, family members, or other students be involved with the grade appeal process.

University Policies
Visit the University’s website regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity.
http://home.nau.edu/diversity/default.asp
Please attach proposed Syllabus in approved university format.

1. Course subject and number: AT 535  
2. Units: 3

See upper and lower division undergraduate course definitions.

3. College: CHHS  
4. Academic Unit: Athletic Training

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon successful completion of this course, the graduate student will be able to:

- Assess general medical conditions and make proper referrals. (exam)
- Understand the etiology and pathology of common injuries to the thorax and abdomen. (exam)
- Identify normal and abnormal sounds of the abdomen. (exam)
- Identify normal and abnormal sounds of the lungs. (exam)
- Identify normal heart sounds and an abnormal beat (e.g. heart murmur). (exam)
- Understand the effect various cardiopulmonary conditions have on athletic performance. (exam)
- Identify classifications of medications. (exam)
- State the affects of medications on various medical conditions. (project)
- Recognize side affects of various medications. (project)
- Identify indications for commonly used over the counter medications. (exam)
- Recognize signs of performance enhancing drug use. (exam)
- Evaluate supplements for content and efficacy. (exam)
- Identify the effects of supplements commonly used in athletics. (project)
- Identify which supplements are safe for athletes to take. (project)
- List foods which provide athletes with sufficient vitamin intake. (project)
- Define pro-hormones and discuss their effects. (exam)
- Identify GH enhancers and list their effects. (exam)
- State which supplements enhance endurance and their effects. (exam)
- Identify necessary protein intake and suggested sources of protein. (exam)
- Compare and contrast the efficacy of specific drugs used to enhance performance at a level beyond what was required at the bachelor’s degree level. (paper, exam)
- Use critical thinking to discuss ethical parameters of clinical practice regarding monitoring and reporting use of performance enhancing drugs to the proper agencies. (paper)

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)

ABOR has approved the new Master’s Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT.
7. Effective **BEGINNING** of what term and year?  
   **Summer 2014**  
   See effective dates calendar.

8. Long course title:  
   **Pathophysiology of Medical Conditions and Pharmacology in Athletic Training**  
   (max. 100 characters including spaces)

9. Short course title:  
   **Pathophys Gen Med Cond & Pharm**  
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):  
    This course will provide an advanced level of knowledge and clinical skills in the signs, symptoms, and  
    management of the pathophysiology of general medical conditions commonly seen in athletics. It will also  
    provide an advanced level of knowledge concerning the identification and use of pharmacological agents in  
    athletics.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?  
    Yes [X]  No [ ]
    If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?  
    Yes [ ]  No [X]
    If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why  
    NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)?  
    Yes [ ]  No [X]
    If yes, include a letter of response from each impacted academic unit.

14. Grading option:  
    Letter grade [X]  Pass/Fail [ ]  Both [ ]

15. Co-convened with:  
    ______________________________________________________________________
    14a. UGC approval date*:  
    ______________________________________________________________________  
    (For example: ESE 450 and ESE 550) See co-convening policy.
    *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:  
    ______________________________________________________________________  
    (For example: ES 450 and DIS 450) See cross listing policy.
    Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?  
    Yes [ ]  No [X]
    16a. If yes, maximum units allowed?  
    ______________________________________________________________________  
    16b. If yes, may course be repeated for additional units in the same term?  
    Yes [ ]  No [ ]

18. Prerequisites:  
    Admission to MS-AT program
    If prerequisites, include the rationale for the prerequisites.
19. Co requisites:  
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  
   Yes ☐  No ☒  
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  
   George Hershey, DO; Debbie Craig

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation?  
   Yes ☐  No ☐  
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?  
   Yes ☐  No ☐  
   If yes, include a Diversity proposal and syllabus with this proposal.

Reviewed by Curriculum Process Associate  
Date

Approvals:

Department Chair/ Unit Head (if appropriate)  
Date

Chair of college curriculum committee  
Date

Dean of college  
Date

For Committee use only:

UCC/UGC/ECCC Approval  
Date

Approved as submitted:  
Yes ☐  No ☐

Approved as modified:  
Yes ☐  No ☐
19. Co requisites:
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  Yes ☐  No ☒
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: George Hershey, DO; Debbie Craig

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation?  Yes ☐  No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?  Yes ☐  No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 05/02/2013
Reviewed by Curriculum Process Associate

Approvals:

[Signatures and dates]

For Committee use only:

UCC/UGC Approval 10/23/13

Approved as submitted:  Yes ☐  No ☐
AT 535 – PATHOPHYSIOLOGY OF MEDICAL CONDITIONS AND PHARMACOLOGY IN ATHLETIC TRAINING

SPRING 2015

Debbie Craig, PhD, AT, LAT
Office - CHP 121-B
928-523-0704
Debbie.Craig@nau.edu

George Hershey, DO
(928) 526-0224
nautmdoc@aol.com

Credit Hours: 3

Course Prerequisites: Admittance to the program.

Course Description: This course will provide an advanced level of knowledge and clinical skills in the signs, symptoms, and management of the pathophysiology of general medical conditions commonly seen in athletics. It will also provide an advanced level of knowledge concerning the identification and use of pharmacological agents in athletics. Our Medical Director, Dr. George Hershey, DO, will teach Pathophysiology of General Medical Conditions and Dr. Craig will teach Pharmacology in Athletic Training.

Student Learning Outcomes:

Upon successful completion of this course, the graduate student will:

- Assess general medical conditions and make proper referrals. (exam)
- Understand the etiology and pathology of common injuries to the thorax and abdomen. (exam)
- Identify normal and abnormal sounds of the abdomen. (exam)
- Identify normal and abnormal sounds of the lungs. (exam)
- Identify normal heart sounds and an abnormal beat (e.g. heart murmur). (exam)
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State which supplements enhance endurance and their effects. (exam)
Identify necessary protein intake and suggested sources of protein. (exam)
Compare and contrast the efficacy of specific drugs used to enhance performance at a level beyond what was required at the bachelor's degree level. (paper, exam)
Use critical thinking to discuss ethical parameters of clinical practice regarding monitoring and reporting use of performance enhancing drugs to the proper agencies. (paper)

Course Structure/Approach:
Course material will be delivered during formal lectures. Class time will be devoted to practical application of evaluation techniques. Graduate students will apply strategies presented in class through the use of advanced analytic and problem-solving skills that go beyond the undergraduate experience.

Textbooks/Materials (R=required, O=optional):
R: Supplemental readings from scholarly journals will be required for graduate students. The purpose of the scholarly journal readings will be to further expand on current knowledge obtained during the undergraduate experience and to inform their research projects.
R: Heart and Lung Sound web-sites:
http://www.medinfo.ufl.edu/year1/bcs/clist/cardio.html
http://www.medinfo.ufl.edu/year1/bcs/clist/abdomen.html
http://www.medinfo.ufl.edu/year1/bcs/clist/chest.html
http://www.wilkes.med.ucla.edu/lungintro.htm
http://medicine.osu.edu/exam/
http://www.mtsu.edu/~poleary/assessing_the_lungs.htm
http://www.stethographics.com/STG_website/Data/frames/cs.htm
http://www.stethographics.com/STG_website/Data/anima/astpat/asthmap.htm

Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit One – Thorax And Abdomen; Intro To Pharmacology Basics</td>
<td></td>
</tr>
<tr>
<td>Jan. 14</td>
<td><strong>Thorax; Intro to Pharmacology; Pharm Nomenclature</strong>&lt;br&gt;Assignment 1</td>
</tr>
<tr>
<td>Jan. 21</td>
<td><strong>Thorax &amp; Abdomen; Pharmacokinetics</strong>&lt;br&gt;Collect Assignment 1; Assignment 5</td>
</tr>
<tr>
<td>Jan. 28</td>
<td><strong>Male/Female Organs; Pharmacodynamics;</strong>&lt;br&gt;Collect Assignment 5; due – EBP paper topic due</td>
</tr>
<tr>
<td>Feb. 4</td>
<td><strong>Cardiopulmonary Conditions; Heart and Lung Sounds;</strong>&lt;br&gt;Legal Issues in Pharmacology; “Schedule” of Drugs</td>
</tr>
<tr>
<td>Feb. 11</td>
<td><strong>Lung &amp; Abdominal Sounds; Review for exams;</strong>&lt;br&gt;Feb. 18</td>
</tr>
<tr>
<td>Feb. 25</td>
<td><strong>Respiratory Infections; Drug Classifications</strong>&lt;br&gt;Assignment 2, Speaker – Ross Varga, PharmD</td>
</tr>
</tbody>
</table>

UNIT TWO – GENERAL MEDICAL CONDITIONS; PHARMACOLOGY AND SUPPLEMENTATION
March 4  Diabetes; Drugs for inflam, pain, muscle relaxers  
Collect / Share Assignmt 2  
Houglum - Ch. 6,7,8  

Mar. 11 Meningitis; Diabetes Pharmacological Mngmt; Asthma drugs  
Assignment 3  
Houglum - Ch. 9,14  

March 18 – Spring break!!!!  

Mar. 25 Epilepsy; Cancer; Drug Testing & AT roles; heart meds; psych meds  
Houglum - Ch. 12,13,17  

Apr. 1 Practical Exam on Heart Sounds; EIB & Asthma;  
Performance Enhancing Drugs; Due – Assignmt 3; Assignmt 4  
Houglum - Ch. 16  

Apr. 8 Dermatological Conditions; Performance Enhncg Drugs cont.  
Collect Assignment 4  
Houglum - Ch. 16  

Apr. 15 Other Gen Med Conditions; Vitamins and Supplements  
Houglum – Ch. 15  

Apr. 22 Catch up!; EBP term paper due  

Apr. 29 Review for final Gen Med exam! Unit Two Pharm Exam  

May 6 Unit Two Gen Med Exam and Practical  

Assessment of Student Learning Outcomes:  
Assignments  
There will be various assignments that will help students to become proficient.  
GM Assignment one: text work (27 pts)  
GM Assignment two: most memorable experience (15 pts)  
GM Assignment three: text work (47 pts)  
GM Assignment four: text work (51 pts)  
Pharm Assignment five: Use of a PDR (Physician’s Desk Reference) (20 pts)  

Examinations  
A written examination will follow each unit. A Gen Med practical exam will also follow units 1 and 2. Examinations for graduate students will include an emphasis on critical thinking and practical application of the material presented throughout each unit. Essay questions on examination will require the students to critically reflect and apply at a higher learning level. Examinations will be weighted an additional 5-10% as compared to undergraduate students.  

Term EBP Paper  
Graduate students will create a term research project involving the advanced integration of pharmacology knowledge, use patterns, and ethical practice values for a selected performance enhancing drug of their choice. A thorough literature review should be followed by a discussion of ethical issues that demonstrates advanced critical reasoning skills. The project should be no less than 8 pages, include illustrations as appropriate, and include no less than 10 scholarly references. The project will be worth 100 points.  

Grading System:  
Final grades will be based on the percentage of total points accumulated on written examinations, laboratory practical exams, and class assignments.  

Unit One Exam – Gen Med 100 points
Unit One Practical – Gen Med 48 points
Unit One Exam - Pharm 50 points
Unit Two Exam – Gen Med 100 points
Unit Two Practical – Gen Med 50 points
Unit Two Exam - Pharm 50 points
Term EBP paper – Pharm 100 points
Assignments 160 points
Total: 658 points

90% = A
80% = B
70% = C
60% = D

Course Policies:
Retest/makeup tests - Arrangements must be made with instructor prior to the scheduled exam date. In the case of unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible. Unexcused absences will result in a 10 point deduction.

Cell Phone/Browsing - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately and a 20 point deduction will be recorded per incident.

Statement on plagiarism and cheating - See University policies, at: http://home.nau.edu/images/userImages/awf/9478/ACADEMIC%20DISHONESTY.pdf

Withdrawal Policy - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

University Policies:

Competencies, 5th ed, addressed in course:
General Medical Conditions -
PHP-5. Explain the precautions and risk factors associated with physical activity in persons with common congenital and acquired abnormalities, disabilities, and diseases.
PHP-15. Use a glucometer to monitor blood glucose levels, determine participation status, and make referral decisions.
PHP-16. Use a peak-flow meter to monitor a patient’s asthma symptoms, determine participation status, and make referral decisions.
PHP-17. Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to:
   PHP-17a. Cardiac arrhythmia or arrest
   PHP-17b. Asthma
   PHP-17f. Exertional sickling
   PHP-17g. Anaphylactic shock

CE-17. Use clinical reasoning skills to formulate an appropriate clinical diagnosis for common illness/ disease and orthopedic injuries/conditions.
CE-20. Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to:
  CE-20a. history taking
  CE-20b. inspection/observation
  CE-20c. palpation
  CE-20d. functional assessment
  CE-20e. selective tissue testing techniques / special tests
  CE-20f. neurological assessments (sensory, motor, reflexes, balance, cognitive function)
  CE-20g. respiratory assessments (auscultation, percussion, respirations, peak-flow)
  CE-20h. circulatory assessments (pulse, blood pressure, auscultation)
  CE-20i. abdominal assessments (percussion, palpation, auscultation)
  CE-20j. other clinical assessments (otoscope, urinalysis, glucometer, temperature, opthalmoscope)

CE-21. Assess and interpret findings from a physical examination that is based on the patient’s clinical presentation. This exam can include:
  CE-21a. Palpation
  CE-21b. Selective tissue examination techniques / special tests

CE-21i. Cardiovascular function (incl. differentiation between normal & abnormal heart sounds, blood pressure, and heart rate)

CE-21j. Pulmonary function (including differentiation between normal breath sounds, percussion sounds, number and characteristics of respirations, peak expiratory flow)

CE-21k. Gastrointestinal function (incl. differentiation between normal & abnormal bowel sounds)
  CE-21l. Genitourinary function (urinalysis)
  CE-21o. Dermatological assessment
  CE-21p. Other assessments (glucometer, temperature)

CE-22. Determine when the findings of an examination warrant referral of the patient.

AC-7. Differentiate between normal and abnormal physical findings (eg, pulse, blood pressure, heart and lung sounds, oxygen saturation, pain, core temperature) and the associated pathophysiology.

AC-18. Assess oxygen saturation using a pulse oximeter. Interpret the results to guide decision making.

AC-31. Assist the patient in the use of a nebulizer treatment for an asthmatic attack.

AC-32. Determine when use of a metered-dose inhaler is warranted based on a patient’s condition.

AC-33. Instruct a patient in the use of a meter-dosed inhaler, given asthma related bronchospasm.

AC-36. Identify the signs, symptoms, interventions & the return-to-participation criteria for:
  AC-36a. exertional sickling associated with sickle cell trait
  AC-36f. rhabdomyolysis
  AC-36g. internal hemorrhage
  AC-36h. diabetic emergencies including hypoglycemia and ketoacidosis
  AC-36i. asthma attacks
  AC-36j. systemic allergic reaction, including anaphylactic shock
  AC-36k. epileptic and non-epileptic seizures
  AC-36n. toxic drug overdoses
  AC-36o. local allergic reaction

PD-9. Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.

**Pharmacology:**

PHP-48. Explain the known usage patterns, general effects, and short- and long-term adverse effects for the commonly used dietary supplements, performance enhancing drugs, and recreational drugs.
PHP-49. Identify which therapeutic drugs, supplements, and performance-enhancing substances are banned by sport and/or workplace organizations in order to properly advise clients/patients about possible disqualification and other consequences.

AC-35. 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.

TI-21. 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.
TI-22. Identify and use appropriate pharmaceutical terminology for management of medications, inventory control, and reporting of pharmacological agents commonly used in an athletic training facility.
TI-23. Use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications.
TI-24. Explain the major concepts of pharmacokinetics and the influence that exercise might have on these processes.
TI-25. Explain the concepts related to bioavailability, half-life, and bioequivalence (including the relationship between generic and brand name drugs) and their relevance to the patient, the choice of medication, and the dosing schedule.
TI-26. Explain the pharmacodynamic principles of receptor theory, dose-response relationship, placebo effect, potency, and drug interactions as they relate to the mechanism of drug action and therapeutic effectiveness.
TI-27. Describe common routes used to administer medications and their advantages & disadvantages.
TI-28. 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.
TI-29. Describe how common pharmacological agents influence pain and healing and their influence on various therapeutic interventions.
TI-30. 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.
TI-31. Optimize therapeutic outcomes by communicating with patients and/or appropriate healthcare professionals regarding compliance issues, drug interactions, adverse drug reactions, and sub-optimal therapy.
AT 368 – General Medical Conditions and Pharmacology
Spring 2013

Debbie Craig, PhD, AT, LAT
CHP 121B
(928) 523-0704
Debbie.Craig@nau.edu

George Hershey, DO
(928) 526-0224
nautmdoc@aol.com

Credit Hours: 3

Prerequisites
AT 360 and 365

Course Description
This course will provide an advanced level of knowledge and clinical skills in the signs, symptoms, and management of general medical conditions commonly seen in athletics. It will also provide an advanced level of knowledge concerning the identification and use of pharmacological agents in athletics. Dr. Hershey will teach General Medical Conditions on Monday/Wednesday. Dr. Craig will teach Pharmacology on Fridays.

Student Learning Outcomes
Upon successful completion of this course, the student will:

➢ Assess general medical conditions and make proper referrals. (exam)
➢ Understand the etiology and pathology of common injuries to the thorax and abdomen. (exam)
➢ Identify normal and abnormal sounds of the abdomen. (exam)
➢ Identify normal and abnormal sounds of the lungs. (exam)
➢ Identify normal heart sounds and an abnormal beat (e.g. heart murmur). (exam)
➢ Understand the effect various cardiopulmonary conditions have on athletic performance. (exam)
➢ Identify classifications of medications. (exam)
➢ State the affects of medications on various medical conditions. (project)
➢ Recognize side affects of various medications. (project)
➢ Identify indications for commonly used over the counter medications. (exam)
➢ Recognize signs of performance enhancing drug use. (exam)
➢ Evaluate supplements for content and efficacy. (exam)
➢ Identify the effects of supplements commonly used in athletics. (project)
➢ Identify which supplements are safe for athletes to take. (project)
➢ List foods which provide athletes with sufficient vitamin intake. (project)
➢ Define pro-hormones and discuss their effects. (exam)
➢ Identify GH enhancers and list their effects. (exam)
➢ State which supplements enhance endurance and their effects. (exam)
➢ Identify necessary protein intake and suggested sources of protein. (exam)
**Course Structure/Approach**

Course material will be delivered during formal lectures. Class time will be devoted to practical application of evaluation techniques.

**Textbook and Required Materials**


3. Heart and Lung Sound web-sites:
   - [http://www.medinfo.ufl.edu/year1/bcs/clist/cardio.html](http://www.medinfo.ufl.edu/year1/bcs/clist/cardio.html)
   - [http://www.medinfo.ufl.edu/year1/bcs/clist/abdomen.html](http://www.medinfo.ufl.edu/year1/bcs/clist/abdomen.html)
   - [http://www.medinfo.ufl.edu/year1/bcs/clist/chest.html](http://www.medinfo.ufl.edu/year1/bcs/clist/chest.html)
   - [http://www.wilkes.med.ucla.edu/lungintro.htm](http://www.wilkes.med.ucla.edu/lungintro.htm)
   - [http://medicine.osu.edu/exam/](http://medicine.osu.edu/exam/)
   - [http://www.medsStudent.luc.edu/lumen/meded/medicine/pulmonar/pd/step29a.htm](http://www.medsStudent.luc.edu/lumen/meded/medicine/pulmonar/pd/step29a.htm)
   - [http://www.mtsu.edu/~poleary/assessing_the_lungs.htm](http://www.mtsu.edu/~poleary/assessing_the_lungs.htm)
   - [http://www.music.mcqill.ca/auscultation/the_lungs.htm](http://www.music.mcqill.ca/auscultation/the_lungs.htm)
   - [http://www.epipen.com](http://www.epipen.com)

**Course Outline**

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<tr>
<th>Week</th>
<th>Readings</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>Unit One – Thorax and Abdomen; Intro to Pharmacology Basics</strong></td>
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<tr>
<td>Jan. 14</td>
<td>Thorax; Intro to Pharmacology; Pharm Nomenclature Assignment 1</td>
<td>Hougum – Ch. 1</td>
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<tr>
<td>Jan. 21</td>
<td>Thorax &amp; Abdomen; Pharmacokinetics Collect Assignment 5</td>
<td>Hougum – Ch. 2</td>
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<td>Jan. 28</td>
<td>Male/Female Organs; Pharmacodynamics; Collect Assignment 5</td>
<td>Hougum – Ch. 3</td>
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<td>Feb. 4</td>
<td>Cardiopulmonary Conditions; Heart and Lung Sounds; Legal issues in Pharmacology; “Schedule” of Drugs</td>
<td>Hougum - Ch. 4</td>
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<td>Feb. 11</td>
<td>Lung &amp; Abdominal Sounds; Review for exams;</td>
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<td>Feb. 18</td>
<td>Unit One Exams (Gen Med and Pharm)</td>
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<td><strong>Unit Two – General Medical Conditions; Pharmacology and Supplementation</strong></td>
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<tr>
<td>Feb. 25</td>
<td>Respiratory Infections; Drug Classifications Assignment 2; <strong>Speaker – Ross Varga, PharmD</strong></td>
<td>Hougum - Ch. 5,10,11</td>
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<tr>
<td>Mar. 4</td>
<td>Diabetes; Drugs for inflam, pain, muscle relaxers Collect / Share Assignment 2</td>
<td>Hougum - Ch. 6,7,8</td>
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<tr>
<td>Mar. 11</td>
<td>Meningitis; Diabetes Pharmacological Mngmt; Asthma drugs Assignment 3</td>
<td>Hougum - Ch. 9,14</td>
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<td><strong>March 18 – Spring break!!!!</strong></td>
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<tr>
<td>Mar. 25</td>
<td>Epilepsy; Cancer; Drug Testing &amp; AT roles; heart meds; psych meds</td>
<td>Hougum - Ch. 12,13,17</td>
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<tr>
<td>Apr. 1</td>
<td>Practical Exam on Heart Sounds; EIB &amp; Asthma; Performance Enhancing Drugs; Due – Assignment 3; Assignment 4</td>
<td>Hougum - Ch. 16</td>
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Apr. 8  Dermatological Conditions; Performance Enhncg Drugs cont  Hougulum - Ch. 16
Collect Assignment 4
Apr. 15  Other Gen Med Conditions; Vitamins and Supplements  Hougulum – Ch. 15
Apr. 22  Catch up!
Apr. 29  Review for final Gen Med exam! Unit Two Pharm Exam
May 6  Unit Two Gen Med Exam and Practical

Evaluation Methods and Deadlines

Assignments
There will be various assignments that will help students to become proficient.
- GM Assignment one: text work (27 pts)
- GM Assignment two: most memorable experience (15 pts)
- GM Assignment three: text work (47 pts)
- GM Assignment four: text work (51 pts)
- Pharm Assignment five: Use of a PDR (Physician’s Desk Reference) (20 pts)

Examinations
A written examination will follow each unit. A Gen Med practical exam will also follow units 1 and 2. All examinations must be passed with a percentage score of 70% or better. If the student scores lower than 70%, they must re-take the exam until they score 70% or better. At that time, they will receive a top score of 70% for the exam.

Grading System
Final grades will be based on the percentage of total points accumulated on written examinations, laboratory practical exams, and class assignments.

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<td>Unit One Exam - Pharm</td>
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<td>Unit Two Exam – Gen Med</td>
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<td>Unit Two Practical – Gen Med</td>
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<td>Unit Two Exam - Pharm</td>
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<td>Total:</td>
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Course Policy
Retest/makeup tests
Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance
Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible. Unexcused absences will result in a 20 point deduction.

Statement on plagiarism and cheating
See University policy at: http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf

Withdrawal Policy
The university drop deadline is January 24, 2013. The university withdrawal deadline is March 15, 2013. It is the policy of the Department of Physical Therapy and Athletic Training that petitions to withdraw after April 13, 2013 will not be allowed.
University Policies
See webpage containing University policies regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity at:
http://home.nau.edu/studentlife/handbook.asp

Competencies, 5th ed. addressed in course:
General Medical Conditions -

PHP-5. Explain the precautions and risk factors associated with physical activity in persons with common congenital and acquired abnormalities, disabilities, and diseases.

PHP-15. Use a glucometer to monitor blood glucose levels, determine participation status, and make referral decisions.

PHP-16. Use a peak-flow meter to monitor a patient’s asthma symptoms, determine participation status, and make referral decisions.

PHP-17. Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to:
   PHP-17a. Cardiac arrhythmia or arrest
   PHP-17b. Asthma
   PHP-17f. Exertional sickling
   PHP-17g. Anaphylactic shock

CE-17. Use clinical reasoning skills to formulate an appropriate clinical diagnosis for common illness/disease and orthopedic injuries/conditions.

CE-20. Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to:
   CE-20a. history taking
   CE-20b. inspection/observation
   CE-20c. palpation
   CE-20d. functional assessment
   CE-20e. selective tissue testing techniques / special tests
   CE-20f. neurological assessments (sensory, motor, reflexes, balance, cognitive function)
   CE-20g. respiratory assessments (auscultation, percussion, respirations, peak-flow)
   CE-20h. circulatory assessments (pulse, blood pressure, auscultation)
   CE-20i. abdominal assessments (percussion, palpation, auscultation)
   CE-20j. other clinical assessments (otoscope, urinalysis, glucometer, temperature, opthalmoscope)

CE-21. Assess and interpret findings from a physical examination that is based on the patient’s clinical presentation. This exam can include:
   CE-21b. Palpation
   CE-21g. Selective tissue examination techniques / special tests
   CE-21l. Cardiovascular function (inclus. differentiation between normal & abnormal heart sounds, blood pressure, and heart rate)
   CE-21j. Pulmonary function (including differentiation between normal breath sounds, percussion sounds, number and characteristics of respirations, peak expiratory flow)
   CE-21k. Gastrointestinal function (inclus. differentiation between normal & abnormal bowel sounds)
   CE-21l. Genitourinary function (urinalysis)
   CE-21o. Dermatological assessment
   CE-21p. Other assessments (glucometer, temperature)

CE-22. Determine when the findings of an examination warrant referral of the patient.
AC-7. 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.
AC-18. Assess oxygen saturation using a pulse oximeter. Interpret the results to guide decision making.
AC-31. Assist the patient in the use of a nebulizer treatment for an asthmatic attack.
AC-32. Determine when use of a metered-dose inhaler is warranted based on a patient’s condition.
AC-33. Instruct a patient in the use of a meter-dosed inhaler, given asthma related bronchospasm.
AC-36. Identify the signs, symptoms, interventions & the return-to-participation criteria for:
   AC-36e. exertional sickling associated with sickle cell trait
   AC-36f. rhabdomyolysis
   AC-36g. internal hemorrhage
   AC-36h. diabetic emergencies including hypoglycemia and ketoacidosis
   AC-36i. asthma attacks
   AC-36j. systemic allergic reaction, including anaphylactic shock
   AC-36k. epileptic and non-epileptic seizures
   AC-36n. toxic drug overdoses
   AC-36o. local allergic reaction

PD-9. Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.

Pharmacology:

PHP-48. Explain the known usage patterns, general effects, and short-and long-term adverse effects for the commonly used dietary supplements, performance enhancing drugs, and recreational drugs.
PHP-49. Identify which therapeutic drugs, supplements, and performance-enhancing substances are banned by sport and/or workplace organizations in order to properly advise clients/patients about possible disqualification and other consequences.

AC-35. 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.

TI-21. 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.
TI-22. Identify and use appropriate pharmaceutical terminology for management of medications, inventory control, and reporting of pharmacological agents commonly used in an athletic training facility.
TI-23. Use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications.
TI-24. Explain the major concepts of pharmacokinetics and the influence that exercise might have on these processes.
TI-25. Explain the concepts related to bioavailability, half-life, and bioequivalence (including the relationship between generic and brand name drugs) and their relevance to the patient, the choice of medication, and the dosing schedule.
**TI-26.** Explain the pharmacodynamic principles of receptor theory, dose-response relationship, placebo effect, potency, and drug interactions as they relate to the mechanism of drug action and therapeutic effectiveness.

**TI-27.** Describe common routes used to administer medications and their advantages & disadvantages.

**TI-28.** 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.

**TI-29.** Describe how common pharmacological agents influence pain and healing and their influence on various therapeutic interventions.

**TI-30.** 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.

**TI-31.** Optimize therapeutic outcomes by communicating with patients and/or appropriate healthcare professionals regarding compliance issues, drug interactions, adverse drug reactions, and sub-optimal therapy.
Please attach proposed Syllabus in approved university format.

1. Course subject and number:  AT 540                      2. Units:  3

   See upper and lower division undergraduate course definitions.


5. Student Learning Outcomes of the new course.  (Resources & Examples for Developing Course Learning Outcomes)

   Upon successful completion of this course, you will be able to:
   - Develop a structured approach to performing a physical assessment. (Unit One)
   - Properly write comprehensive HIPS and SOAP notes using medical abbreviations. (Unit One)
   - Perform complete postural examinations. (Exam Three and Lab situations Unit Three)
   - Demonstrate general principles of goniometry and manual muscle testing. (Unit One)
   - Successfully communicate with the patient to complete a thorough history. (Unit One, Oral Practicals)
   - Successfully observe a patient for signs related to various pathologies. (Oral Practicals)
   - Identify the relevant anatomy for each joint or body part being assessed. (Oral Practicals and Lab situations)
   - Palpate relevant anatomical structures for each joint or body part being assessed. (Lab situations and Oral Practicals)
   - Perform a complete inspection of each injured body part being assessed. (Oral Practicals)
   - Perform necessary ROM tests, neurological tests, manual muscle tests, and special tests for each joint or body part being assessed. (Exam One, Two, Three, Oral Practicals, and Lab situations)
   - Command an advanced understanding of the etiology and pathology of common injuries to the lower extremity and lumbar spine, beyond knowledge acquired in the bachelor’s degree. (Exam Three)
   - Successfully transfer knowledge and skills learned in the classroom to the clinical setting. (Evaluations for AT 502)
   - Describe the influence of pathomechanics on function using advanced critical analysis skills. (Exam One, Two, Three)
   - Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process.
   - Explain diagnostic accuracy concepts including reliability, sensitivity, specificity, likelihood ratios, prediction values, and pre-test and post-test probabilities in the selection and interpretation of physical examination and diagnostic procedures. (Quiz on BbLearn, Unit One Lecture, Unit One Exam)
   - Explain the creation of clinical prediction rules in the diagnosis and prognosis of various clinical conditions. (Diagnostic Accuracy quiz in BbLearn, Unit One exam)
   - Apply clinical prediction rules (eg, Ottawa Ankle Rules) during clinical examination procedures. (Exam One)
   - Obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient’s perceived pain, and the history and course of the present condition. (Exam One, Two, Three)
   - Demonstrate an advanced ability (beyond knowledge acquired in the bachelor’s degree) to modify the diagnostic examination process using critical thinking and problem-solving, according to the demands of the situation and patient responses. (Oral Practicals)
   - Use clinical reasoning skills to formulate an appropriate clinical diagnosis for common illness/disease and orthopedic injuries/conditions. (Oral Practicals)
   - Incorporate the concept of differential diagnosis into the examination process. (Oral Practicals and Lab Situations)
   - Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases. (Oral Practicals, Exam One, Two, Three, and Lab Situations)
   - Assess and interpret findings from a physical examination that is based on the patient’s clinical presentation. (Oral Practicals, Exam One, Two, Three)
   - Determine when the findings of an examination warrant referral of the patient. (Exam One, Two, Three)
   - Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for: Foot/ankle/low leg, knee, hip, and lumbar spine trauma. (Exam One, Two, Three)
6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. *(Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)*

ABOR has approved the new Master's Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT.

7. Effective **BEGINNING** of what term and year?  Summer 2014
   See effective dates calendar.

8. Long course title:  **Lower Extremity Injury Evaluation**
   *(max 100 characters including spaces)*

9. Short course title:  **Lower Extremity Eval**
   *(max. 30 characters including spaces)*

10. Catalog course description *(max. 60 words, excluding requisites):*
    This course is designed to help you learn advanced knowledge and clinical skills in the assessment of sports related injuries to the lower extremity and lumbar spine. This course will also serve to enhance your decision-making and problem-solving skills in initial injury management. 60% lecture; 40% lab.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
    Yes [ ]  No [ ]
    If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?
    Yes [ ]  No [X]
    If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)?
    Yes [ ]  No [X]
    If yes, include a letter of response from each impacted academic unit.

14. Grading option:  **Letter grade [X]**  Pass/Fail [ ]  Both [ ]

15. Co-convened with:  
    *(For example: ESE 450 and ESE 550) See co-convening policy.*
    14a. UGC approval date*:
    *(Must be approved by UGC before UCC submission, and both course syllabi must be presented.)*

16. Cross-listed with:
    *(For example: ES 450 and DIS 450) See cross listing policy.*
    Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
    Yes [ ]  No [X]
    16a. If yes, maximum units allowed?
    16b. If yes, may course be repeated for additional units in the same term?
18. Prerequisites: Admission to the MS-AT program
   If prerequisites, include the rationale for the prerequisites.

19. Co requisites: 
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes X  No □
   If yes, include the units specific to each component in the course description above.

   Debbie Craig, Glenn Edgerton, Scot Raab

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes □  No □
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes □  No □
   If yes, include a Diversity proposal and syllabus with this proposal.

Reviewed by Curriculum Process Associate

Date

Approvals:

Department Chair/ Unit Head (if appropriate)

Date

Chair of college curriculum committee

Date

Dean of college

Date

For Committee use only:

UCC/UGC/ECCC Approval

Date

Approved as submitted: Yes □  No □

Approved as modified: Yes □  No □
16. Cross-listed with: 
   (For example: ES 450 and DIS 450) See cross listing policy. 
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? 
   Yes ☐ No ☒
16a. If yes, maximum units allowed? 
16b. If yes, may course be repeated for additional units in the same term? 
   Yes ☐ No ☐

18. Prerequisites: Admission to the MS-AT program
   If prerequisites, include the rationale for the prerequisites.
   Only students who have applied, interviewed, and been accepted into the program will be 
   allow to take this course.

19. Co requisites:
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? 
   Yes ☒ No ☐
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: 
   Debbie Craig, Glenn Edgerton, Scot Raab

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? 
   Yes ☐ No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? 
   Yes ☐ No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 05/02/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Department Chair/Unit Head (if appropriate) Date

8-21-13
8-22-13
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Approved as submitted:  
- Yes □  No □

Approved as modified:  
- Yes □  No □

**EXTENDED CAMPUSES**

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<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Chief Academic Officer, Extended Campuses (or Designee)</td>
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Approved as submitted:  
- Yes □  No □

Approved as modified:  
- Yes □  No □
AT 540 – Lower Extremity Injury Evaluation
Fall 2014

Glenn Edgerton, LAT
Office HS 121-A
928-523-6837
glenn.edgerton@nau.edu

Office Hours:
M – 11:30-12:30
TTh – 11am-12pm
W – 12:30-2:30pm
Or by appt.

Credit Hours: 3
Classroom: HS 233
Lecture Days/Times: Tuesday/Thursday – 9:35 – 10:50

Course Prerequisites: Admittance to the MS-AT program

Textbook and Required Materials
ISBN: 0-7360-7622-0
4. Supplemental readings from scholarly journals will be required for graduate students. The purpose of the scholarly journal readings will be to further expand on current knowledge obtained during the undergraduate experience and to inform their EBP research project.

Course Description
This course is designed to help the graduate student learn advanced knowledge and clinical skills in the assessment of sports related injuries to the lower extremity and lumbar spine, beyond what was learned in their bachelor’s degree. This course will also serve to enhance your decision-making and problem-solving skills in initial injury management. Graduate students will apply strategies presented in class through the use of advanced analytic and problem-solving skills that go beyond the undergraduate experience.

Student Learning Objectives – (Assessment of student learning outcomes)
Upon successful completion of this course, you will:
- Develop a structured approach to performing a physical assessment. (Unit One)
- Properly write comprehensive HIPS and SOAP notes using medical abbreviations. (Unit One)
- Perform complete postural examinations. (Exam Three and Lab situations Unit Three)
- Demonstrate general principles of goniometry and manual muscle testing. (Unit One)
- Successfully communicate with the patient to complete a thorough history. (Unit One, Oral Practicals)
- Successfully observe a patient for signs related to various pathologies. (Oral Practicals)
- Identify the relevant anatomy for each joint or body part being assessed. (Oral Practicals and Lab situations)
Palpate relevant anatomical structures for each joint or body part being assessed. (Lab situations and Oral Practicals)

Perform a complete inspection of each injured body part being assessed. (Oral Practicals)

Perform necessary ROM tests, neurological tests, manual muscle tests, and special tests for each joint or body part being assessed. (Exam One, Two, Three, Oral Practicals, and Lab situations)

Command an advanced understanding of the etiology and pathology of common injuries to the lower extremity and lumbar spine, beyond knowledge acquired in the bachelor's degree. (Exam Three)

Successfully transfer knowledge and skills learned in the classroom to the clinical setting. (Evaluations for AT 502)

Describe the influence of pathomechanics on function using advanced critical analysis skills. (Exam One, Two, Three)

Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process.

Explain diagnostic accuracy concepts including reliability, sensitivity, specificity, likelihood ratios, prediction values, and pre-test and post-test probabilities in the selection and interpretation of physical examination and diagnostic procedures. (Quiz on BbLearn, Unit One Lecture, Unit One Exam)

Explain the creation of clinical prediction rules in the diagnosis and prognosis of various clinical conditions. (Diagnostic Accuracy quiz in BbLearn, Unit One exam)

Apply clinical prediction rules (eg. Ottawa Ankle Rules) during clinical examination procedures. (Exam One)

Obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition. (Exam One, Two, Three)

Demonstrate an advanced ability (beyond knowledge acquired in the bachelor's degree) to modify the diagnostic examination process using critical thinking and problem-solving, according to the demands of the situation and patient responses. (Oral Practicals)

Use clinical reasoning skills to formulate an appropriate clinical diagnosis for common illness/disease and orthopedic injuries/conditions. (Oral Practicals)

Incorporate the concept of differential diagnosis into the examination process. (Oral Practicals and Lab Situations)

Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases. (Oral Practicals, Exam One, Two, Three, and Lab Situations)

Assess and interpret findings from a physical examination that is based on the patient's clinical presentation. (Oral Practicals, Exam One, Two, Three)

Determine when the findings of an examination warrant referral of the patient. (Exam One, Two, Three)

Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for: Foot/ankle/low leg, knee, hip, and lumbar spine trauma. (Exam One, Two, Three)

Course Structure/Approach

Course material will be presented through group work, individual projects, discussion, presentations, and problem solving. It will be a cooperative learning environment where you will learn through hands-on lessons shared by and with other classmates. Class time will be devoted to practical application of the material presented. Graduate students will create an EBP research project involving the advanced integration of anatomy, biomechanics, and evaluation technique options for a common injury of the lower extremity.

COURSE OUTLINE

UNIT ONE

Week One - Syllabus and Intro to Injury Evaluation
Injury Report Writing and SOAP Notes

Week Two - MMT and Goniometry
Injury Report Writing Discussion and Intro to Foot and Ankle

Week Three - Diagnostic Accuracy and Intro to Foot/Ankle/Low Leg
Foot, Ankle and Low Leg

Week Four - Foot/Ankle/Low Leg
Oral Practical

Week Five - Oral Practical and EXAM ONE

UNIT TWO

Week Six - Knee

Week Seven - Knee Special Tests, ROM, MMT

Week Eight - Knee Special Tests, ROM, MMT; Practice Evaluations
Hip

Week Nine - Hip
Hip Special Tests, ROM, MMT
Week Ten - Hip Special Tests, ROM, MMT; Practice Evaluations
           EXAM TWO
Week Eleven - Practical Evaluations
           Practical Evaluations

UNIT THREE
Week Twelve - Lumbar Spine
           Lumbar Spine
Week Thirteen - Lumbar Spine Special Tests, ROM, MMT
           Lumbar Spine Special Tests, ROM, MMT
Week Fourteen - Lumbar Spine Practice Evaluations
           Posture/Gait
Week Fifteen - Posture/Gait
           Review/Practice for final practical and exam
Week Sixteen - ORAL PRACTICALS - CUMMULATIVE
           ORAL PRACTICALS - CUMMULATIVE
Finals Week  FINAL EXAM Rm 233

Evaluation Methods

Assignments
1. Write a complete injury evaluation for the lumbar spine, pelvis, hip, knee, and ankle while at your clinical site. Complete details will be discussed in class. Each evaluation will receive extensive detailed feedback, which will then promote higher expectations for the following evaluation. Improvements are expected to be demonstrated through the semester.
2. Graduate students will create an EBP research project involving the advanced integration of anatomy, biomechanics, and evaluation technique options for a common injury of the lower extremity. A thorough literature review of the anatomical and biomechanical properties of the injured area should be followed by a concise description of special test options for the evaluation of that injury. The Discussion section of the project should demonstrate advanced critical reasoning skills, outlining their interpretation of the efficacy of those evaluation techniques on injured athletes. The project should be no less than 8 pages, include illustrations as appropriate, and include no less than 10 scholarly references. The project will be worth 100 points.

Research Article Reading/Discussion
Each major content area will have 1-3 scholarly journal articles associated with it, posted on BBLearn. The graduate student is responsible to read these for class discussion via BBLearn.

Examinations
There will be a written exam and a practical exam following each of the three units to test the student’s knowledge and understanding of the material in each unit. Examinations for graduate students will include an emphasis on critical thinking and practical application of the material presented throughout each unit. Essay questions on examination will require the students to critically reflect and apply at a higher learning level. Examinations will be weighted an additional 5-10% as compared to undergraduate students.

Grading System
Written Exams 35%
Practical Exams 30%
EBP Paper 20%
Evaluation Reports 15%
Test may be MC/Matching/Short answer/ Practical/ and timed, etc.

≥ 90% = A
80%-89 = B
70%-79 = C
60%-69 = D
Less than 60% = F

Practical exams in the lab must be passed with an 85%.

Course Policies:

Retest/makeup tests - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible. Unexcused absences will result in a 10 point deduction.

Cell Phone/Browsing - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately and a 20 point deduction will be recorded per incident.

Statement on plagiarism and cheating - See University policies, at:
http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf

Withdrawal Policy - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

University Policies:
Visit the Universities website regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity, via the Student Handbook Policies at:

Competencies covered in this course:
CE-4. Describe the principles and concepts of body movement, including normal osteokinematics and arthokinematics.
CE-5. Describe the influence of pathomechanics on function.
CE-6. Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process.
CE-10. Explain diagnostic accuracy concepts including reliability, sensitivity, specificity, likelihood ratios, prediction values, and pre-test and post-test probabilities in the selection and interpretation of physical examination and diagnostic procedures.
CE-11. Explain the creation of clinical prediction rules in the diagnosis and prognosis of various clinical conditions.
CE-12. Apply clinical prediction rules (eg, Ottawa Ankle Rules) during clinical examination procedures.
CE-13. Obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient’s perceived pain, and the history and course of the present condition.
CE-15. Demonstrate the ability to modify the diagnostic examination process according to the demands of the situation.
CE-17. Use clinical reasoning skills to formulate an appropriate clinical diagnosis for common illness/disease and orthopedic injuries/conditions.
CE-18. Incorporate the concept of differential diagnosis into the examination process.
CE-20. Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to:
   CE-20a. history taking
   CE-20b. inspection/observation
   CE-20c. palpation
CE-20d. functional assessment
CE-20e. selective tissue testing techniques / special tests
CE-20f. neurological assessments (sensory, motor, reflexes, balance, cognitive function)
CE-20h. circulatory assessments (pulse, blood pressure, auscultation)

CE-21. Assess and interpret findings from a physical examination that is based on the patient’s clinical presentation. This exam can include:
CE-21a. Assessment of posture, gait, and movement patterns
CE-21b. Palpation
CE-21c. Muscle function assessment
CE-21d. Assessment of quantity and quality of osteokinematic joint motion
CE-21e. Capsular and ligamentous stress testing
CE-21f. Joint play (arthrokinematics)
CE-21g. Selective tissue examination techniques / special tests
CE-21h. Neurologic function (sensory, motor, reflexes, balance, cognition)
CE-21p. Other assessments (glucometer, temperature)

CE-22. Determine when the findings of an examination warrant referral of the patient.

AC-36. Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for:
AC-36c. cervical, thoracic, and lumbar spine trauma

PD-9. Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.
AT 360 – Physical Assessment of the Injured Athlete I
Spring 2013

Glenn Edgerton, LAT
Office HS 121-A
928-523-6837
glenn.edgerton@nau.edu

Credit Hours: 3
Classroom: HS 233
Lecture Days/Times: Tuesday/Thursday – 9:35 – 10:50

Course Prerequisites: AT 200, BIO 201, BIO 202

Textbook and Required Materials

   ISBN: 0-7360-7622-0

Course Description
This course is designed to help you learn advanced knowledge and clinical skills in the assessment of sports related injuries to the lower extremity, and lumbar spine. This course will also serve to enhance your decision-making and problem-solving skills in initial injury management.

Student Learning Objectives
Upon successful completion of this course, you will:

- Develop a structured approach to performing a physical assessment. (Unit One)
- Properly write comprehensive HIPS and SOAP notes using medical abbreviations. (Unit One)
- Perform complete postural examinations. (Exam Three and Lab situations Unit Three)
- Demonstrate general principles of goniometry and manual muscle testing. (Unit One)
- Successfully communicate with the patient to complete a thorough history. (Unit One, Oral Practicals)
- Successfully observe a patient for signs related to various pathologies. (Oral Practicals)
- Identify the relevant anatomy for each joint or body part being assessed. (Oral Practicals and Lab situations)
- Palpate relevant anatomical structures for each joint or body part being assessed. (Lab situations and Oral Practicals)
- Perform a complete inspection of each injured body part being assessed. (Oral Practicals)
- Perform necessary ROM tests, neurological tests, manual muscle tests, and special tests for each joint or body part being assessed. (Exam One, Two, Three, Oral Practicals, and Lab situations)
- Understand the etiology and pathology of common injuries to the lower extremity, and lumbar spine. (Exam Three)
- Successfully transfer knowledge and skills learned in the classroom to the clinical setting. (Evaluations for AT 202)
- Describe the influence of pathomechanics on function. (Exam One, Two, Three)
- Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process.
- Explain diagnostic accuracy concepts including reliability, sensitivity, specificity, likelihood ratios, prediction values, and pre-test and post-test probabilities in the selection and interpretation of physical examination and diagnostic procedures. (Quiz on BbLearn, Unit One Lecture, Unit One Exam)
- Explain the creation of clinical prediction rules in the diagnosis and prognosis of various clinical conditions. (Diagnostic Accuracy quiz in BbLearn, Unit One exam)
- Apply clinical prediction rules (e.g., Ottawa Ankle Rules) during clinical examination procedures. (Exam One)
- Obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition. (Exam One, Two, Three)
- Demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses. (Oral Practicals)
- Use clinical reasoning skills to formulate an appropriate clinical diagnosis for common illness/disease and orthopedic injuries/conditions. (Oral Practicals)
- Incorporate the concept of differential diagnosis into the examination process. (Oral Practicals and Lab Situations)
- Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases. (Oral Practicals, Exam One, Two, Three, and Lab Situations)
- Assess and interpret findings from a physical examination that is based on the patient's clinical presentation. (Oral Practicals, Exam One, Two, Three)
- Determine when the findings of an examination warrant referral of the patient. (Exam One, Two, Three)
- Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for: Foot/ankle/low leg, knee, hip, and lumbar spine trauma. (Exam One, Two, Three)

Course Structure/Approach
Course material will be presented through group work, individual projects, discussion, presentations, and problem solving. It will be a cooperative learning environment where you will learn through hands-on lessons shared by and with other classmates. Class time will be devoted to practical application of the material presented.

Evaluation Methods
Assignments
Write a complete injury evaluation for the lumbar spine, pelvis, hip, knee, and ankle. Complete details will be discussed in class.

Research Article Reading (Activities)
Each major content area will have 1-3 journal articles associated with it. You are responsible to read these for class discussion (discussion may take place in class or via Blackboard Learn).

Grading System

<table>
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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Test/Exams</td>
<td>40%</td>
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<tr>
<td>Practical Exams</td>
<td>35%</td>
</tr>
<tr>
<td>Assignments/quizzes/Activities</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>

*Test may be MC/Matching/Short answer/ Practical/ and timed, etc.*

- ≥ 90% = A
- ≥ 80% = B
- ≥ 70% = C
- ≥ 60% = D Less than 60% = F

*Practical exams in the lab must be passed with an 85%.*
Course Policy

Class Participation
You are required to participate in class discussions, lectures and laboratory activities. During lab times access to joints and other anatomic areas treated by Certified Athletic Trainers will need to be accessible. Proper attire might include shorts, tanks tops, sports bras, etc. Failure to wear proper attire will negatively affect your grade.

Attendance / Make Up Work
Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class and arrangements should be made to make up any work that will potentially be missed. In the case of an unforeseeable situation, contact must be made with the instructor within 24 hours. Each absence will be reviewed by the instructor to determine if it’s excusable and if makeup assignments are going to be granted. Excused absences could be illness, university sponsored activities, and family or personal emergencies. It is noted that make up assignments for any portion of the course that is missed will be determined exclusively by the instructor and the individual student. These assignments shall assess similar objectives as the one missed but may come at a different class time or in a different format. Allowing a student to make up an assignment or course grade because of circumstances beyond their control will not warrant allowing other students the same make up.

Statement on plagiarism and cheating
Please review the universities policies!! Students are expected to adhere to the highest standards of academic honesty. Any information that is copied in student materials must include full AMA style reference information. Forms of academic dishonesty include, but are not limited to purchasing papers/assignments, copying paragraphs/pages of text, or copying another student’s answers or providing a student answers. You are expected to do your own work and writing in this course, in your own words. In the discovered event of student dishonesty, I will investigate with appropriate administrators and penalties may range from a zero on the assignment, to an ‘F’ in the class, or removal from the program. I will use all means available (references’, literature search, technology, SafeAssign, etc) to determine authenticity of your work.

Withdrawal Policy
Please use the following link to view important drop/add and withdrawal deadlines.
http://nau.edu/Registrar/Important-Dates/Spring-2013-Session-Deadlines/

Cell Phone/Internet Browsing
Cell phones, pagers, or other electronic devices that are deemed by the instructor as disruptive to the learning environment should be disabled during class. Students failing to adhere to this policy will be asked to leave class. Students will receive no additional points for any assignment in progress, including test if these devices disrupt class.

E-Mail
Students are strongly recommended to utilize their Northern Arizona web mail account (username @nau.edu). The instructor will use these accounts to disseminate class related information. Students are responsible for all information communicated using this method.

Grade Appeals
Students have one week from the time an assignment, skill test, test, project or other course assignment is returned to question the grade calculation. During this week the professor will freely explain how the grade was arrived at and may make adjustments’ if errors are detected. After this time, each individual grade will stand as reported. All grade appeals during the semester and at the completion of the semester will take place between the faculty member and the individual enrolled student only. In the event the student and the
instructor are unable to mutually agree on an outcome, the appeal will move to the program director (Dr. Craig), department head and then may ultimately move to the dean or VP. At no time will friends, family members, or other students be involved with the grade appeal process.

University Policies
For university policies regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity, see the website http://home.nau.edu/studentlife/handbook.asp, or at: http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html

COURSE OUTLINE

UNIT ONE

1/15 – Syllabus and Intro to Injury Evaluation
1/17 – Injury Report Writing and SOAP Notes
1/22 – MMT and Goniometry
1/24 – Injury Report Writing Discussion and Intro to Foot and Ankle
1/29 – Diagnostic Accuracy and Intro to Foot/Ankle/Low Leg
1/31 – Foot, Ankle and Low Leg
2/5 – Foot/Ankle/Low Leg
2/7 – Oral Practical
2/12 – Oral Practical and EXAM ONE

UNIT TWO

2/14 – Knee
2/19 - Knee
2/21 – Knee Special Tests, ROM, MMT
2/26 – Knee Special Tests, ROM, MMT; Practice Evaluations
2/28 - Hip
3/5 – Hip
3/7 – Hip Special Tests, ROM, MMT
3/12 – Hip Special Tests, ROM, MMT; Practice Evaluations
3/14 – EXAM TWO
3/19 – SPRING BREAK
3/21 – SPRING BREAK
3/26 – Practical Evaluations
3/28 – Practical Evaluations

UNIT THREE

4/2 – Lumbar Spine
4/4 – Lumbar Spine
4/9 – Lumbar Spine Special Tests, ROM, MMT
4/11 – Lumbar Spine Special Tests, ROM, MMT
4/16 – Lumbar Spine Practice Evaluations
4/18 – Posture/Gait
4/23 – Posture/Gait
4/25 – Review/Practice for final practical and exam
4/30 – ORAL PRACTICALS - CUMMULATIVE
5/2 – ORAL PRACTICALS - CUMMULATIVE
5/7 – FINAL EXAM 7:30am in Rm 233
Please attach proposed Syllabus in approved university format.

1. Course subject and number: AT 545
2. Units: 3
   See upper and lower division undergraduate course definitions.

3. College: CHHS
4. Academic Unit: Athletic Training

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon successful completion of this course, the graduate student will be able to:
- Develop a structured approach to performing a physical assessment. (Exam One and Practical examinations)
- Properly write comprehensive HIPS and SOAP notes using medical abbreviations. (Assignment #1)
- Perform complete postural examinations. (Lab #1, week 2 and 3)
- Demonstrate general principles of goniometry and manual muscle testing. (Practical Examinations)
- Successfully communicate with the patient to complete a thorough history. (Labs, Practical Examinations)
- Successfully observe a patient for signs related to various pathologies. (Practical Examinations)
- Identify the relevant anatomy for each joint or body part being assessed. (Labs and Practical Examinations)
- Palpate relevant anatomical structures for each joint or body part being assessed. (Labs and Practical Examinations)
- Perform a complete inspection of each injured body part being assessed. (Practical Examinations and Labs)
- Perform necessary ROM tests, neurological tests, manual muscle tests, and special tests for each joint or body part being assessed. (Labs and Practical Examinations)
- Understand the etiology and pathology of common injuries to the upper extremity, head and neck. (Exam 1, 2, and 3)
- Command an advanced understanding of the etiology and pathology of common injuries to the upper extremity, head, and cervical spine, beyond knowledge acquired in the bachelor’s degree. (Exam Three)
- Successfully transfer knowledge and skills learned in the classroom to the clinical setting. (Evaluations for AT 504)
- Describe the influence of pathomechanics on function using advanced critical analysis skills. (Exam One, Two, Three)
- Demonstrate an advanced ability (beyond knowledge acquired in the bachelor’s degree) to modify the diagnostic examination process using critical thinking and problem-solving, according to the demands of the situation and patient responses. (Oral Practicals)

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)

ABOR has approved the new Master's Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT.

   See effective dates calendar.

   (max 100 characters including spaces)
9. Short course title:  **Upper Extremity Eval**  
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):  
   This course is designed to help you learn advanced knowledge and clinical skills in the assessment of sports-related injuries to the upper extremity, head and neck. This course will also serve to enhance your decision-making and problem-solving skills in initial injury management. 60% lecture; 40% lab.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?  
   Yes X  No ☐
   If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?  
   Yes ☐  No X
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?  
   Yes ☐  No X
   If yes, include a letter of response from each impacted academic unit.

14. Grading option:  
   Letter grade X  Pass/Fail ☐  Both ☐

15. Co-convened with:  
   14a. UGC approval date*:  
   (For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:  
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?  
   Yes ☐  No X
   16a. If yes, maximum units allowed?  
   16b. If yes, may course be repeated for additional units in the same term?  
   Yes ☐  No ☐

18. Prerequisites:  
   Admission to MS-AT program
   If prerequisites, include the rationale for the prerequisites.

19. Co requisites:  
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  
   Yes X  No ☐
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  
   Scot Raab, Debbie Craig, Glenn Edgerton

**Answer 22-23 for UCC/ECCC only:**
22. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes ☐ No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

Reviewed by Curriculum Process Associate Date

**Approvals:**

Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

**For Committee use only:**

UCC/UGC/ECCC Approval Date

Approved as submitted: Yes ☐ No ☐
Approved as modified: Yes ☐ No ☐
21. Names of the current faculty qualified to teach this course: Scot Raab, Debbie Craig, Glenn Edgerton

**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation?  
   Yes ☐  No ☐  
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?  
   Yes ☐  No ☐  
   If yes, include a Diversity proposal and syllabus with this proposal.

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**FLAGSTAFF MOUNTAIN CAMPUS**

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<tr>
<th>Scott Galland</th>
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<td>Department Chair/Unit Head (if appropriate)</td>
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<td>Chair of college curriculum committee</td>
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<tr>
<td>Dean of college</td>
<td>Date</td>
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**For Committee use only:**

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<tr>
<td>UCC/UGC Approval</td>
<td>Date</td>
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**Approved as submitted:**  
Yes ☐  No ☐

**Approved as modified:**  
Yes ☐  No ☐

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**EXTENDED CAMPUSSES**

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**Approvals:**

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<tr>
<th>Academic Unit Head</th>
<th>Date</th>
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</thead>
</table>
College of Health and Human Services
Department of Physical Therapy and
Athletic Training

AT 545 – PHYSICAL ASSESSMENT I – UPPER EXTREMITY
SPRING 2015

Glenn Edgerton, MS, LAT
Office - CHP 121-A
928-523-6837
Glenn.edgerton@nau.edu

Office Hours:
MWF 9:00am – 11:00am
or by appointment

Credit Hours: 3

Course Prerequisites: Admittance to the program.

Course Description:
This course is designed to help you learn advanced knowledge and clinical skills in the assessment of sports related injuries to the upper extremity, head and neck. This course will also serve to enhance your decision-making and problem-solving skills in initial injury management. Graduate students will apply strategies presented in class through the use of advanced analytic and problem-solving skills that go beyond the undergraduate experience.

Student Learning Outcomes:
Upon successful completion of this course, the student will:

- Develop a structured approach to performing a physical assessment. (Exam One and Practical examinations)
- Properly write comprehensive HIPS and SOAP notes using medical abbreviations. (Assignment #1)
- Perform complete postural examinations. (Lab #1, week 2 and 3)
- Demonstrate general principles of goniometry and manual muscle testing. (Practical Examinations)
- Successfully communicate with the patient to complete a thorough history. (Labs, Practical Examinations)
- Successfully observe a patient for signs related to various pathologies. (Practical Examinations)
- Identify the relevant anatomy for each joint or body part being assessed. (Labs and Practical Examinations)
- Palpate relevant anatomical structures for each joint or body part being assessed. (Labs and Practical Examinations)
- Perform a complete inspection of each injured body part being assessed. (Practical Examinations and Labs)
- Perform necessary ROM tests, neurological tests, manual muscle tests, and special tests for each joint or body part being assessed. (Labs and Practical Examinations)
- Understand the etiology and pathology of common injuries to the upper extremity, head and neck. (Exam 1, 2, and 3)
- Command an advanced understanding of the etiology and pathology of common injuries to the upper extremity, head, and cervical spine, beyond knowledge acquired in the bachelor’s degree. (Exam Three)
- Successfully transfer knowledge and skills learned in the classroom to the clinical setting. (Evaluations for AT 504)
- Describe the influence of pathomechanics on function using advanced critical analysis skills. (Exam One, Two, Three)
- Demonstrate an advanced ability (beyond knowledge acquired in the bachelor’s degree) to modify the diagnostic examination process using critical thinking and problem-solving, according to the demands of the situation and patient responses. (Oral Practicals)

Course Structure/Approach:
Course material will be presented through group work, individual projects, discussion, presentations, and problem solving. It will be a cooperative learning environment where you will learn through hands-on lessons shared by and with other classmates. Class time will be devoted to practical application of the material presented. Graduate students will create an EBP research project involving the advanced integration of anatomy, biomechanics, and evaluation technique options for a common injury of the upper extremity.

**Textbook and Required Materials**
   ISBN: 0-7360-7622-0
4. Supplemental readings from scholarly journals will be required for graduate students. The purpose of the scholarly journal readings will be to further expand on current knowledge obtained during the undergraduate experience and to inform their EBP research project.

**Course Outline:**

**Unit One**
- Syllabus and HIPS
- Injury Report Writing/SOAP Notes
- Injury Report Writing Lab/Group Discussion
- Assignment #1 Due BEFORE class
- Postural Assessment and Lab
- Concussions and Head Injury
- Postural Assessment DUE (BbLearn)
- Concussion and Head Injury Lab
- Face, TMI, Eyes
- Cervical Spine
- Cervical Spine Lab
- Trunk and Torso
- Trunk and Torso Lab
- Journal Article Reflection #1 DUE (BbLearn)
- Review and Evaluations Lab
- UNIT ONE PRACTICAL
- UNIT ONE EXAM

**Unit Two**
- Concussion Legislation Presentations and Review Exam
- Shoulder and Arm
- Shoulder and Arm Lab
- Shoulder and Arm – Dr. Rorhough
- Manual Muscle Testing Lab
- Review Goniometry, MMT, Special Tests
- Journal Article Reflection #2 DUE (BbLearn)
- Evaluation Lab
- Unit Two Practical
- Unit Two Exam

**Unit Three**
- Elbow
- Forearm, Wrist, and Hand
- Elbow, Forearm, Wrist and Hand Special Tests
- Manual Muscle Testing, Goniometry Lab
- Journal Article Reflection #3 DUE (BbLearn)
Elbow, Forearm, Wrist and Hand Scenarios
Submit Reflection on BbLearn
UNIT THREE PRACTICAL
Unit Three Exam (Final) (during this week) (Not Cumulative)

Grading Methods:
Assignments
1. Graduate students will create an EBP research project involving the advanced integration of anatomy, biomechanics, and evaluation technique options for a common injury of the upper extremity. A thorough literature review of the anatomical and biomechanical properties of the injured area should be followed by a concise description of special test options for the evaluation of that injury. The Discussion section of the project should demonstrate advanced critical reasoning skills, outlining their interpretation of the efficacy of those evaluation techniques on injured athletes. The project should be no less than 8 pages, include illustrations as appropriate, and include no less than 10 scholarly references. (100 points).

2. Written Injury Report of an upper extremity injury. Write an injury report for the injury you have been assigned by your instructor. Print the Injury Report Document from BbLearn and document an appropriate History, Inspection, Palpation, Special Testing that would lead you to the assessment of the injury you have been assigned. Graduate students are expected to demonstrate a greater command of injury report notation skills and basic evaluation skills beyond those learned in the bachelor’s degree. Ample feedback will be provided on each submission. (15 pts).

3. Practice a full postural exam on a friend/family member. Turn in a typed report. Use the Postural Assessment Tool in Magee Text as a framework for the written report (posted in BbLearn). (25 points).

4. Discussion Articles: Each unit will have 1 journal article associated with it. You are responsible for reading the article and posting a 150-300 word response pertaining to your understanding, thoughts, and conclusions about the article. Graduate students are expected to engage critical thinking and demonstrate a greater critical analysis skills than undergraduate students. (25 points each)

5. Concussion Legislation Presentation: You will be assigned to a group to work on this assignment. Each group will be assigned a state in which you will research their concussion legislation regarding evaluation and return to play and present a 10-15 slide ppt presentation to the class. (50 points)

6. Injury Evaluation Reflection Paper: Write a self-analysis or reflection paper on how you have progressed throughout the course in your evaluation skills. Discuss how you have grown and what you have accomplished. Also discuss your weakness and how you would like to try to address these during your senior year. This paper should be 500-1000 words. (25 points)

Examinations
Each unit will be followed by a written and practical examination to assess the student’s problem solving and transfer abilities. Examinations for graduate students will include an emphasis on critical thinking and practical application of the material presented throughout each unit. Essay questions on examination will require the students to critically reflect and apply at a higher learning level. Examinations will be weighted an additional 5-10% as compared to undergraduate students.

Grading System
Final grades will be based on the percentage of total points accumulated on written examinations, practical exams, class assignments, and participation in class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit One Exam</td>
<td>100</td>
<td>90% = A</td>
</tr>
<tr>
<td>Unit One Practical</td>
<td>100</td>
<td>80% = B</td>
</tr>
<tr>
<td>Unit Two Exam</td>
<td>100</td>
<td>70% = C</td>
</tr>
<tr>
<td>Unit Two Practical</td>
<td>100</td>
<td>60% = D</td>
</tr>
</tbody>
</table>
Unit Three Exam 100 points 0 - 50% = F
Unit Three Practical 100 points
Assignments 290 points
Participation 50 points
Total: 940 pts

Course Policies:
Retest/makeup tests - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible. Unexcused absences will result in a 10 point deduction.

Cell Phone/Browsing - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately and a 20 point deduction will be recorded per incident.

Statement on plagiarism and cheating - See University policies at:
http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20INTEGRITY.pdf

Withdrawal Policy - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

University Policies:
Visit the Universities website regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity, via the Student Handbook Policies at: http://home.nau.edu/studentlife/handbook.asp, or at:

Competencies covered in this course:
CE-15. Demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses.
CE-16. Recognize the signs and symptoms of catastrophic and emergent conditions and demonstrate appropriate referral decisions.
CE-17. Use clinical reasoning skills to formulate an appropriate clinical diagnosis for common illness/disease and orthopedic injuries/conditions.
CE-18. Incorporate the concept of differential diagnosis into the examination process.
CE-20. Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to:
CE-20a. history taking
CE-20b. inspection/observation
CE-20c. palpation
CE-20d. functional assessment
CE-20e. selective tissue testing techniques / special tests
CE-20f. neurological assessments (sensory, motor, reflexes, balance, cognitive function)
CE-20g. respiratory assessments (auscultation, percussion, respirations, peak-flow)
CE-20h. circulatory assessments (pulse, blood pressure, auscultation)
CE-20i. abdominal assessments (percussion, palpation, auscultation)
CE-20j. other clinical assessments (otoscope, urinalysis, glucometer, temperature, opthalmoscope)
CE-21. Assess and interpret findings from a physical examination that is based on the patient’s clinical presentation. This exam can include:
CE-21a. Assessment of posture, gait, and movement patterns
CE-21b. Palpation
CE-21c. Muscle function assessment
CE-21d. Assessment of quantity and quality of osteokinematic joint motion
CE-21e. Capsular and ligamentous stress testing
CE-21f. Joint play (arthrokinematics)
CE-21g. Selective tissue examination techniques / special tests
CE-21h. Neurologic function (sensory, motor, reflexes, balance, cognition)
CE-21m. Ocular function (vision, ophthalmoscope)
CE-21n. Function of the ear, nose, and throat (including otoscopic evaluation)
CE-21p. Other assessments (glucometer, temperature)

CE-22. Determine when the findings of an examination warrant referral of the patient.

AC-34. Explain the importance of monitoring a patient following a head injury, including the role of obtaining clearance from a physician before further patient participation.

AC-36. Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for:
   AC-36b. brain injury including concussion, subdural and epidural hematomas, second impact syndrome and skull fracture
   AC-36c. cervical, thoracic, and lumbar spine trauma

TI-17. Analyze gait and select appropriate instruction and correction strategies to facilitate safe progression to functional gait pattern.

PD-9. Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.
AT 365 – Physical Assessment of the Injured Athlete II
Fall 2013

Scot Raab, PhD, AT, LAT
Office - CHP 121-A
928-523-9059
scot.raab@nau.edu

Office Hours: M-F 8:30-12 when not in class
or by appointment

Credit Hours: 3
Classroom: HS 233
Lecture Days/Times: Monday, Wednesday, Friday 9:10 – 10:00

Course Prerequisites: AT 200, BIO 201, BIO 202

Textbook and Required Materials
ISBN: 0-7360-7622-0
2. CORE Orthopedics App for iPod https://itunes.apple.com/us/app/core-clinical-orthopedic-
exam/id329470520?mt=8
3. CORE Orthopedics App for Android

Course Description
This course is designed to help you learn advanced knowledge and clinical skills in the assessment
of sports related injuries to the upper extremity, head and neck. This course will also serve to
enhance your decision-making and problem-solving skills in initial injury management.

Student Learning Objectives
Upon successful completion of this course, you will:
- Develop a structured approach to performing a physical assessment. (Exam One and Practical
  examinations)
- Properly write comprehensive HIPS and SOAP notes using medical abbreviations. (Assignment #1)
- Perform complete postural examinations. (Lab #1, week 2 and 3)
- Demonstrate general principles of goniometry and manual muscle testing. (Practical Examinations)
- Successfully communicate with the patient to complete a thorough history. (Labs, Practical
  Examinations)
- Successfully observe a patient for signs related to various pathologies. (Practical Examinations)
- Identify the relevant anatomy for each joint or body part being assessed. (Labs and Practical
  Examinations)
- Palpate relevant anatomical structures for each joint or body part being assessed. (Labs and
  Practical Examinations)
- Perform a complete inspection of each injured body part being assessed. (Practical Examinations
  and Labs)
- Perform necessary ROM tests, neurological tests, manual muscle tests, and special tests for each joint or
  body part being assessed. (Labs and Practical Examinations)
- Understand the etiology and pathology of common injuries to the upper extremity, head and neck. (Exam 1, 2, and 3)
- Successfully transfer knowledge and skills learned in the classroom to the clinical setting. (End of Semester Practical Exam)

Course Structure/Approach
Course material will be presented through group work, individual projects, discussion, presentations, and problem solving. It will be a cooperative learning environment where you will learn through hands-on lessons shared by and with other classmates. Class time will be devoted to practical application of the material presented. Students must familiarize themselves with Blackboard Learn as it will be used frequently in this course for discussion questions, course materials, etc.

Evaluation Methods

1. Enter an Electronic Injury Report of an upper extremity injury using the Kindle App (2). Enter the report in a fashion that another clinician could open it and complete SOAP notes or Therex, etc. A template is made in the app and we will practice with the new course resources in class. (15 pts). (week notice, glitches)

2. Written Injury Report of an upper extremity injury (2). Write an injury report for the injury you have been assigned by your instructor. We will discuss these individually. A template will be provided to help you document an appropriate History, Inspection, Palpation, Special Testing that would lead the reader to the assessment of the injury you have been assigned. (15 pts). (week notice)

3. Practice a full postural exam on a friend/family member/athlete. Turn in a typed written report covering all aspects of the exam and findings (pg 59). Due Sept 16th at start of class. (25 pts).

4. Discussion Questions/Topics (25 points each). Each major structural group covered in class will have 1 journal article associated with it, 5 in all (Thorax/Torso/Organs, Head/Face/Concussion, Shoulder, Elbow/Forearm, Wrist/Hand). You are responsible for locating and reading an appropriate article and posting a 150-300 word discussion pertaining to your understanding, thoughts, and conclusions about the article. In BBL you will upload the article and then enter your discussion. Each student will then review and comments on two different articles from other students.
   * Journal Article Reflection (Thorax/Torso/Organs) Due 9/9 & 9/11
   * Journal Article Reflection (Head/Face/Concussion) Due 9/23 & 9/25
   * Journal Article Reflection (Shoulder) Due 10/21 & 10/23
   * Journal Article Reflection (Elbow/Forearm) Due 11/18 & 11/20
   * Journal Article Reflection (Wrist/Hand) Due 11/25 & 11/27

5. Concussion Legislation Presentation (100 points)
   You will be assigned to a group to work on this assignment. Each group will be assigned a state in which you will research their concussion legislation regarding evaluation and return to play and present a 10-15 slide ppt presentation to the class. Due Sept 18th.

6. Practical Exam/Quizzes. You will be provided an injury, you will list 6-10 special test for the involved joint/structure. You will then use the CORE app and narrow the available assessments down to 2-4 most appropriate for the initial assessment. This will test your problem solving skills, critical assessment skills, and use of evidence based practice. These will be announced at minimum one class day in advance. Random quizzes on your ability to perform ortho assessments will not require prior notification.

7. Exams (3) and quizzes (7). Quizzes need to be completed earning a 70% or better to move on to the next quiz. You may retake quizzes until you earn the required 70 or earn a higher grade if desired. All examinations must be passed with a percentage score of 70% or better.
If the student scores lower than 70%, they must re-take the exam until they score 70% or better. At that time, they will receive a top score of 70% for the exam.

Grading System

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams/Quizzes</td>
<td>40 %</td>
</tr>
<tr>
<td>Practical Exams/Quizzes</td>
<td>30 %</td>
</tr>
<tr>
<td>Items 1-5</td>
<td>30 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Test may be MC/Matching/Short answer/ Practical/ and timed, etc.

≥ 90% = A
≥ 80% = B
≥ 70% = C
≥ 60% = D Less than 60% = F

Practical exams in the lab should be passed with an 85%. You will be allowed to retake them if desired to earn a maximum score of 85% outside of class time. Times TBD.

Course Policy

Class Participation

You are required to participate in class discussions, lectures and laboratory activities. During lab times access to joints and other anatomic areas treated by Certified Athletic Trainers will need to be accessible. Proper attire might include shorts, tanks tops, sports bras, etc. Failure to wear proper attire will negatively affect your grade.

Attendance / Make Up Work

Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class and arrangements should be made to make up any work that will potentially be missed. In the case of an unforeseeable situation, contact must be made with the instructor within 24 hours. Each absence will be reviewed by the instructor to determine if it’s excusable and if makeup assignments are going to be granted. Excused absences could be illness, university sponsored activities, and family or personal emergencies. It is noted that make up assignments for any portion of the course that is missed will be determined exclusively by the instructor and the individual student. These assignments shall assess similar objectives as the one missed but may come at a different class time or in a different format. Allowing a student to make up an assignment or course grade because of circumstances beyond their control will not warrant allowing other students the same make up.

Statement on plagiarism and cheating

Please review the universities policies!! Students are expected to adhere to the highest standards of academic honesty. Any information that is copied in student materials must include full AMA style reference information. Forms of academic dishonesty include, but are not limited to purchasing papers/assignments, copying paragraphs/pages of text, or copying another student’s answers or providing a student answers. You are expected to do your own work and writing in this course, in your own words. In the discovered event of student dishonesty, I will investigate with appropriate administrators and penalties may range from a zero on the assignment, to an ‘F’ in the class, or removal from the program. I will use all means available (references, literature search, technology, SafeAssign, etc) to determine authenticity of your work.

Withdrawal Policy

The university course drop deadline is September 9, 2013. The university course withdrawal deadline is October 30, 2013. It is the policy of the College of Health and Human Services that petitions to withdraw after November 15, 2013, will not be considered.

Cell Phone/Internet Browsing

Cell phones, pagers, or other electronic devices that are deemed by the instructor as disruptive to the learning environment should be disabled during class. Students failing to adhere to this policy will be asked to leave class. Students will receive no additional points for any assignment in progress, including test if these devices disrupt class.
E-Mail
Students are strongly recommended to utilize their Northern Arizona web mail account (username @nau.edu). The instructor will use these accounts to disseminate class related information. Students are responsible for all information communicated using this method.

Grade Appeals
Students have one week from the time an assignment, skill test, test, project or other course assignment is returned to question the grade calculation. During this week the professor will freely explain how the grade was arrived at and may make adjustments if errors are detected. After this time, each individual grade will stand as reported. All grade appeals during the semester and at the completion of the semester will take place between the faculty member and the individual enrolled student only. In the event the student and the instructor are unable to mutually agree on an outcome, the appeal will move to the program director (Dr. Craig), department head and then may ultimately move to the dean or VP. At no time will friends, family members, or other students be involved with the grade appeal process.

University Policies
For university policies regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity, see the website [http://home.nau.edu/studentlife/handbook.asp](http://home.nau.edu/studentlife/handbook.asp), or at: [http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html](http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html)
Please attach proposed Syllabus in approved university format.

1. Course subject and number: AT 550  

See upper and lower division undergraduate course definitions.

2. Units: 1

3. College: CHHS  

4. Academic Unit: Athletic Training

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

   Upon successful completion of this course, the graduate student will:
   • Develop a research question of interest to the student, to begin their program Applied Project;
   • Develop the research methodology they intend to use for their Applied Project;
   • Develop a research timeline;
   • Begin the literature review for their Applied Project topic;
   • Complete the IRB/Citi Tutorial.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)

   ABOR has approved the new Master’s Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT. There is NOT a BS-AT course equivalent for this course.


   See effective dates calendar.

8. Long course title: Research Proposal Development

   (max 100 characters including spaces)

9. Short course title: Proposal Development

   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):

    This course is an online course designed to assist the student in developing the topic and research method they will use for their program Master’s Applied Project.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

    Yes X  No □

    If yes, include the appropriate plan proposal.
12. Does this course duplicate content of existing courses?  
   Yes ☐  No X  
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?  
   Yes ☐  No X  
   If yes, include a letter of response from each impacted academic unit.

14. Grading option:  
   Letter grade X  Pass/Fail ☐  Both ☐

15. Co-convened with:  
   14a. UGC approval date*:  
   (For example: ESE 450 and ESE 550) See co-convening policy.  
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:  
   (For example: ES 450 and DIS 450) See cross listing policy.  
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?  
   Yes ☐  No X  
   16a. If yes, maximum units allowed?  
   16b. If yes, may course be repeated for additional units in the same term?  
   Yes ☐  No ☐

18. Prerequisites:  
   Admission to the MS-AT program  
   If prerequisites, include the rationale for the prerequisites.

19. Co requisites:  
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  
   Yes ☐  No X  
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  
   Scot Raab, Debbie Craig

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation?  
   Yes ☐  No ☐  
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?  
   Yes ☐  No ☐  
   If yes, include a Diversity proposal and syllabus with this proposal.
Reviewed by Curriculum Process Associate  

Date

Approvals:

Department Chair/ Unit Head (if appropriate)  

Date

Chair of college curriculum committee  

Date

Dean of college  

Date

For Committee use only:

UCC/UGC/ECCC Approval  

Date

Approved as submitted:  

Yes ☐ No ☐

Approved as modified:  

Yes ☐ No ☐
FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 05/02/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Mark Conner 8-21-13
Department Chair/Unit Head (if appropriate) Date

Mary York Herms 8-22-13
Chair of college curriculum committee Date

John Schu 8/20/13
Dean of college Date

For Committee use only:

UGG/UGC Approval 10/23/13 Date

Approved as submitted: Yes ☐ No ☐
Approved as modified: Yes ☐ No ☐

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date
AT 550 – RESEARCH I – PROPOSAL DEVELOPMENT
WINTER 2014

Debbie Craig, PhD, AT, LAT
Office - CHP 121-B
928-523-0704
Debbie.Craig@nau.edu

Credit Hours: 1

Course Prerequisites: Admittance to the program.

Course Description: This course is an online course designed to assist the student in developing the topic and research method they will use for their program Master’s Applied Project.

Student Learning Outcomes:
Upon successful completion of this course, the graduate student will:

- Develop a research question of interest to the student, to begin their program Applied Project;
- Develop the research methodology they intend to use for their Applied Project;
- Develop a research timeline;
- Begin the literature review for their Applied Project topic;
- Complete the IRB/Citi Tutorial.

Course Structure/Approach:
Each student will have personal interaction with the professor online to identify the research question for their Applied Project, develop the research methodology, and implement a literature review of the relevant evidence based practice databases.

Textbooks/Materials (R=required, O=optional):

Course Outline:
Week 1 – develop the research question and identify a methodology;
Week 2 – develop the evidence-based practice database search; refine question as necessary;
Week 3 – create one document that includes the question, methodology, timeline, and literature search outcomes.

Assessment of Student Learning Outcomes:
Research Question – materials, examples, and readings in Blackboard Learn class; 20 points.
Methodology Outline & Timeline for Applied Project – materials and readings in BBLearn; 50 points.
Literature Review – must include a reference list of pertinent articles and the search criteria used to perform the evidence-based practice search. It is highly recommended that each student meet with a librarian to get them started with creating the search criteria. (50 points)
IRB / Citi Tutorial on Human Subject Research Ethics – go to the NAU website and complete the tutorial; hand in completion certificate to the instructor. (50)
Grading System:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Question</td>
<td>20</td>
<td>A = 90%</td>
</tr>
<tr>
<td>Methodology Outline</td>
<td>50</td>
<td>B = 80%</td>
</tr>
<tr>
<td>Literature Review</td>
<td>50</td>
<td>C = 70%</td>
</tr>
<tr>
<td>IRB / Citi Tutorial</td>
<td>50</td>
<td>D = 60%</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>130</strong></td>
<td></td>
</tr>
</tbody>
</table>

Course Policies:

**Retest/makeup tests** - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

**Attendance** - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible. Unexcused absences will result in a 10 point deduction.

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http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf

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**University Policies:**
Visit the Universities website regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity, via the Student Handbook Policies at:
Please attach proposed Syllabus in approved university format.

1. Course subject and number: AT 555  

2. Units: 3  

See upper and lower division undergraduate course definitions.

3. College: CHHS  

4. Academic Unit: Athletic Training

5. Student Learning Outcomes of the new course.  

Upon successful completion of this course, the graduate student will be able to:

1. Describe the components and process of scientific research. (Written Assessment)
2. Describe and differentiate the types of quantitative and qualitative research. (Written Assessment)
3. Develop research design skills and begin to apply those skills to the program Applied Project outline. (Written Assessment)
4. Properly write a research study design and proposal. (Written Assessment)
5. Demonstrate knowledge of statistics (both inferential and descriptive) beyond that acquired in their prerequisite bachelor’s level statistics course. (Written Assessment)
6. Successfully choose, apply and evaluate appropriate statistics in research studies. (Written Assessment)
7. Perform an evidence-based practice search on a clinical athletic training topic. (Written Assessment)
8. Identify research studies that appropriately report results and distinguish from those that do not, while demonstrating advanced critical analysis skills beyond those acquired at the bachelor’s level. (Written Assessment)
9. Understand research ethics and the NAU Internal Review Board (IRB, Human Subjects) process and submit a proposal, preferably of your program Applied Project. (Written Assessment)

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes.  

ABOR has approved the new Master’s Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT.


See effective dates calendar.

8. Long course title: Research Methods in Athletic Training  

(max 100 characters including spaces)

9. Short course title: Research Methods
10. Catalog course description (max. 60 words, excluding requisites):
This course is designed to help the student learn basic scientific research knowledge. Topics addressed will include research design, statistics, evidence-based practice research, critical appraisal of research, and ethics in research. This course will also serve to enhance decision-making and problem-solving skills when interpreting research reports of athletic training studies. Students will also develop a research proposal and submit to IRB.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes X No □
   If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses? Yes □ No X
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)? Yes □ No X
   If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade X Pass/Fail □ Both □

15. Co-convened with: 14a. UGC approval date*:
   (For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes □ No X
   16a. If yes, maximum units allowed?
   16b. If yes, may course be repeated for additional units in the same term? Yes □ No □

18. Prerequisites: Admission to MS-AT program
    If prerequisites, include the rationale for the prerequisites.

19. Co requisites:
    If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes □ No X
    If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: Scot Raab, Debbie Craig
**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation?  
   If yes, include a **Liberal Studies proposal** and syllabus with this proposal.
   
   Yes ☐ No ☐

23. Is this course being proposed for Diversity designation?  
   If yes, include a **Diversity proposal** and syllabus with this proposal.
   
   Yes ☐ No ☐

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**Approvals:**

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<th>Department Chair/ Unit Head (if appropriate)</th>
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<th>Chair of college curriculum committee</th>
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<th>Dean of college</th>
<th>Date</th>
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<th>Approved as modified:</th>
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22. Is this course being proposed for Liberal Studies designation?  
   Yes ☐  No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?  
   Yes ☐  No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 05/02/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Maryann Harmon 8-21-13
Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee

Dean of college 8/26/13

For Committee use only:

UCC/UGC Approval 10/23/13 Date

Approved as submitted: Yes ☐ No ☐
Approved as modified: Yes ☐ No ☐

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date
AT 555 – RESEARCH METHODS IN ATHLETIC TRAINING
SPRING 2015

Scot Raab, PhD, AT, LAT
Office - CHP 121-F
928-523-9059
Scot.raab@nau.edu

Credit Hours: 3

Course Prerequisites: admittance to MS-AT program

Course Description: This course is designed to help the student learn basic scientific research knowledge. Topics addressed will include research design, statistics, evidence-based practice research, and ethics in research. This course will serve to enhance decision-making and problem-solving skills when interpreting research reports of athletic training studies at advanced levels beyond undergraduate expectations. Graduate students will develop a research proposal for their program Applied Project and submit to IRB.

Student Learning Outcomes:
Upon successful completion of this course, the graduate student will be able to:
1. Describe the components and process of scientific research. (Written Assessment)
2. Describe and differentiate the types of quantitative and qualitative research. (Written Assessment)
3. Develop research design skills and begin to apply those skills to the program Applied Project outline. (Written Assessment)
4. Properly write a research study design and proposal. (Written Assessment)
5. Demonstrate knowledge of statistics (both inferential and descriptive) beyond that acquired in their pre-requisite bachelor’s level statistics course. (Written Assessment)
6. Successfully choose, apply and evaluate appropriate statistics in research studies. (Written Assessment)
7. Perform an evidence-based practice search on a clinical athletic training topic. (Written Assessment)
8. Identify research studies that appropriately report results and distinguish from those that do not, while demonstrating advanced critical analysis skills beyond those acquired at the bachelor’s level. (Written Assessment)
9. Understand research ethics and the NAU Internal Review Board (IRB, Human Subjects) process and submit a proposal, preferably of your program Applied Project. (Written Assessment)

Course Structure/Approach:
The content for this course will be delivered via traditional classroom discussions and Blackboard Learn (BBL). The student will develop a proposal for their Applied Research Project, assess potential results, write a proposal, and submit to IRB. Each student will work with a professor for advisement through the entire research phase. Additionally, four quizzes will be posted in BBLearn assessing the graduate student’s understanding of: research designs (quant & qual); measures of reliability and validity (quant & qual); statistics; and EBP steps.
Textbooks/Materials (R=required, O=optional):

R: Supplemental readings from scholarly journals will be required for graduate students. The purpose of the scholarly journal readings will be to further expand on current knowledge obtained during the undergraduate experience and to inform their Applied Project.

Course Outline: This course will meet once per week to discuss research design, methods, statistics, and EBP concepts. The rest of the course will be individual student work on their program Applied Project proposal. Students will progress at different rates in developing their research proposal, attaining approval to continue, and submitting it to IRB.

Assessment of Student Learning Outcomes:
- Defending a research design 50 points
- Submitting research proposal 100 points
- IRB submission/approval 50 points
- 4 quizzes – 25 points each 100 points

Grading System:
- A ≥90%
- B ≥ 80%
- C ≥ 70%
- D ≥ 60%

Course Policies:
Retest/makeup tests - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible.

Cell Phone/Browsing - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately.

Statement on plagiarism and cheating - See University policies, at:
http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf

Withdrawal Policy - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

University Policies:
Visit the Universities website regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity, via the Student Handbook Policies at: http://home.nau.edu/studentlife/handbook.asp, or at:
AT 315 – Research Methods in Athletic Training
Fall 2013

Scot Raab, PhD, ATC, LAT
Office - CHP 121-F
(928) 523-9059
scot.raab@nau.edu

Office Hours:
M-F 8:30-12 when not in class
- or by appointment

Credit Hours: 2

Course Prerequisites: AT 200

Course Description
This course is designed to help the student learn basic scientific research knowledge. Topics addressed will include research design, statistics, evidence-based practice research, critical appraisal of research, and ethics in research. This course will also serve to enhance decision-making and problem-solving skills when interpreting research reports of athletic training studies.

Student Learning Outcomes
Upon successful completion of this course, the student will:

- Describe the components and process of scientific research. (Written Assessment)
- Describe and differentiate the types of quantitative and qualitative research. (Written Assessment)
- Develop research design skills. (Written Assessment)
- Properly write a hypothetical research study design. (Written Assessment)
- Demonstrate knowledge of statistics. (Written Assessment)
- Successfully choose and apply appropriate statistics to research studies. (Written Assessment)
- Perform an evidence-based practice search on a clinical athletic training topic. (Written Assessment)
- Identify research studies that appropriately report results and distinguish from those that do not. (Written Assessment)
- Understand research ethics and the NAU Internal Review Board (IRB, Human Subjects) process. (Written Assessment)

Course Structure/Approach
Course material will be presented through on-line Blackboard format. Students will progress through 4 Sections (pre and 1-3) that will include CITI Training, 6 discussion questions (DQ), 6 written assignments, A Diagnostic Accuracy assignment, 2 unit exams, a mid-term, and a final exam. To progress from one section to the next, all written assignments in the previous section must be completed. Each student must pass the assessments in that section (70%) in order to advance to the next section. Research articles will be utilized throughout the course as examples of the various topics. Evidence based practice will be introduced and the students will have to perform EBP searches. Each student will also be required to complete the NAU IRB tutorial (CITI Training).

Textbook and Required Materials
Course Outline

**Week 1-2:** CITI Training (Submit NAU IRB tutorial - completion page to instructor), Read PPT in Pre-Folder and Section 1 CH 1-4, Assign 1-3, DQ 1. Specific due dates on tentative schedule.

**Week 3-4:** DQ 2, DQ 3, Assign 4, Unit 1 Quiz, Exam 1, read PPTs in Section 2 CH 5-9. Specific due dates on tentative schedule.

**Week 5-6:** DQ 4, DQ 5, Assignment 5 & 6, Unit 2 Quiz, read PPTS in Section 3 CH 10-12. Specific due dates on tentative schedule.

**Week 6:** DQ 6, re-read all PPT, review prior assignments, quizzes, and self-practice assignments 1-8. Receive Final Exam. Specific due dates on tentative schedule.

**Week 7:** Submit final exam, deadline 10/15 by 5pm.

Evaluation Methods

1. **Quizzes.** Each student must complete the quiz with a 70% to move on to the next exam and section. There will be 2 unit quizzes. (25 points per quiz)

2. **CITI Internal Review Board (IRB) tutorial.** Each student will log into the NAU IRB and complete the tutorial on the IRB/Human Subjects Protection process. A certificate of tutorial completion must be turned into the instructor. (25 points)

3. **Diagnostic Accuracy.** Each student will view/read the presentation on diagnostic accuracy and complete the quiz. Students will retake this quiz as many times as needed prior to the due date to earn a 70% (25 points).

4. **Discussion Questions (DQ).** Students will post 2 thought provoking or meaningful comments that contribute to class for each DQ. DQ’s will cover quiz questions and other topics presented in the PPT readings. Dr. Raab will provide insight on post topics for each DQ assigned. DQ 3 will have a specific topic pertaining to PPT Chapter9_EBPI_Session13. Due dates for posts are in the tentative schedule. No points provided for less than 2 posts and posts made after the due date. (10 points each)

5. **Assignments.** Students will submit their assignment by the due dates on the tentative schedule. After the due date Dr. Raab will grade them and provide feedback. There are 6 assignments. Late assignments will not be accepted. (20 points each).

6. **Exams.** There are two exams to assess your grasp of the content. You must earn a 70% on unit Exam 1 (Mid-term) to move on to the next assessment/section. You may retake the exam to earn a 70% but only till the due date. The second exam is your final. Due dates on the tentative schedule. (100 points each).

7. **Collaborate Sessions.** On dates indicated in the tentative schedule, I will host BBL Collaborate Sessions in BBL. You will need a camera and internet access. These are not graded and are highly recommended (think mandatory and for your own good). Dr. Raab will attempt to schedule these at times when the greatest number of students can participate. Topics will be previous assignments, PPT questions, or anything else that comes up during the course.
8. **Course Teaching Evaluations.** Due to the critical nature of the end-of-the-semester course teaching evaluations, it is imperative that all students complete these. Thus, final grades will not be posted until the student completes this evaluation. Thank you in advance!

**Grading System**

Final grades will be based on the percentage of total points accumulated on the various assignments, quizzes, and papers.

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>50</td>
<td>90% (480-432) = A</td>
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<tr>
<td>CITI/IRB Tutorial</td>
<td>25</td>
<td>80% (431-384) = B</td>
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<tr>
<td>Diagnostic Accuracy</td>
<td>25</td>
<td>70% (383-336) = C</td>
</tr>
<tr>
<td>DQ's</td>
<td>60</td>
<td>60% (335-288) = D</td>
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<tr>
<td>Assignments</td>
<td>120</td>
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<tr>
<td>Exams</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>480</strong></td>
<td>50% (287 &amp; lower points) = F</td>
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**Course Policy**

**Retest/makeup tests**

All examinations/quizzes must be passed with a percentage score of 70% or better. If the student scores lower than 70%, they must re-take the exam until they score 70% or better. At that time, they will receive a top score of 70% for the exam. Retakes will only be allowed prior to the due date.

**Statement on plagiarism and cheating**

See University policies at: [http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20HONESTY.pdf](http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20HONESTY.pdf)

**Withdrawal Policy**

The course is a seven week course. Therefore, the deadline to drop the course is the end of the second week. The deadline to withdrawal from the course is the end of the fourth week. Petitions to withdrawal after the fifth week will not be allowed.

**University Policies**


**Competencies:**

**EBP-3.** Describe and differentiate the types of quantitative and qualitative research, research components, and levels of research evidence.

**EBP-8.** Describe the differences between narrative reviews, systematic reviews, and metaanalyses.

**EBP-9.** 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.

**CE-10.** Explain diagnostic accuracy concepts including reliability, sensitivity, specificity, likelihood ratios, prediction values, and pre-test and post-test probabilities in the selection and interpretation of physical examination and diagnostic procedures.
Please attach proposed Syllabus in approved university format.

1. Course subject and number: AT 610
2. Units: 3
   See upper and lower division undergraduate course definitions.

3. College: CHHS
4. Academic Unit: Athletic Training

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)
   
   Upon successful completion of this course, the graduate student will:
   
   - Demonstrate the ability to describe contemporary nutritional intake recommendations and explain how those recommendations can be used in performing a basic dietary analysis. (Unit One)
   - Demonstrate proficiency in providing appropriate general dietary recommendations. (practical evaluation, and unit three)
   - Describe proper intake, sources of, and effects of micro- and macronutrients on performance, health, and disease. (Unit One)
   - 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 (Unit One and Unit Three).
   - Describe nutritional principles that apply to tissue growth and repair. (Unit Four)
   - Describe changes in dietary requirements that occur as a result of changes in an individual’s health, age, and activity level.
   - Explain the physiological principles and time factors associated with the design and planning of pre-activity and recovery meals/snacks and hydration practices (Unit Three and Unit Five).
   - Identify the foods and fluids that are most appropriate for pre-activity, activity, and recovery meals/snacks (Unit Three)
   - Explain how changes in the type and intensity of physical activity influence the energy and nutritional demands placed on the client/patient. (Unit Three)

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)

   ABOR has approved the new Master’s Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT. There is NOT a BS-AT course equivalent for this course.

   See effective dates calendar.
8. Long course title: Nutrition for Athletic Performance
(max 100 characters including spaces)

9. Short course title: Nutrition for Athletic Performance
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
This course will investigate different aspects of nutrition demands for athletes. From pre-event meals to understanding supplements, the graduate students will delve into critical analysis of nutrition for different athlete types. The course will be housed and delivered on BbLearn.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes X  No □
   If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?
    Yes □  No X
    If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?
    Yes □  No X
    If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade X  Pass/Fail □  Both □

15. Co-convened with: ____________________________
    14a. UGC approval date*:
    (For example: ESE 450 and ESE 550) See co-convening policy.
    *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
    (For example: ES 450 and DIS 450) See cross listing policy.
    Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
    Yes □  No X
    16a. If yes, maximum units allowed?
    16b. If yes, may course be repeated for additional units in the same term?

18. Prerequisites: Admission to MS-AT program
    If prerequisites, include the rationale for the prerequisites.

19. Co requisites: ____________________________
    If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?
    Yes □  No X
    If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: Debbie Craig, Glenn Edgerton
Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation?  
   If yes, include a Liberal Studies proposal and syllabus with this proposal.
   Yes ☐  No ☐

23. Is this course being proposed for Diversity designation?  
   If yes, include a Diversity proposal and syllabus with this proposal.
   Yes ☐  No ☐

Reviewed by Curriculum Process Associate  
Date

Approvals:

Department Chair/ Unit Head (if appropriate)  
Date

Chair of college curriculum committee  
Date

Dean of college  
Date

For Committee use only:

UCC/UGC/ECCC Approval  
Date

Approved as submitted:  
Yes ☐  No ☐

Approved as modified:  
Yes ☐  No ☐
20. Does this course include combined lecture and lab components?  Yes ☐ No ☒
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  Debbie Craig, Glenn Edgerton

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation?  Yes ☐ No ☒
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?  Yes ☐ No ☒
   If yes, include a Diversity proposal and syllabus with this proposal.

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<td>Scott Galland</td>
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<td>Reviewed by Curriculum Process Associate</td>
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**Approvals:**

| Mark Contact              | 8-21-13 |
| Department Chair/Unit Head (if appropriate) | Date |

| Mary Harmon              | 8-22-13 |
| Chair of college curriculum committee | Date |

| John Schus              | 8/20/13 |
| Dean of college | Date |

**For Committee use only:**

| UCC/UGO Approval | 10/23/13 |
| Date |

Approved as submitted:  Yes ☐ No ☒

Approved as modified:  Yes ☐ No ☒

**EXTENDED CAMPUS**

Reviewed by Curriculum Process Associate  Date

**Approvals:**
AT 610 – NUTRITION FOR ATHLETIC PERFORMANCE
FALL 2014

Glenn Edgerton, MS, LAT
Office - CHP 121-A
928-523-6837
Glenn.edgerton@nau.edu

Office Hours:
MWF 9:00am – 11:00am
or by appointment

Credit Hours:  3

Course Prerequisites:  Admittance to the program.

Course Description:
This online course will explore the role and importance of nutrition in athletic performance. Through assignments, group discussions, and role-playing, the graduate student will gain competence and proficiency in the skills necessary for success when advising athletes on nutrition and athletic performance.

Student Learning Outcomes: (assessment of student learning outcomes)
Upon successful completion of this course, the graduate student will:
• Demonstrate the ability to describe contemporary nutritional intake recommendations and explain how those recommendations can be used in performing a basic dietary analysis. (Unit One)
• Demonstrate proficiency in providing appropriate general dietary recommendations. (practical evaluation, and unit three)
• Describe proper intake, sources of, and effects of micro- and macronutrients on performance, health, and disease. (Unit One)
• 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 (Unit One and Unit Three).
• Describe nutritional principles that apply to tissue growth and repair. (Unit Four)
• Describe changes in dietary requirements that occur as a result of changes in an individual’s health, age, and activity level.
• Explain the physiological principles and time factors associated with the design and planning of pre-activity and recovery meals/snacks and hydration practices (Unit Three and Unit Five).
• Identify the foods and fluids that are most appropriate for pre-activity, activity, and recovery meals/snacks (Unit Three)
• Explain how changes in the type and intensity of physical activity influence the energy and nutritional demands placed on the client/patient. (Unit Three)

Course Structure/Approach:
This course will involve assignments, group discussions, quizzes, and role playing activities. The course will be housed on BbLearn. All assignments, quizzes, and discussion forums will be submitted on BbLearn. This course will have a student-centered approach allowing the student to be proactive learners.

Textbooks/Materials (R=required, O=optional):


R: Supplemental readings from scholarly journals will be required for graduate students. The purpose of the scholarly journal readings will be to further expand on current knowledge obtained during the undergraduate experience.
Course Outline

Unit One – Food Nutrients
   Week 1 – Macronutrients
   Week 2 – Micronutrients, Hydration, and Fluid Balance

Unit Two – Bioenergetics and Metabolism
   Week 3 – Role of Nutrition and Bioenergetics
   Week 4 – Macronutrient metabolism in Exercise
   Week 5 – Measurement of Energy in food and during physical activity

Unit Three – Nutrition for the Physically Active
   Week 6 – Recommendations for the physically active
   Week 7 – Recommendations for intense training and competition
   Week 8 – Making healthy choices – food labels and dietary analysis
   Week 9 – Pre-event Meal Planning

Unit Four – Nutrition and Healing
   Week 10 – Nutrition and tissue healing and growth
   Week 11 – Nutrition and ergogenic aids

Unit Five – Body Composition, Weight Control, and Disordered Eating
   Week 12 – Body Composition
   Week 13 – Energy Balance
   Week 14 – Disordered Eating
   Week 15 – Final exam and Putting it all together

Assignments
1. Graduate students will create an EBP research project involving the advanced integration of a specific set of nutrients and a specific type of athlete (varying metabolic demands). A thorough literature review of the efficacy of the nutrients upon performance measures of the type of athlete should be followed by a concise description of nutritional recommendations. The Discussion section of the project should demonstrate advanced critical reasoning skills, outlining their interpretation of the efficacy of those nutrients on athletic performance. The project should be no less than 8 pages, include illustrations as appropriate, and include no less than 10 scholarly references. The project will be worth 100 points.

2. Graduate students will perform a nutritional assessment of themselves, critically analyze the outcomes, and prepare an adjusted diet to improve their nutritional intake and to balance with their personal daily exercise demands. The project will be worth 75 points.

Quizzes
A quiz will follow each unit and will be delivered via BBLearn. Students must pass each quiz with a score of 70% or better in order to be able to open the next quiz. Each quiz will be worth 10 points, for a total of 50 points.

Discussion Forum
There will be a discussion question posted for each unit in BBLearn, with due dates posted. Each graduate student is expected to post their initial response to the question, and additional to respond to two other students’ initial posts. Each question (each with 3 posts) will be worth 10 points, for a total of 50 points possible.
Grading System:
Assignments 40%
Quizzes 25%
Discussion Forum 25%
Final exam 10%

>90 = A
80-89 = B
70-79 = C
60-69 = D
<60 = F

Course Policies:
Retest/makeup tests - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible. Unexcused absences will result in a 10 point deduction.

Cell Phone/Browsing - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately and a 20 point deduction will be recorded per incident.

Statement on plagiarism and cheating - See University policies, at:
http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf

Withdrawal Policy - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

University Policies:

Competencies covered in this course:
PHP-34. 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.

PHP-35. Describe the proper intake, sources of, and effects of micro- and macronutrients on performance, health, and disease.

PHP-36. Describe current guidelines for proper hydration and explain the consequences of improper fluid/electrolyte replacement.

PHP-37. Identify, analyze, and utilize the essential components of food labels to determine the content, quality, and appropriateness of food products.

PHP-38. Describe nutritional principles that apply to tissue growth and repair.

PHP-39. Describe changes in dietary requirements that occur as a result of changes in an individual’s health, age, and activity level.
PHP-40. Explain the physiologic principles and time factors associated with the design and planning of pre-activity and recovery meals/snacks and hydration practices.

PHP-41. Identify the foods and fluids that are most appropriate for pre-activity, activity, and recovery meals/snacks.

PHP-42. Explain how changes in the type and intensity of physical activity influence the energy and nutritional demands placed on the client/patient.
Please attach proposed Syllabus in approved university format.

1. Course subject and number: AT 620
2. Units: 3

See upper and lower division undergraduate course definitions.

3. College: CHHS
4. Academic Unit: Athletic Training

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)
   Upon successful completion of this course, the graduate student will be able to:
   1. Understand the management roles an Athletic Trainer will assume. (Assign 1-5, DQ 1-8)
   2. Identify ways to improve effectiveness in management. (Assign 1-5, DQ 1-8)
   3. Develop a vision and mission statement for an Athletic Training Program. (Assign 1-5, DQ 1-8)
   4. Understand the principles of conducting an effective and efficient meeting. (Assign 1-5, DQ 1-8)
   5. Understand the process for evaluating an Athletic Training Program. (Assign 1-5, DQ 1-8)
   6. Develop an organizational chart for his/her current setting (Assign 1-5, DQ 1-8)
   7. Identify standards for a fair evaluation procedure. (Assign 1-5, DQ 1-8)
   8. Develop a budget and inventory process for his/her current setting. (Assign 1-5, DQ 1-8)
   9. Design an efficient and effective Athletic Training Room floor plan. (Assign 1-5, DQ 1-8)
   10. Develop a form for documenting injury evaluation and rehab (Assign 1-5, DQ 1-8)
   11. Compare and contract the different types of insurance coverage plans available for institutions to purchase. (Assign 1-5, DQ 1-8)
   12. Understand and apply the insurance claim process by assisting an insurance processor (to be assigned by the professor). (Assign 1-5, DQ 1-8)
   13. Evaluate and differentiate between athletic accident insurance policies for educational institutions. (Assign 1-5, DQ 1-8)
   14. State the difference between licensure, certification, registration, and exemption at a level of understanding that is beyond that acquired in the student’s bachelor’s degree. (Assign 1-5, DQ 1-8)
   15. Define various legal principles and legal defenses. (Assign 1-5, DQ 1-8)
   16. Review and critically analyze case studies regarding neglect of ethical standards in Athletic Training. (Assign 1-5, DQ 1-8)

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)

   ABOR has approved the new Master’s Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT.

See effective dates calendar.

8. Long course title: Administration in Athletic Training Practice
(max 100 characters including spaces)

9. Short course title: Administration in AT
(max 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
This course provides the student with the background and skills necessary to administer and manage an Athletic Training Program. Topics such as athletic training program management, budget, insurance, facility design, legal issues, and ethics in the profession of athletic training will be discussed.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes [X] No [ ]
   If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?
   Yes [ ] No [X]
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)?
   Yes [ ] No [X]
   If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade [X] Pass/Fail [ ] Both [ ]

15. Co-convened with: [ ] 14a. UGC approval date*:
   (For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
   Yes [ ] No [X]
   16a. If yes, maximum units allowed:
   16b. If yes, may course be repeated for additional units in the same term?
   Yes [ ] No [ ]

18. Prerequisites: Admission to MS-AT program
   If prerequisites, include the rationale for the prerequisites.

19. Co-requisites:
   If co-requisites, include the rationale for the co-requisites.

20. Does this course include combined lecture and lab components?
   Yes [ ] No [X]
   If yes, include the units specific to each component in the course description above.
21. Names of the current faculty qualified to teach this course: Debbie Craig, Scot Raab, Glenn Edgerton

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes □ No □
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes □ No □
   If yes, include a Diversity proposal and syllabus with this proposal.

Reviewed by Curriculum Process Associate

Approvals:

Department Chair/ Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For Committee use only:

UCC/UGC/ECCC Approval

Approved as submitted: Yes □ No □

Approved as modified: Yes □ No □
20. Does this course include combined lecture and lab components?  Yes ☐  No ☒
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: Debbie Craig, Scot Raab, Glenn Edgerton

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation?  Yes ☐  No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?  Yes ☐  No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland  05/02/2013
Reviewed by Curriculum Process Associate  Date

Approvals:

Department Chair/Unit Head (if appropriate)  8-21-13
Date

Chair of college curriculum committee  8-22-13
Date

Dean of college  8/26/13
Date

For Committee use only:

UCC/UGC Approval  10/23/13
Date

Approved as submitted:  Yes ☐  No ☐

Approved as modified:  Yes ☐  No ☒

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate  Date
AT 620 – ADMINISTRATION IN ATHLETIC TRAINING
FALL 2015

Scot Raab, PhD, AT, LAT
Office - CHP 121-F
928-523-9059
Scot.raab@nau.edu

Office Hours:
MWF 9:00am – 11:00am
or by appointment

Credit Hours: 3

Course Prerequisites: AT milestone

Course Description:
This course provides the student with the background and skills necessary to administer and manage an Athletic Training Program. Topics such as athletic training program management, budget, insurance, facility design, legal issues, and ethics in the profession of athletic training will be discussed.

Student Learning Outcomes:
Upon successful completion of this course, the graduate student will be able to:
1. Understand the management roles an Athletic Trainer will assume. (Assign 1-5, DQ 1-8)
2. Identify ways to improve effectiveness in management. (Assign 1-5, DQ 1-8)
3. Develop a vision and mission statement for an Athletic Training Program. (Assign 1-5, DQ 1-8)
4. Understand the principles of conducting an effective and efficient meeting. (Assign 1-5, DQ 1-8)
5. Understand the process for evaluating an Athletic Training Program. (Assign 1-5, DQ 1-8)
6. Develop an organizational chart for his/her current setting (Assign 1-5, DQ 1-8)
7. Identify standards for a fair evaluation procedure. (Assign 1-5, DQ 1-8)
8. Develop a budget and inventory process for his/her current setting. (Assign 1-5, DQ 1-8)
9. Design an efficient and effective Athletic Training Room floor plan. (Assign 1-5, DQ 1-8)
10. Develop a form for documenting injury evaluation and rehab (Assign 1-5, DQ 1-8)
11. Compare and contrast the different types of insurance coverage plans available for institutions to purchase. (Assign 1-5, DQ 1-8)
12. Understand and apply the insurance claim process by assisting an insurance processor (to be assigned by the professor). (Assign 1-5, DQ 1-8)
13. Evaluate and differentiate between athletic accident insurance policies for educational institutions. (Assign 1-5, DQ 1-8)
14. State the difference between licensure, certification, registration, and exemption at a level of understanding that is beyond that acquired in the student’s bachelor’s degree. (Assign 1-5, DQ 1-8)
15. Define various legal principles and legal defenses. (Assign 1-5, DQ 1-8)
16. Review and critically analyze case studies regarding neglect of ethical standards in Athletic Training. (Assign 1-5, DQ 1-8)

Course Structure/Approach:
This content for this course will be delivered via Blackboard Learn (BBL). Students are responsible for readings in the text. Students will complete assignments and post discussions that will enhance their advanced understanding of the profession of Athletic Training and its administration beyond that acquired in their bachelor’s degree.
Textbooks/Materials (R=required, O=optional):

R: Supplemental readings from scholarly journals will be required for graduate students. The purpose of the scholarly journal readings will be to further expand on current knowledge obtained during the undergraduate experience.

Course Outline:
1. Follow weekly textbook reading plan according to tentative schedule. After reading, take that chapter quiz. Each quiz is 10 pts. There is no individual deadline for each quiz but I highly recommend you read your chapters and complete the quizzes weekly.
2. Assignments I-V are due according to schedule under Assignments.
3. Discussion Questions should also be completed according to the schedule posted in that section.
4. Case Studies have no individual deadlines but I recommend you do one every week or every other week. You have each been assigned your own five case studies. Each case study is worth 20 points (100 total).
5. Four times during the semester students will be encouraged to attend a Collaborate session to discuss questions and concerns in an interactive manner with the professor and your peers.
6. Final Assignment, Reflection Paper.

Assessment of Student Learning Outcomes:

1. Assignments
The following assignments will serve to enhance the students understanding of each topic. There is a full description of each assignment on the class BBlearn. Graduate students are expected to demonstrate advanced critical thinking skills above and beyond undergraduate levels, when completing these assignments.
Assignment I: due September 15th, Leadership Inventory (25 pts)
Assignment II: due September 22nd, Professional Resume (75 pts)
Assignment III: due October 13th, Athletic Training Room Design (100 pts)
Assignment IV: due November 3rd, Budget and Inventory (100 pts)
Assignment V: due November 17th, Emergency Action Plan Training (100 pts)
Final Assignment: due December 6th, Reflection Paper (100 pts)

2. Discussion Questions
The instructor will post one discussion question roughly every week or two that allows students to do the assigned readings and then apply the content to the discussion question posted. You are required to respond thoughtfully and professionally to each discussion question. Graduate students are expected to demonstrate advanced critical thinking skills above and beyond undergraduate levels that incorporate recent and relevant literature, when posting their responses. In addition, you are required to respond to two other student’s responses. To enhance discussion of the topics your initial post to the issue is due by 8pm two days after the DQ opens in BBL. This will facilitate everyone having an initial response posted in time so that all students will be able to review them, digest the content, and make meaningful replies that add to the discussion and ultimately your learning opportunities. Each question is worth 25 points (3 total responses/postings per question). Failure to complete any part of the required responses will result with a numerical grade of zero points. The postings, and hence discussions, are a critical component of your professional development!

Discussion Question (DQ) #1 – posts August 27th; due Sept. 1st
DQ#2 – posts Sept. 2nd; due by 8 am Sept. 8th
DQ#3 – posts Sept. 9th; due by 8 am Sept. 15th
DQ#4 – posts Sept. 23rd; due by 8 am Sept 29th
DQ#5 – posts Oct. 7th; due by 8 am Oct. 13th
DQ#6 – posts Oct. 21st; due by 8 am Oct. 27th
DQ#7 – posts Nov. 4th; due by 8 am Nov. 10th
DQ#8 – posts Nov. 11th; due by 8 am Nov. 17th
Grading System:
Final grades will be based on the percentage of total points accumulated on written assignments, your discussion responses, case studies, and a final reflection paper.

Discussion Questions 200 points
6 Assignments 500 points
Case Studies 100 points
Chapter Quiz 100 points
Total: 900 points

90% (900-810 points) = A
80% (809-720 points) = B
70% (719-630 points) = C
60% (629-540 points) = D

Course Policies:
Retest/make-up tests - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible.

Cell Phone/Browsing - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately.

Statement on plagiarism and cheating - See University policies, at:
http://home.nau.edu/images/userimages/awn/9476/ACADEMIC%20DISHONESTY.pdf

Withdrawal Policy - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

University Policies:
AT 380 – Administration in Athletic Training
Fall 2013

Scot Raab, PhD, AT, LAT
Office - CHP 121-A
928-523-9059
scot.raab@nau.edu

Credit Hours: 3

Course Prerequisites: AT milestone

Course Description
This course provides the student with the background and skills necessary to administer and manage an Athletic Training Program. Topics such as athletic training program management, budget, insurance, facility design, legal issues, and ethics in the profession of athletic training will be discussed.

Course Objectives
Upon successful completion of this course, the student will:

- Understand the management roles an Athletic Trainer will assume. (Assign 1-5, DQ 1-8)
- Identify ways to improve effectiveness in management. (Assign 1-5, DQ 1-8)
- Develop a vision and mission statement for an Athletic Training Program. (Assign 1-5, DQ 1-8)
- Understand the principles of conducting an effective and efficient meeting. (Assign 1-5, DQ 1-8)
- Understand the process for evaluating an Athletic Training Program. (Assign 1-5, DQ 1-8)
- Develop an organizational chart for his/her current setting (Assign 1-5, DQ 1-8)
- Identify standards for a fair evaluation procedure. (Assign 1-5, DQ 1-8)
- Develop a budget and inventory process for his/her current setting. (Assign 1-5, DQ 1-8)
- Design an efficient and effective Training Room floor plan. (Assign 1-5, DQ 1-8)
- Develop a form for documenting injury evaluation and rehab (Assign 1-5, DQ 1-8)
- Understand the different types, positives, and negatives of insurance coverage plans. (Assign 1-5, DQ 1-8)
- Understand the insurance claim process. (Assign 1-5, DQ 1-8)
- Evaluate athletic accident insurance policies for educational institutions. (Assign 1-5, DQ 1-8)
- State the difference between licensure, certification, registration, and exemption. (Assign 1-5, DQ 1-8)
- Define various legal principles and legal defenses. (Assign 1-5, DQ 1-8)
- Understand the purpose of ethical standards in Athletic Training. (Assign 1-5, DQ 1-8)

Office Hours:
M-F 8:30-12 when not in class or by appointment
Course Structure/Approach
This content for this course will be delivered via Blackboard Learn (BBL). Students are responsible for readings in the text. Students will complete assignments and post discussions that will enhance their understanding of the profession of Athletic Training and its administration.

Textbook and Required Materials
Assigned Readings on Blackboard Learn.

Course Outline

- Follow weekly textbook reading plan according to tentative schedule. After reading take that chapter quiz (due date Dec 8th at 5pm). Each quiz is 10 pts. There is no individual deadline for each quiz but I highly recommend you read your chapters and complete the quizzes weekly.
- Assignments I-V are due according to schedule under Assignments (below).
- Discussion Questions should also be completed according to the schedule posted in that section (below).
- Case Studies have no individual deadlines but I recommend you do one every week or every other week. You have each been assigned your own five case studies. Each case study is worth 20 points (100 total).
- Final Assignment, Reflection Paper due December 8th at 5pm.

Evaluation Methods and Deadlines

- Assignments
  The following assignments will serve to enhance the students understanding of each topic. There is a full description of each assignment on the class web site. Each is due by 5pm.
  Assignment I: due September 15th, Leadership Inventory (25 pts)
  Assignment II: due September 22nd, Professional Resume (75 pts)
  Assignment III: due October 13th, Athletic Training Room Design (100 pts)
  Assignment IV: due November 3rd, Budget and Inventory (100 pts)
  Assignment V: due November 17th, Emergency Action Plan Training (100 pts)
  Final Assignment: due December 8th, Reflection Paper (100 pts)

- Discussion Questions
  The instructor will post one discussion question roughly every week or two that allows students to do the assigned readings and then apply the content to the discussion question posted. You are required to respond thoughtfully and professionally to each discussion question. In addition, you are required to respond to two other student’s responses. Each question is worth 25 points (3 total responses/postings per question). Failure to complete any part of the required responses will result with a numerical grade of zero points. The postings, and hence discussions, are a critical component of your professional development! To enhance discussion of the topics your initial post to the issue is due by 5pm the Wednesday after the DQ opens in BBL. This will facilitate everyone having an initial response posted in time so that all students will be able to review them, digest the content, and make meaningful replies that add to the discussion and ultimately your learning opportunities.

Discussion Question (DQ) #1 – posts Wednesday August 28th; due 5pm Sunday Sept. 1st
DQ#2 – posts Monday Sept. 2nd; due by 5 pm Sunday Sept. 8th
DQ#3 – posts Monday Sept. 9th; due by 5 pm Sunday Sept. 15th
DQ#4 – posts Monday Sept. 23rd; due by 5 pm Sunday Sept 29th
DQ#5 – posts Monday Oct. 7th; due by 5 pm Sunday Oct. 13th
DQ#6 – posts Monday Oct. 21st; due by 5 pm Sunday Oct. 27th
DQ#7 – posts Monday Nov. 4th; due by 5 pm Sunday Nov. 10th
DQ#8 – posts Monday Nov. 11th; due by 5 pm Sunday Nov. 17th

Grading System
Final grades will be based on the percentage of total points accumulated on written assignments, your discussion responses, case studies, and a final reflection paper.

- Discussion Questions: 200 points
- 6 Assignments: 500 points
- Case Studies: 100 points
- Chapter Quiz: 100 points
- Total: 900 points

90% (900-810 points) = A
80% (809-720 points) = B
70% (719-630 points) = C
60% (629-540 points) = D

Course Policy
Retest/makeup tests
Arrangements must be made with instructor prior to the deadline to submit any assignment. Please avoid waiting till the last minute to submit and complete assignments, etc. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience (24 hrs). Each missed assignment will be reviewed by the instructor to determine if it’s excusable and if makeup assignments are going to be granted. Excused absences/missed assignments could be illness, university sponsored activities, and family or personal emergencies. It is noted that make up assignments for any portion of the course that is missed will be determined exclusively by the instructor and the individual student. These assignments shall assess similar objectives as the one missed but may come at a different class time or in a different format. Allowing a student to make up an assignment or course grade because of circumstances beyond their control will not warrant allowing other students the same make up.

Statement on plagiarism and cheating
See University policies.

Withdrawal Policy
The university course drop deadline is September 9, 2013. The university course withdrawal deadline is October 30, 2013. It is the policy of the College of Health and Human Services that petitions to withdraw after November 15, 2013, will not be considered.

University Policies
1. Course subject and number: AT 625
2. Units: 3
   See upper and lower division undergraduate course definitions.
3. College: CHHS
4. Academic Unit: Athletic Training

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)
   Upon successful completion of this course, the graduate student will:
   ➢ State the structure and relationships between the NATA, RMATA, AzATA, CAATE and BOC. (project)
   ➢ List the committees that make up the NATA, RMATA, and AzATA. (project)
   ➢ Understand the development of the certification exam and continuing education requirements for the ATC credential. (project)
   ➢ Discuss at a Graduate Level, current issues in Athletic Training and Allied Healthcare Professions and how they will affect the future of the profession. Graduate students will be required to critically analyze the issues and develop their stance on current issues within the profession. (8 discussion topics through semester)
   ➢ Understand licensure and the legislative processes that are involved with it. (project)
   ➢ Understand the educational requirements for the profession and the role that the CAATE plays. (project)
   ➢ Discuss business planning components and theory. (project)

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)
   ABOR has approved the new Master’s Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT.

   See effective dates calendar.

8. Long course title: Professional Development in Athletic Training
   (max 100 characters including spaces)

9. Short course title: Professional Development
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
    In this course, state, district, and national organizations as well as continuing education requirements will be reviewed. Current trends in Athletic Training and controversial topics in the literature will be reviewed and
discussed, while requiring the graduate student to develop and defend their own stance on the issues. The Board of Certification Examination will be discussed as well as gaining licensure in Arizona.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes ☐ No ☑
   If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?
   Yes ☐ No ☐
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)?
   Yes ☐ No ☑
   If yes, include a letter of response from each impacted academic unit.

14. Grading option:
   Letter grade ☑ Pass/Fail ☐ Both ☐

15. Co-convened with: __________________________
   14a. UGC approval date*: ______________________
   (For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: __________________________
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
   Yes ☐ No ☑
   16a. If yes, maximum units allowed? ________________
   16b. If yes, may course be repeated for additional units in the same term?
   Yes ☐ No ☐

18. Prerequisites: ____________________________
   If prerequisites, include the rationale for the prerequisites.

19. Co requisites: ____________________________
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?
    Yes ☐ No ☑
    If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:
    Debbie Craig, Scot Raab, Glenn Edgerton

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation?
    Yes ☐ No ☑
    If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?
    Yes ☐ No ☑
If yes, include a Diversity proposal and syllabus with this proposal.

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<th>Date</th>
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**Approvals:**

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<th>Department Chair/ Unit Head (if appropriate)</th>
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<th>Chair of college curriculum committee</th>
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<th>Dean of college</th>
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**For Committee use only:**

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<tr>
<th>UCC/UGC/ECCC Approval</th>
<th>Date</th>
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Approved as submitted:  
Yes □  No □

Approved as modified:  
Yes □  No □
Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☐
    If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes ☐ No ☐
    If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 05/02/2013
Reviewed by Curriculum Process Associate Date

Approvals:

[Signature] 8/21/13
Department Chair/Unit Head (if appropriate) Date

[Signature] 8/22/13
Chair of college curriculum committee Date

[Signature] 8/20/13
Dean of college Date

For Committee use only:

[Signature] 10/25/13
UGG/UGC Approval Date

Approved as submitted: Yes ☐ No ☐
Approved as modified: Yes ☐ No ☐

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date
AT 625 – PROFESSIONAL DEVELOPMENT
SPRING 2016

Debbie Craig, PhD, AT, LAT
Office - CHP 121-B
928-523-0704
Debbie.Craig@nau.edu

Office Hours: MWF 9:00am – 11:00am
or by appointment

Credit Hours: 3

Course Prerequisites: Admittance to the program.

Course Description: In this course, state, district, and national organizations as well as continuing education requirements will be reviewed. Current trends in Athletic Training and controversial topics in the literature will be reviewed and discussed, while requiring the graduate student to develop and defend their own stance on the issues. The Board of Certification Examination will be discussed as well as gaining licensure in Arizona.

Student Learning Outcomes:
Upon successful completion of this course, the graduate student will:

- State the structure and relationships between the NATA, RMATA, AzATA, CAATE and BOC. (project)
- List the committees that make up the NATA, RMATA, and AzATA. (project)
- Understand the development of the certification exam and continuing education requirements for the ATC credential. (project)
- Discuss at a Graduate Level, current issues in Athletic Training and Allied Healthcare Professions and how they will affect the future of the profession. Graduate students will be required to critically analyze the issues and develop their stance on current issues within the profession. (8 discussion topics through semester)
- Understand licensure and the legislative processes that are involved with it. (project)
- Understand the educational requirements for the profession and the role that the CAATE plays. (project)
- Discuss business planning components and theory. (project)

Course Structure/Approach:
The content for this course will be primarily delivered via Blackboard Learn. Students will be asked to complete assignments and discussion questions prior to a specified date. There will be three mandatory attendance events and six mandatory online discussion events in Collaborate:
1. Attend an AzATA Board of Directors meeting; date TBA
2. Attend an AZ Board of Athletic Training (licensing board) meeting; date TBA
3. Attend NAU Graduate Programs Honors Day – Thursday, April 25th
4. “Collaborate” in BBLearn will be used for real-time class meetings to discuss topics of interest at 6 dates through the semester. The dates are posted in BBLearn under “Discussion Questions”.
Textbooks/Materials (R=required, O=optional):
R: Supplemental readings from the NATA website, including Position Statements and Consensus Statements, will be required for graduate students. The purpose of the professional Statement readings will be to further expand on current knowledge obtained during the undergraduate experience.

Course Outline:

Week                     | Reading Assignment |
-------------------------|--------------------|
1                        | NATA, RMATA, AzATA structure | Websites for each organization |
2                        | Committees; Continuing Education | RMATA video (BBLearn) |
3                        | Board of Certification / CAATE | NATA Competencies (BBLearn) |
4                        | BOC Exam Format and Procedures | BOC Standards of Prof Pract (BBLrn) |
4                        |                                  | BOC Role Delin. Study (BBLrn) |
4                        |                                  | BOC exam Power Point Pres/web |
5 – 13                   | 8 Topics to be discussed via BBLearn & Collaborate | Posted Articles |
                       | Topics May Include: | Position Statements |
5                       | NATA Position/Official/Consensus Statements | |
5                       | State Regulation and Arizona Licensure | |
5                       | Students participation in professional organizations – getting politically active | |
5                       | Athletic training and current case law | |
5                       | MRSA in the Athletic Training Room | |
5                       | Head Injury Management | |
5                       | The athletic trainer relationship with coaches – Working with vs. for | |
5                       | Physician Choices and Return to Play | |
5                       | Scope of Practice Issues / Other educational programs | |
5                       | Business Planning | |

Thursday, April 25th on NAU Campus:
8:30am-11:30am – Graduate Symposium & CHHS Honor’s Day, DuBois Ballroom
12p-2p – A Conversation with Mr. Mike Nesbitt at Taverna

Assessment of Student Learning Outcomes:

Online Mock Exam – complete one online mock exam located on the BOC website:
http://www.bocatc.org/index.php?option=com_content&task=view&id=107&Itemid=115

Competition date for the mock exam will be Thursday, March 28th. (25 points)

Assignments – To be submitted through BBLearn
1. Organizational Flow Chart: Please create an organizational flow chart that clearly illustrates the links between the NATA, RMATA, AzATA, CAATE and the BOC. Please identify all committees for each of these organizations on a separate sheet, along with those in leadership positions (President, district director, etc). This MUST be submitted as a Word or Powerpoint document.
   DUE: Monday, February 4th, 2016 (25 points)

2. Athletic Training Month Activity: Each student will be required to develop an activity that promotes the profession of athletic training in their community during the month of March. A detailed outline of the activity will be required prior to it taking place and
must be approved by the professor. To confirm enactment of the activity, a brief email from the location supervisor must be sent to the professor immediately following the activity.

OUTLINE DUE: Monday, March 4th, 2016 (50 points)

3. **AzATA Board Meeting (March ___ - TBA)**: Each student will be required to attend an AzATA Board Meeting in Phoenix. You may attend the meeting in person or via phone, if that avenue is available. The purpose of this assignment is to expose each graduate student to our board functions to begin a path of leadership within each student. Graduate students are expected to engage with the board members after the meeting to promote professional engagement. After the meeting, each graduate student must submit a 3 page reflection paper demonstrating advanced critical thinking regarding the role of our state leadership board and any efficiencies that may be gained by improving processes. Students should also address how this experience affected their sense of serving on committees/boards in the future.

Reflection Paper - DUE: Friday, March 29th, 2016 (50 points)

4. **NATA District Director/Leadership Interview**: Each student will be assigned a NATA district director or other Leadership person to conduct a phone interview concerning their views of what the current trends are in athletic training. You will then prepare a 4 page report on that interview that demonstrates critical thinking on your stance regarding those trends. Do you agree with the leader interviewed and why? Do you disagree and why? In addition, you will be required to post a list of the current trends that you derived from your interview, on the BBLearn discussion board. An outline for the phone interview will be provided on the course content page. This report will be submitted via email. DUE: Friday, April 12th, 2016 (50 points)

5. **AZ Board of Athletic Training Meeting**: Each student will arrange to attend one of the spring AzBAT meetings. You must not be late nor leave early! Dates are listed on the AzBAT website listed above. Graduate students are expected to engage with the board members after the meeting to promote professional engagement. After the meeting, each graduate student must submit a 3 page reflection paper demonstrating advanced critical thinking regarding the role of our licensing board and any efficiencies that may be gained by improving processes. Students should also address how this experience affected their sense of ethical practice in the future. DUE: Tuesday, April 23rd, 2016 (50 points)

6. **Complete paperwork for Arizona Licensure**: Each student will go to the Arizona Board of Athletic Training website to understand the requirements of becoming licensed in our state and prepare the paperwork. Please read all requirements, print out the paperwork, and complete all necessary items to apply for licensure. The purpose of this assignment is to have your licensure application materials prepared and ready to mail, pending the successful completion of the BOC exam and attaching a check. Proof of completing this assignment will be to either bring your application packet to Honor’s Day to be reviewed by the instructor or to scan in the completed packet and submit that electronically. DUE: Thursday, April 25th, 2016, at Honor’s Day (50 points)

Discussion Questions

You are required to respond directly, professionally, and thoughtfully to each discussion question. In addition, you are required to respond twice to other student’s responses. Graduate students are expected to demonstrate advanced critical thinking skills above and beyond undergraduate levels that incorporate recent and relevant literature, when posting their responses. Each question is worth 15 points (3 total responses/postings per question). Failure to complete any part of the required responses will result with a numerical grade of zero (0) points. All responses are DUE by Friday at 5pm – no exceptions.

Additionally, we will meet via Collaborate in BBLearn (which used to be called Elminate) for 6 of the questions to discuss them live with the full class. Dates/times will be posted in BBLearn for each Collaborate session.

**Grading System:**

Final grades will be based on the percentage of total points accumulated from the online mock BOC Exams, assignments and discussion questions.

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Total:</th>
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</thead>
<tbody>
<tr>
<td>Mock BOC Exam</td>
<td>25</td>
<td>420</td>
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<td>Assignment 1</td>
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<td>Assignment 2</td>
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<td>Assignment 3</td>
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<td>Assignment 4</td>
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<td>Assignment 6</td>
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<td>60% (293-252 points) = D</td>
</tr>
<tr>
<td>8 Discussion Questions</td>
<td>120</td>
<td>50% (251 points or less) = F</td>
</tr>
</tbody>
</table>
Course Policies:
Retest/makeup tests - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance - Attendance is mandatory for the AzATA Board meeting, AzBAT meeting, and NAU Honor's Day requirements. Any absence should be cleared with the instructor prior to missing these events. If something unforeseen occurs to create an absence, please contact the instructor as soon as possible. Unexcused absences will result in a 25 point deduction as well as the loss of the assignment points.

Cell Phone/Browsing - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately and a 20 point deduction will be recorded per incident.

Statement on plagiarism and cheating - See University policies, at: http://home.nau.edu/images/userimages/jwl/9476/ACADEMIC%20HONESTY.pdf

Withdrawal Policy - The university drop deadline is February 7, 2016. The university withdrawal deadline is March 12, 2016. It is the policy of the College of Health and Human Services that petitions to withdraw after April 16, 2016, will not be considered.

University Policies:
AT 385 – Current Trends and Professional Structure in Athletic Training
Spring 2013

Debbie Craig, PhD, AT, LAT
Office - CHP 121-B
928-523-0704
Debbie.Craig@nau.edu

Office Hours:
MWF 9:00am – 11:00am
or by appointment

Credit Hours: 3

Course Prerequisites
AT 200, AT 350, AT 360, AT 365, AT 370W, AT 380

Course Description
In this course, state, district, and national organizations as well as continuing education requirements will be reviewed. Current trends in Athletic Training and controversial topics in the literature will be reviewed and discussed. The Board of Certification Examination will be discussed as well as gaining licensure in Arizona.

Student Learning Outcomes
Upon successful completion of this course, the student will:
- State the structure and relationships between the NATA, RMATA, AzATA, CAATE and BOC. (project)
- List the committees that make up the NATA, RMATA, and AzATA. (project)
- Understand the development of the certification exam and continuing education requirements for the ATC credential. (project)
- Discuss current issues in Athletic Training and Allied Healthcare Professions and how they will affect the future of the profession. (8 discussion topics through semester)
- Understand licensure and the legislative processes that are involved with it. (project)
- Understand the educational requirements for the profession and the role that CAATE plays in it. (project)
- Discuss business planning components and theory. (project)

Course Structure/Approach
The content for this course will be primarily delivered via Blackboard Learn. Students will be asked to complete assignments and discussion questions prior to a specified date. There will be three mandatory attendance events:
1. AzATA Board of Directors meeting; date TBA (hopefully the Winter AzATA meeting)
2. AZ Board of Athletic Training (licensing board) meeting; date TBA
3. CHHS Honors Day – Thursday, April 25th; capstone project poster presentations, followed by spring capstone presentations; followed by a conversation with Mr. Mike Nesbitt.

Suggested Textbooks and materials
Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Structure</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NATA, RMATA, AzATA structure</td>
<td>(See Blackboard Learn)</td>
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<tr>
<td>2</td>
<td>Committees; Continuing Education</td>
<td>Websites for each organization</td>
</tr>
<tr>
<td>3</td>
<td>Board of Certification / CAATE</td>
<td>RMATA video (BBLearn)</td>
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<tr>
<td>4</td>
<td>BOC Exam Format and Procedures</td>
<td>NATA Competencies (BBLearn)</td>
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<tr>
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<td>BOC Standards of Prof Pract (BBLrn)</td>
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<td>BOC Role Delin. Study (BBLrn)</td>
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<td>BOC exam Power Point Pres/web</td>
</tr>
</tbody>
</table>

Current Trends in Athletic Training

5 – 13 8 Topics to be discussed via BBLearn

Topics May Include:
- NATA Position/Official/Consensus Statements
- State Regulation and Arizona Licensure
- Students and their participation in professional organizations
- Athletic training and current case law
- MRSA in the Athletic Training Room
- Head Injury Management
- The athletic trainer relationship with coaches – Working with vs. for
- Physician Shopping and Return to Play
- Professional / Political Relationship between AT and PT
- Scope of Practice Issues / Other educational programs
- Business Planning

Thursday, April 25th on NAU Campus:
- 8:30am-11:30am – Undergraduate Symposium & CHHS Honor’s Day, Skydome
- 12p-2p – A Conversation with Mr. Mike Nesbitt at Taverna

Evaluation Methods and Deadlines

Assignments

Online Mock Exam – complete one online mock exam located on the BOC website:
http://www.boccat.org/index.php?option=com_content&task=view&id=107&Itemid=115

Competition date for the mock exam will be Thursday, March 28th. (25 points)

Assignments – To be submitted through BBLearn.

1. **Organizational Flow Chart:** Please create an organizational flow chart that clearly illustrates the links between the NATA, RMATA, AzATA, CAATE and the BOC. Please identify all committees for each of these organizations on a separate sheet, along with those in leadership positions (President, district director, etc). This MUST be submitted as a Word or Powerpoint document.
   **DUE: Monday, February 4th, 2013** (25 points)

2. **Athletic Training Month Activity:** Each student will be required to develop an activity that promotes the profession of athletic training in their community during the month of March. A detailed outline of the activity will be required prior to it taking place and must be approved by the professor. To confirm enactment of the activity, a brief email from the location supervisor must be sent to the professor immediately following the activity.
   **OUTLINE DUE: Monday, March 4th, 2013** (50 points)

3. **AzATA Board Meeting (March ____ - TBA):** Each student will be required to attend an AzATA Board Meeting. You may attend the meeting in person or via phone, if that avenue is available. The purpose of this assignment is to expose each of you to our board functions to begin a path of leadership within each student. After the meeting, each student must submit a 2 page reflection paper on the specifics of their experience.
   **Reflection Paper - DUE: Friday, March 29th, 2013** (50 points)
4. **NATA District Director/Leadership Interview:** Each student will be assigned a NATA district director or other Leadership person to conduct a phone interview concerning their views of what the current trends in athletic training are. You will then prepare a 4 page report on that interview. In addition, you will be required to post a list of the current trends that you derived from your interview, on the BBLearn discussion board. An outline for the phone interview will be provided on the course content page. This report will be submitted via email. **DUE: Friday, April 12th, 2013** (50 points)

5. **AZ Board of Athletic Training Meeting:** Each student will arrange to attend one of the spring AzBAT meetings. You must not be late nor leave early! Dates are listed on the AzBAT website listed above. After the meeting, you will write a 2 page reflection paper on what you learned at the meeting and how it will affect your clinical practice in the future. **DUE: Tuesday, April 23rd, 2013** (50 points)

6. **Complete paperwork for Arizona Licensure:** Each student will go to the Arizona Board of Athletic Training website to understand the requirements of becoming licensed in our state and prepare the paperwork. Please read all requirements, print out the paperwork, and complete all necessary items to apply for licensure. The purpose of this assignment is to have your licensure application materials prepared and ready to mail, pending the successful completion of the BOC exam and attaching a check. Proof of completing this assignment will be to either bring your application packet to Honor’s Day to be reviewed by the instructor or to scan in the completed packet and submit that electronically. **DUE: Thursday, April 25th, 2013, at Honor’s Day** (50 points)

**Discussion Questions**
You are required to respond directly, professionally, and thoughtfully to each discussion question. In addition, you are required to respond twice to other student’s responses. Each question is worth 15 points (3 total responses/postings per question). Failure to complete any part of the required responses will result with a numerical grade of zero (0) points. All responses are **DUE by Friday at 5pm** – no exceptions.

Additionally, we will meet via Collaborate in BBLearn (which used to be called Eliminate) for 6 of the questions to discuss them live with the full class. Dates/times will be posted in BBLearn Discussion Questions for each Collaborate session.

**Grading System**
Final grades will be based on the percentage of total points accumulated from the online mock BOC Exams, assignments and discussion questions.

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**Course Policy**
**Retest/makeup exams**
There are no retest/makeup exams. However, in the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience so that a reschedule date can be determined.

**Attendance**
Attendance is mandatory for the AzATA Board meeting, AzBAT meeting, and NAU Honor’s Day requirements. Any absence should be cleared with the instructor prior to missing these events. If something unforeseen occurs to create an absence, please contact the instructor as soon as possible. Unexcused absences will result in a 25 point deduction as well as the loss of the assignment points.

**Statement on plagiarism and cheating**
See University policy at: [http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf](http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf)
Withdrawal Policy
The university drop deadline is January 24, 2013. The university withdrawal deadline is March 15, 2013. It is the policy of the Department of Physical Therapy and Athletic Training that petitions to withdraw after April 13, 2013 will not be allowed.

Course Evaluations
Students will be required to complete an online course evaluation (link emailed to students during last week of instruction) before their grade will be posted. Failure to do so will result in the student receiving an “incomplete” in the course.

University Policies
For university policies regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity, see the website: http://home.nau.edu/studentlife/handbook.asp

Competencies:
Healthcare Administration
HA-3. Describe the role of strategic planning as a means to assess and promote organizational improvement.
HA-4. Describe the conceptual components of developing and implementing a basic business plan.
HA-7. Assess the value of the services provided by an athletic trainer (e.g., return on investment).
HA-27. Describe the concepts and procedures for revenue generation and reimbursement.

Professional Development
PD-3. Describe the role and function of the Board of Certification, the Commission on Accreditation of Athletic Training Education, and state regulatory boards.
PD-4. 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.
PD-5. 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.
PD-6. Explain the process of obtaining and maintaining necessary local, state, and national credentials for the practice of athletic training.
PD-7. Perform a self-assessment of professional competence and create a professional development plan to maintain necessary credentials and promote life-long learning strategies.
PD-8. Differentiate among the preparation, scopes of practice, and roles and responsibilities of healthcare providers and other professionals with whom athletic trainers interact.
PD-10. Develop healthcare educational programming specific to the target audience (e.g., clients/patients, healthcare personnel, administrators, parents, general public).
PD-11. Identify strategies to educate colleagues, students, patients, the public, and other healthcare professionals about the roles, responsibilities, academic preparation, and scope of practice of athletic trainers.
PD-12. Identify mechanisms by which athletic trainers influence state and federal healthcare regulation.
Please attach proposed Syllabus in approved university format.

1. Course subject and number: AT 635  
2. Units: 3  
See upper and lower division undergraduate course definitions.

3. College: CHHS  
4. Academic Unit: Athletic Training

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon successful completion of this course the graduate student will be able to:

- Integrate a wide variety of psychological theories and clinical applications into a unified perspective on injuries of the physically active. (Discussion Questions)
- Gain an awareness of pertinent psychological factors believed to be related to injuries of the physically active. (Unit 6 DQs, quizzes, and assignment)
- Promote an awareness of the grief models and stress-based cognitive appraisal models used to clarify affective responses to injury. (Unit 9 DQs, quiz, assignment)
- Interpret and analyze ethical and legal issues relevant to athletic trainers who counsel injured physically active individuals at levels beyond those acquired during the bachelor’s degree. (DQs, Quizzes, Assignments)
- Promote a better understanding of the referral choices and parameters of athletic trainers and other allied health care professionals who may be included in the healthy recovery of the injured/ill athlete. (Unit 3 DQs, quiz, assignment)
- Investigate, employ, and critically analyze the outcomes of various mental strategies to optimize rehabilitative efforts for injuries to the physically active through active learning. (DQs, quizzes, assignments)
- Understand disordered eating and substance abuse issues that athletes may demonstrate and how to successfully perform an intervention with the athlete. (Practical Evaluation, Unit 4 DQs, quiz, assignment)
- Manage and critically evaluate the outcomes of interventions for the variety of psychological issues that present themselves in the physically active patients/athletes that athletic trainers care for. (DQs, quizzes, assignments, and practical evaluation)

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)

ABOR has approved the new Master’s Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT.

See effective dates calendar.

8. Long course title: Psychology of the Injured Athlete  
(max 100 characters including spaces)

9. Short course title: Psych of Injury
10. Catalog course description (max. 60 words, excluding requisites):
This course examines the background of psychological theories and applications related to injuries/illnesses and subsequent rehabilitation of the physically active. The course is designed to develop the graduate students’ ability to optimize rehabilitative efforts of injuries & illnesses of the physically active. Techniques such as social support, imagery, education, and modeling will be used. Eating disorders, substance abuse, and disability are included.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes X   No □
   If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?
    Yes □   No X
    If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?
    Yes □   No X
    If yes, include a letter of response from each impacted academic unit.

14. Grading option:  Letter grade X   Pass/Fail □   Both □

15. Co-convened with:  14a. UGC approval date*:
   (For example: ESE 450 and ESE 550)  See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:  
   (For example: ES 450 and DIS 450)  See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
   Yes □   No X
   16a. If yes, maximum units allowed?
   16b. If yes, may course be repeated for additional units in the same term?

18. Prerequisites:
    Admission to MS-AT program
    If prerequisites, include the rationale for the prerequisites.

19. Co requisites:
    If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?
    Yes □   No X
    If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  Glenn Edgerton, Debbie Craig

Answer 22-23 for UCC/ECCC only:
22. Is this course being proposed for Liberal Studies designation?  
   If yes, include a Liberal Studies proposal and syllabus with this proposal.  
   Yes ☐  No ☐

23. Is this course being proposed for Diversity designation?  
   If yes, include a Diversity proposal and syllabus with this proposal.  
   Yes ☐  No ☐

Reviewed by Curriculum Process Associate  
Date

Approvals:

Department Chair/ Unit Head (if appropriate)  
Date

Chair of college curriculum committee  
Date

Dean of college  
Date

For Committee use only:

UCC/UGC/ECCC Approval  
Date

Approved as submitted:  
Yes ☐  No ☐

Approved as modified:  
Yes ☐  No ☐
19. Co requisites:
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  Yes □  No ☒
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  Glenn Edgerton, Debbie Craig

Answer 22-23 for UCC/ECCC only:

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   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?  Yes □  No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland  05/02/2013
Reviewed by Curriculum Process Associate Date

Approvals:

[Signatures and dates]

Department Chair/Unit Head (if appropriate)
Date

Chair of college curriculum committee
Date

Dean of college
Date

For Committee use only:

[Signature and date]

UCC/UGC Approval Date

Approved as submitted:  Yes □  No ☐

Approved as modified:  Yes □  No ☐
AT 635– Psychological Bases of Sport Injuries
Spring 2016

Glenn Edgerton, MS, LAT
Office - CHP 121-A
928-523-6837
glenn.edgerton@nau.edu.

Office Hours:
MWF 9:00am-10am
TTH 9:30am-10:30am

Credit Hours: 3

Course Prerequisites: Admission to Program

Textbooks/Materials:


R: Supplemental readings from scholarly journals will be required for graduate students. The purpose of the scholarly journal readings will be to further expand on current knowledge obtained during the undergraduate experience.

Course Description:
This course provides the graduate student with the background and examination of psychological theories and clinical applications related to injuries/illnesses and the subsequent rehabilitation of the physically active. Students will complete assignments and post discussions that will enhance their advanced understanding of the psychological issues of injured athletes beyond that acquired in their bachelor's degree.

Course Objective:
The course is designed to develop the graduate student's ability to optimize rehabilitative efforts of injuries & illnesses of the physically active. Various psychological considerations such as social support, imagery, education, and modeling techniques will be used. Eating disorders, substance abuse, and disability will be included.

Student Learning Outcomes - (Assessment of Student Learning Outcomes)
Upon successful completion of this course the graduate student will be able to:

- Integrate a wide variety of psychological theories and clinical applications into a unified perspective on injuries of the physically active. (Discussion Questions)
- Gain an awareness of pertinent psychological factors believed to be related to injuries of the physically active. (Unit 6 DQs, quizzes, and assignment)
- Promote an awareness of the grief models and stress-based cognitive appraisal models used to clarify affective responses to injury. (Unit 9 DQs, quiz, assignment)
- Interpret and analyze ethical and legal issues relevant to athletic trainers who counsel injured physically active individuals, at levels beyond those acquired during the bachelor's degree. (DQs, Quizzes, Assignments)
Promote a better understanding of the referral choices and parameters of athletic trainers and other allied health care professionals who may be included in the healthy recovery of the injured/ill athlete. (Unit 3 DQs, quiz, assignment)

Investigate, employ, and critically analyze the outcomes of various mental strategies to optimize rehabilitative efforts for injuries to the physically active through active learning. (DQs, quizzes, assignments)

Understand disordered eating and substance abuse issues that athletes may demonstrate and how to successfully perform an intervention with the athlete. (Practical Evaluation, Unit 4 DQs, quiz, assignment)

Manage and critically evaluate the outcomes of interventions for the variety of psychological issues that present themselves in the physically active patients/athletes that athletic trainers care for. (DQs, quizzes, assignments, and practical evaluation)

Course Content:
The course consists of 10 units, some of which are 1 week long and others of which are 2 weeks long. Each unit will have assigned readings, and clearly articulated goals related to NATA guidelines. Each unit requires your response to a discussion question, a written assignment, and a quiz. You will complete a practical examination, which is described below. Details on course content can be found below.

Evaluation Methods
A. Quizzes
Each unit will contain a 10-item quiz worth 30 points. The quiz will cover specific, detailed information drawn from the reading assignment. Quizzes will be due on Friday at the end of each unit by midnight. Once you start the quiz you will have 1 hour to complete. You will only be allowed one attempt at each quiz.

B. Assignments
Each unit will involve an assignment worth 30 points. The assignments will require that you complete the weekly reading prior to completing the assignment. On occasion, you will also be required to complete an exercise, interview your ACI, or perform a mock intervention with a volunteer (i.e. athlete, friend, ACI). Assignments will be due on Friday at the end of each unit by midnight.

C. Discussion Forums
Each unit will contain one discussion forum worth 30 points. The discussion forum will require that you complete the weekly reading prior to completing the assignment. On occasion, you will also be required to complete an exercise, interview your ACI, or perform a mock intervention with a volunteer (i.e. athlete, friend, ACI). Your answers must be substantive, citing appropriate sources where necessary, and at least 250 words in length. Graduate students are expected to demonstrate advanced critical thinking skills above and beyond undergraduate levels that incorporate recent and relevant literature, when posting their responses. You must address every question answered in the discussion forum. You will also be required to reply to 2 classmates with a substantive reply of at least 50 words. Discussions will be due on Friday at the end of each unit by midnight.

D. Practical Exam – Intervention
At the end of the semester, each student will perform a mock intervention of either an athlete with an eating disorder or a substance abuse problem. This final practical exam will be worth 100 points. There will be more detailed instructions to follow regarding your practical. It will be due by the end of reading week, Friday at midnight.

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<td>70% (799-700) = C</td>
</tr>
<tr>
<td>Practical Exam - Intervention</td>
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<td>60% (699-600) = D</td>
</tr>
<tr>
<td>Total Points</td>
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Course Policies:
Retest/makeup tests - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible. Unexcused absences will result in a 10 point deduction.

Cell Phone/Browsing - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately and a 20 point deduction will be recorded per incident.

Statement on plagiarism and cheating - See University policies, at: http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf

Withdrawal Policy - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

University Policies:

Course Content Details:

UNIT 1: Introduction and Course Overview
1) Topics and goals
   a) 2006 NATA Psychosocial Intervention and Referral Domain
   i) Cognitive Competencies Overview
   ii) Clinical Proficiencies Overview
   b) Enlisting support of the ACI
   c) Preparing for engaged learning
   d) The role of the AT in psychosocial issues
2) Reading Assignment
   a) Mensch and Miller chapter 1
   b) Pargman chapter 12, p. 201-205 Psychoeducational Group Approach
   c) Pargman Chapter 16
3) Discussion Question:
   4) To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of these competencies.
   5) General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.
   6) Question:
      Describe a time when you have worked with an injured athlete and encountered issues that demonstrate the psychological constructs discussed on pages 4-8. How would increased knowledge of psychosocial issues in sports injury have helped you manage that athlete’s injury better?
7) Written Assignment:
To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Complete the discussion question for Unit 1, as you will utilize this information for this assignment. The write up for this assignment must reflect an understanding of NATA competencies and include data from an interview with your ACI. You will also need to review the syllabus so that you can inform your ACI what you will be covering in this class.

8) Part I:
Throughout this course you will be asked to conduct interviews, mock interventions and psychoeducational sessions with the ACIs, athletes, and coaches at your clinical site or with other volunteers. The psychosocial competencies you must master are relatively recent requirements, and many ACIs, athletes and coaches are unfamiliar with them. How will you explain to your ACIs, athletes, and coaches the relevance of psychosocial intervention and referral to your future certification as an athletic trainer? (hint: think ‘cognitive competencies’) How will you explain to your ACIs, athletes, and coaches the importance of their participation in interviews and mock intervention techniques? (hint: think ‘clinical proficiencies’).

9) Part II:
Schedule a 15-30 minute meeting with your ACI during which you will explain to the ACI the cognitive competencies and clinical proficiencies required in AT320, ask the ACI for his or her support in completing your class assignments by participating in interviews, supervising mock educational sessions, and conducting a mock intervention wherein you refer an athlete for additional counseling.

10) Part III:
Write a 2 page paper summarizing the answer to the questions in part I, how you presented these issues to your ACI, and your ACI’s response during the meeting required for part II. Please remember to cite your textbook where appropriate. 2-3 pages; 12-pt font; one inch margins; Double spaced; Citations/references included

11) Quiz
12) The Six Session Psychoeducational group
13) NATA cognitive competencies and clinical proficiencies.

UNIT 2: Interpersonal and Communication Skills for the Athletic Trainer

1) Cognitive Competency addressed and associated goals:
a. Describe the theories and techniques of interpersonal and cross-cultural communication
b. Explain the basic principles of counseling (discussion, active listening, and resolution) and the various strategies that ATCs may employ to avoid and resolve conflicts among superiors, peers, and subordinates.
c. This section also assists in the development in clinical proficiency #1, the ability to conduct an appropriate intervention.

2) Reading Assignment
a. Mensch and Miller chapter 2
b. Pargman Chapter 5 (skip p. 85-87 Referral for Psychological Services)

3) Discussion Question
4) To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module.
   a. General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

5) Complete the following exercise. Post your answers:
   Below are listed some of the typical statements patients may make to the athletic trainer in the training room: Please read them and respond in the space provided. Identify the potential coping mechanism of the patient using the model discussed in the Helping and Coping section of your chapter, on pages 37-39 of your text. Classify the nature of your response based on the Intentional Interviewing section of chapter 2 on pages 47-55. (This exercise is based on exercise 8 in chapter 2 of your text)
   a. Scenario 1: “Here I am sitting in this training room. Nobody on the team cares where I am. I wouldn’t even be here if Paul had blocked me like he was supposed to.” Response: Intentional Interviewing Skill; Coping skill.
   b. Scenario 2: “I don’t need to come in for rehab. I’m doing my exercises at home. In fact, I’m doing double what you said to do, and things are going fine. I can handle this.” Response, Intentional Interviewing Skill, Coping Mechanism.
   c. Scenario 3: “I don’t want to do my home exercises because I’m not sure I’m doing them right. When I do this exercise at home I get a clicking in my knee and some pain down my leg. I’d rather do all of my rehab here.” Response, Intentional Interviewing Skill, Coping Mechanism.

6) Written Assignment
7) To prepare: Complete this week’s reading assignment. Your written assignment must demonstrate an understanding of the material covered in the reading. Pay close attention to the material on pages 46-55 of Mensch and Miller. You must cite the textbooks and one additional scholarly source for this assignment. You will require a volunteer with whom to practice active listening for this assignment. If you would like to see some live examples, please consider watching these videos:
   Short version (mandatory): http://www.youtube.com/watch?v=t068uTk-T_E&feature=fvw
Active listening in sales (optional): http://www.youtube.com/watch?v=2lDjh3sQ2SM&feature=related  
Active listening in sales, part 2 (optional): http://www.youtube.com/watch?v=kqNqCNaVjU&feature=related

a. Set a timer for 5 minutes. Ask your volunteer to tell you about an experience he or she has had with physical injury or medical illness. Listen to your volunteer closely, and paraphrase what you have heard. Ask the volunteer if you have heard correctly. Do not move forward with the conversation until you have heard them correctly. Then ask a question related to their story to elicit more detailed information. Listen and paraphrase a second time. Next set a timer for 5 minute, and switch roles.

b. Write up your experience in a 2 page double spaced paper. Relate this experience to the reading, considering things such as Cavanagh and Leviton’s six stage model, attending behaviors, the Five-Phase Cycle of Empathic Skillfulness, reflecting, summarizing, and the various incongruities sometimes present in patient accounts mentioned on page 54.

8) Quiz Study Guide
a. Healthy personality features
b. Brickman’s models of helping and coping
c. Skinner’s approach
d. Rational Emotive Behavior approach
e. Person centered approach
f. Choice theory
g. Cavanagh and Leviton’s 6-stage model of the helping interview
h. Intentional interviewing skills, including active listening
i. HOPE

UNIT 3: Systematic Referrals

1) Cognitive Competency addressed and associated goals:
   a. Describe the roles and function of various community-based health care providers and the accepted protocols that govern the referral of patients to these professionals.
   b. Explain the potential need for psychosocial intervention and referral when dealing with populations requiring special consideration.
   c. Explain the importance of providing health care information to patients, parents/guardians, and others regarding the psychological and emotional well-being of the patient.
   d. Identifying patients in need of referral
   e. Triaging referrals
   f. This section also assists in the development in clinical proficiency #1, the ability to conduct an appropriate intervention.

2) Reading Assignment
a. Chapter 3 Mensch and Miller

3) Discussion Question
To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module.

General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

Please read the scenario and answer the questions below:
“Sarah plays basketball on scholarship at a state university. She has WNBA potential, and has dreamt of playing professionally since middle school. She is normally an upbeat, optimistic person—the one her team counts on to rally them all when things get tough. Six months ago her mother died in a car accident. Since then, her attendance at practice has been slipping, she’s not socializing with her teammates, and she seems withdrawn. Her coach asks you to talk with her about possible depression.”

a. Would this be an appropriate case for a referral? Why or why not?

b. Who else might referral affect and who else might you need to consider as the ATC?

c. Is this a Level 1, 2 or 3 referral? Why did you choose that level?

d. Assuming you were the ATC, and that you had a good relationship with Sarah, how would you go about referring her? Give an example of what you would say specifically.

4) Written Assignment
   a. To prepare: Complete this week’s reading so that you are familiar with the various aspects of systematic referrals. Your essay must reflect an understanding of these competencies.

   b. Interview your ACI regarding his/her experience referring athletes to mental health care providers.

   c. Review the Policies and Procedures for referral to mental health care providers at your facility.

   d. Contact a mental health care provider in your area. Identify yourself as an athletic training student in a clinical placement who is seeking mental health referral resources. Ask the provider what procedures they follow when receiving referrals from other health care providers (i.e. do they prefer a phone call or written letter from the health care provider? Do they prefer that the patient call for his/her own appointment, or can you call for them?).
e. Write a 2-page essay detailing what you have learned about psychosocial referral policies and procedures in your clinical setting. Please include any experience you may already have in this area. Please use citations where appropriate.

f. 2-3 pages, 12-pt font, one inch margins, Double spaced, Citations/references included

5) Quiz Study Guide
a. The titles and roles of various mental health care professionals
b. The levels of referral
c. The process of referral and follow up after referral is made
d. The indicators that a referral is necessary

UNIT 4: Substance Abuse Disorders, Eating disorders, and Interventions

1) Cognitive Competency addressed and associated goals:
   a) Identify and describe the sociological, biological, and psychological influences toward substance abuse, addictive personality traits, commonly abused substances, signs and symptoms associated with the abuse of these substances, and their impact on an individual's health and physical performance.
   b) Identify the symptoms and clinical signs of common eating disorders and the psychological and sociocultural factors associated with these disorders.
   c) This section also assists in the development in clinical proficiency #1, the ability to conduct an appropriate intervention.

2) Reading Assignment
a) Mensch and Miller Chapter 4, 5 and 9

3) Discussion Question
4) To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module.
   a) General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates' posts with substantive responses of at least 50 words minimum.
   b) The question: The text recommends educating athletes so that teammates can have sufficient knowledge to identify a problem in another athlete and ask for assistance. Write 1-3 paragraphs detailing what you believe every athlete should know about substance abuse and eating disorders.

5) Written Assignment
   a) Review the document entitled AT320 Practical Exam Scenarios. Practice one eating disorder scenario and one substance abuse scenario with your ACI. Your ACI may observe and comment if you are able to find a mock patient, or your ACI may serve as both the observer and the mock patient if necessary. Ask your ACI to complete your mock practical exam evaluation form. Either scan and email or fax the completed and signed form to the instructor.

6) Quiz Study Guide
i) Signs and symptoms of substance abuse
ii) Signs and symptoms of eating disorders
iii) Personality factors contributing to eating disorders
iv) The female athletic triad
v) The impact of substance abuse and eating disorders to athletic performance.

UNIT 5: Mental Health Issues and Interventions

1) Cognitive Competency addressed and associated goals:
   a) Describe the basic signs and symptoms of mental disorders (psychoses), emotional disorders (neuroses, depression), or personal/social conflict (family problems, academic or emotional stress, personal assault or abuse, sexual assault, sexual harassment), as well as the contemporary personal, school, and community health service agencies, such as community-based psychological and social support services, that treat these conditions and the appropriate referral procedures for accessing these health service agencies.
   b) Describe the acceptance and grieving processes that follow a catastrophic event and the need for a psychological intervention and referral plan for all parties affected by the event.
   c) This section also assists in the development in clinical proficiency #1, the ability to conduct an appropriate intervention.

2) Reading Assignment
a) Mensch and Miller Chapter 7
b) Mensch and Miller Chapter 8

3) Discussion Question
4) To prepare: Complete this week's reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module. Read the policies and procedures at your clinical site guiding decision making around the issues of psychological referral, including psychological responses to catastrophic events.
a) General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

b) The Question: Watch the video clip at this link, and answer the following questions (please do additional research to answer the questions fully): [Video Link]

How did Jordan Burnham's anxiety and depression affect his athletic performance? Knowing what you know now, how could you have intervened if you had been Jordan’s athletic trainer? What questions could you have asked to elicit a diagnosis? How could you have helped him accept a referral? What policies and procedures exist at your current clinical site to guide identification and referral of athletes who are struggling with psychological issues?

2-3 pages, 12-pt font, one inch margins, Double spaced, Citations/references included

5) Consider an event in your own life where someone that you cared about was either catastrophically injured or passed away. Write a 2-3 page reflection paper addressing the following questions: What happened? Knowing the stages of grieving, how would you say you dealt with this trauma and what stage are you at now? How might your past experience help you understand a grieving athlete of yours in the future? What policies and procedures exist at your current clinical site to guide psychological intervention and referral of those affected by catastrophic injury? [Suggestion: write a one paragraph introduction, one paragraph answering each of the questions, and a one paragraph conclusion]

6) Quiz Study Guide

i) Risks and benefits of athletic involvement

ii) The signs and symptoms of the major psychological disorders covered in the chapters.

iii) The role of the ATC in promoting psychological health of the athlete

UNIT 6: Psychological Responses to Injury

1) Cognitive Competency addressed and associated goals:

a) Explain the stress-response model and the psychological and emotional responses to trauma and forced inactivity.

b) Describe the psychosocial factors that affect persistent pain perception (i.e., emotional state, locus of control, psychodynamic issues, sociocultural factors, and personal values and beliefs) and identify multidisciplinary approaches for managing patients with persistent pain.

c) This section also assists in the development of clinical proficiency #2, integrating motivational techniques into an injury rehabilitation.

2) Reading Assignment

a) Mensch and Miller chapter 6 (p. 163-176)

b) Pargman Chapter 18

3) Discussion Question

4) To prepare: Complete this week's reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module. This discussion question requires that you complete the Written Assignment for this module prior to answering the discussion question.

a) General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

b) Practice your psychoeducational group session with a mock patient. Ask for feedback about the 3 things you did best, and the 3 things that could use improvement. Report the feedback.

c) How can knowing this information benefit injured athletes in their rehabilitation process?

d) How did you feel about the content of your session? How did you feel about your delivery of your session? Were you already providing athletes with this information at the beginning of rehab? If not, do you think you will be more likely to do so now that you have prepared this information?

5) Written Assignment: Refer, Pargman chapter 12 page 202 regarding the 6-session psychoeducational group.

a) Prepare a psychoeducational group session which will provide athletes with the following:

i) Common emotional, physical, cognitive and behavioral responses to injury

ii) The typical stages of recovery

iii) The psychological effects of pain, and the psychological factors contributing to pain

iv) Your group session should include:

v) A mini-lecture

vi) An activity which provides for group interaction and engagement with the material covered in the mini-lecture.

vii) Questions for reflection

b) Practice this session with your ACI or an athlete (with your ACI’s permission) and include a paragraph summarizing your experience at the end of the session.

6) Quiz Study Guide

i) Phases of injury, including prehabilitation and discharge parameters
ii) Psychological goals for each phase
iii) Microtrauma vs. macrotrauma

**UNIT 7: Psychological Tools for Increasing Motivation**

1) Cognitive Competency addressed and associated goals:
   a) Describe the motivational techniques that the athletic trainer must use during injury rehabilitation and reconditioning.
   b) This section also assists in the development of clinical proficiency #2, integrating motivational techniques into an injury rehabilitation.

2) Reading Assignment
   a) Mensch and Miller chapter 6 (p. 176-181)
   b) Webpage on SMART goals (given in the Assignment for this unit).

3) Discussion Question
   To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module.
   a) Re-read pages 176-179, the section entitled “Motivation.” Peruse this website, based on the work of Dr. Carol Dweck, about how to change to a growth-oriented mindset:
      b) [http://mindsetonline.com/changeyourmindset/natureofchange/index.html](http://mindsetonline.com/changeyourmindset/natureofchange/index.html)
   c) General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

   d) The Question: The text states that competency motivation and an internal locus of causality are two mindsets that foster improved motivation, and subsequently improved results. Dr. Dweck's work demonstrates that people can be taught to have a growth or mastery-oriented mindset. Give an example of an unmotivated injured athlete you have had in the past. Knowing what you know now, how could you help that athlete develop greater motivation for rehabilitation? What statements did they make that demonstrated a fixed mindset? How could you reframe those statements to help them develop a growth oriented mindset?

5) Written Assignment: Session 2 Setting goals and improving motivation Pargman Chapter 12 page 202-203
   a) The textbook says “Outcome goals are least effective for a variety of reasons. They distract athletes from task-relevant strategies and can cause worry, especially during competitive situations. Because outcomes are contingent on a concert of individual efforts, individuals have limited control over outcome situations (Mensch and Miller, p. 180).” However, it is often easiest to establish a partnership with patients around their self-identified outcome goals. What we must then do as clinicians is break this long term outcome goal into the smaller, performance or process oriented, steps that can be taken in the immediate future.
   b) Carefully study pages 180-181 in Mensch and Miller, including the various goal types and guidelines, and the following website regarding SMART goals:
   c) Using either an example from a current case, past case, or a fictional case, prepare a rehabilitation plan that consists of a series of SMART short term goals (performance goals and process goals) that lead to the long term outcome goal identified by the patient (or fictional patient). The entire rehabilitation plan should be for at least a one month duration. You will set goals for three time periods: the first session, the end of the first week, and the end of the month. This can be in list form for ease of use.

6) Quiz Study Guide
   i) Goal types, and the pros and cons of each
   ii) SMART acronym
   iii) Pages 176-179 are heavily tested

**UNIT 8: Stress Reduction and Athletic Injury**

1) Cognitive Competency addressed and associated goals:
   a) Describe the basic principles of mental preparation, relaxation, visualization and desensitization techniques.
   b) Explain the stress-response model and the psychological and emotional responses to trauma and forced inactivity
   c) Describe the role of stress reduction in injury prevention.
   d) Relaxation techniques
   e) Visual imagery techniques
   f) This section also assists in the development of clinical proficiency #2, integrating motivational techniques into an injury rehabilitation.

2) Reading Assignment
   a) Mensch and Miller (p. 181-90)
   b) Pargman Chapter 1 pages 3-11, Chapter 2, Chapter 3 and Chapter 8

3) Discussion Question
4) To prepare: Complete this week's reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of these competencies.

a) General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates' posts with substantive responses of at least 50 words minimum.

b) Question: The NATA competencies contain a Risk Management and Injury Prevention domain. Did this week's readings convince you that stress management could effectively decrease sport injuries? Why or why not? Please cite references for your rationale from the literature, either this week's readings or other research you have done. This question does not call for personal opinion, but rather clinical and educated opinion based on research and clinical experience. Given what you have read in this week's reading, why do you believe stress management/injury prevention programs are not more prevalent? How can you use this information to benefit your athletes as an ATC?

5) Written Assignment

a) This assignment will also require that you review Sessions 3 and 4, imagery and relaxation Pargman Chapter 12 pages 203.

b) Review the relaxation techniques on pages 189-191 of Mensch and Miller. Choose the technique that most appeals to you, and practice it for 15 minutes (or complete phase 1 listed on page 191). Lead a volunteer through the same exercise for 15-20 minutes. Ask for feedback regarding what you did well and what you could improve upon. Answer the following questions in 1-5 sentences each:

   i) What three things did you do well when you lead your volunteer?
   ii) What three things could you have improved upon?
   iii) Describe your willingness and comfort level in training an athlete in relaxation?
   iv) What are the benefits of relaxation techniques to the injured athlete?
   v) What are the benefits of imagery to the injured athlete?
   vi) How comfortable would you be introducing an injured athlete to these techniques?
   vii) What circumstances might lead you to refer an injured athlete to a mental health professional for training in these techniques?

6) Quiz Study Guide

(a) Imagery

(b) Cognitive vs. Somatic Relaxation techniques

(c) Desensitization

(d) The interrelationships between stress, personality, and injury.

(e) Stress reduction and injury prevention.

UNIT 9: Positive Coping Strategies

1) Cognitive Competency addressed and associated goals:

a) Describe the basic principles of general personality traits, associated trait anxiety, locus of control, and patient and social environmental interactions.

b) This section also assists in the development of clinical proficiency #2, integrating motivational techniques into an injury rehabilitation.

2) Reading Assignment: Pargman Chapter 4

3) Discussion Question

4) To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module. This question will address pages 54-61 in great detail.

a) General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates' posts with substantive responses of at least 50 words minimum.

b) The question: Which positive coping strategies do you exhibit? Which negative coping strategies do you exhibit? Which negative coping strategies in your athletes tend to be the most challenging for you to deal with? How can you use your self-reflection and the information in this week's reading to overcome these challenges? [Be sure to use terminology from this week's reading in your response]

5) Written Assignment:

a) Many times people learn new coping strategies simply by learning about the pros and cons of various coping styles and having the opportunity for self reflection. Research has even shown that people can be taught to cope in new ways! Psychoeducation is of great benefit for such people. You may save yourself a great deal of time and frustration by providing this education during your rehabilitation. You may choose to educate your patients via many means: pamphlets, essays, casual conversation during other exercises, during 1:1 sessions, or during psychoeducational groups. This type of education may also obviate the need for psychological referral if effective.

b) For this assignment, review Session 4 Confidence and Positive Thinking page 203 in Pargman Chapter 12. This assignment will require that you draw heavily from pages 54-61 and pages 69-72.
c) You will create your own psychoeducational group session addressing coping styles, informing athletes of the various styles and the strength and weaknesses of each.

d) Your educational material should address:
   i) Neuroticism
   ii) Explanatory styles
   iii) Dispositional optimism
   iv) Perfectionism
   v) Hardiness

e) Your group session should include:
   i) A mini-lecture
   ii) An activity which provides for group interaction and engagement with the material covered in the mini-lecture.
   iii) Questions for reflection

f) Practice this session with your ACI or an athlete (with your ACI’s permission) and include a paragraph summarizing your experience at the end of the session.

6) Quiz Study Guide
   (a) Pages 55-61 are heavily tested
   (b) Normal reactions to injury
   (c) Assessing personality traits

UNIT 10: Managing the Athlete’s Social Support

1) Cognitive Competency addressed and associated goals:
a) Explain the importance of providing health care information to patients, parents, guardians, and others regarding the psychological and emotional well-being of the patient.
b) This section also assists in the development of clinical proficiency #2, integrating motivational techniques into injury rehabilitation.

2) Reading Assignment: Pargman Chapter 14

3) Discussion Question
4) To prepare: Complete this week's reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module. Also review Session 6 Enhancing support and improving Communication on page 204
Pargman Chapter 12

a) General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

5) The question: Coach support can be critical in returning a player to sport. The textbook reviews the many benefits of coach support, and provides advice on how athletes and coaches can facilitate the process of implementing coach support. What suggestions can you make regarding the role of an ATC in facilitating coach support of an injured athlete? How can you support the athlete in following the recommendations of the text? Remember, they haven’t read the text and may not know the importance of or the need for coach support—how can you educate them? How can you educate the coaches regarding their role in supporting an athlete? [Hint: be creative—not everything you do must occur solely in the context of treating an injured athlete. Your interventions can be proactive and can take many forms]

a) 2-3 pages, 12-pt font, one inch margins, Double spaced, Citations/references included

6) For this assignment, review pages 85-89 in Mensch and Miller with close attention to the issue of confidentiality in the referral process. You will write a 2 page paper addressing the importance of providing health care information to patients, parents, guardians, and others regarding the psychological and emotional well-being of the patient. The following questions can be used to jump-start your thinking on this topic:
a) Under what circumstances is it appropriate for the ATC to share medical and psychological information regarding the athlete with parents, coaches and other people? How much information should be shared? Under what circumstances is it inappropriate for the ATC to share medical and psychological information regarding the athlete with parents, coaches and other people? What types of information should be kept private? How could you work with the athlete to determine their comfort level with such sharing?

7) Quiz Study Guide
   a) The categories of stressors and examples of each kind
   b) Cognitive distortions and the definitions of each
   c) The categories of support and examples of each kind.
   d) The role of coach support in each phase of injury.

8) Practical Exam – Week 15
   a) Choose two different scenarios from those you chose in Unit 4. Complete one scenario for eating disorder and one for substance abuse. Have you ACI find a suitable model or have the ACI serve as the model. ACI fills out the Practical Evaluation Form for each scenario and scan copy is uploaded on BbLearn (Evaluation forms are available on BbLearn under “Practical
Competencies covered in this course

Disordered Eating and Eating Disorders

PHP-46. Identify and describe the signs, symptoms, physiological, and psychological responses of clients/patients with disordered eating or eating disorders.

PHP-47. 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.

Psychological Strategies and Referral

Theoretical Background

PS-1. 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.

PS-2. Explain the theoretical background of psychological and emotional responses to injury and forced inactivity (e.g., cognitive appraisal model, stress response model).

PS-3. Describe how psychosocial considerations affect clinical decision-making related to return to activity or participation (e.g., motivation, confidence).

PS-4. 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.

PS-5. Summarize contemporary theory regarding educating patients of all ages and cultural backgrounds to effect behavioral change.

Psychosocial Strategies

PS-6. 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.

PS-7. Describe the psychological techniques (e.g., 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.

PS-8. Describe psychological interventions (e.g., goal setting, motivational techniques) that are used to facilitate a patient's physical, psychological, and return to activity needs.

PS-9. Describe the psychosocial factors that affect persistent pain sensation and perception (e.g., emotional state, locus of control, psychodynamic issues, sociocultural factors, personal values and beliefs) and identify multidisciplinary approaches for assisting patients with persistent pain.

PS-10. 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.

Mental Health and Referral

PS-11. Describe the role of various mental healthcare providers (e.g., psychiatrists, psychologists, counselors, social workers) that may comprise a mental health referral network.

PS-12. Identify and refer clients/patients in need of mental healthcare.

PS-13. Identify and describe the basic signs and symptoms of mental health disorders (e.g., psychosis, neurosis; sub-clinical mood disturbances (e.g., depression, anxiety); and personal/social conflict (e.g., 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.

PS-14. Describe the psychological and sociocultural factors associated with common eating disorders.

PS-15. 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.

PS-16. Formulate a referral for an individual with a suspected mental health or substance abuse problem.

PS-17. 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.

PS-18. 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.

PD-9. Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.

PD-10. Develop healthcare educational programming specific to the target audience (e.g., clients/patients, healthcare personnel, administrators, parents, general public).
AT 320– Psychological Bases of Sport Injuries
Spring 2013

Glenn Edgerton, MS, LAT
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glenn.edgerton@nau.edu.

Office Hours:
M-11:30-12:30
TTH - 11 - 12
W - 12:30-2:30pm
or by appointment

Credit Hours: 2

Course Prerequisites: PSY 101

Required Text:

Electronic Text:

Course Description:
This course provides the student with the background and examination of psychological theories and clinical applications related to injuries/illnesses and the subsequent rehabilitation of the physically active.

Course Objective:
The course is designed to develop the student’s ability to optimize rehabilitative efforts of injuries & illnesses of the physically active. Various psychological considerations such as social support, imagery, education, and modeling techniques will be used. Eating disorders, substance abuse, and disability will be included.

Course Goals:
- Integrate a wide variety of psychological theories and clinical applications into a unified perspective on injuries of the physically active. (Discussion Questions)
- Provide students with an awareness of pertinent psychological factors believed to be related to injuries of the physically active. (Unit 6 DQs, quizzes, and assignment)
- Promote an awareness of the grief models and stress-based cognitive appraisal models used to clarify affective responses to injury. (Unit 9 DQs, quiz, assignment)
- Examine selected ethical and legal issues relevant to athletic trainers who counsel physically active individuals who have sustained an injury. (DQs, Quizzes, Assignments)
- Promote a better understanding of the referral choices and parameters of athletic trainers and other allied health care professionals who may be included in the healthy recovery of the injured/ill athlete. (Unit 3 DQs, quiz, assignment)
- Through active learning, students will investigate various mental strategies to optimize rehabilitative efforts for injuries to the physically active. (DQs, quizzes, assignments)
- Understand disordered eating and substance abuse issues that athletes may demonstrate and how to successfully perform an intervention with the athlete. (Practical Evaluation, Unit 4 DQs, quiz, assignment)
- Develop competent practitioners capable of managing the variety of psychological issues that present themselves in the physically active patients/athletes that athletic trainers care for. (DQs, quizzes, assignments, and practical evaluation)

**Course Content:**

The course consists of 10 units, some of which are 1 week long and others of which are 2 weeks long. Each unit will have assigned readings, and clearly articulated goals related to NATA guidelines. Each unit requires your response to a discussion question, a written assignment, and a quiz. You will also complete a practical examination, which is described below. Details on course content can be found below as well.

**Evaluation Methods**

A. **Quiz**
   Each unit will contain a 10-item quiz worth 30 points. The quiz will cover specific, detailed information drawn from the reading assignment. **Quizzes will be due on Friday at the end of each unit by 11:59 PM.** Once you start the quiz you will have 15 minutes to complete. You will only be allowed one attempt at each quiz.

B. **Assignments**
   Each unit will involve an assignment worth 30 points. The assignments will require that you complete the weekly reading prior to completing the assignment. On occasion, you will also be required to complete an exercise, interview your ACI, or perform a mock intervention with a volunteer (i.e. athlete, friend, ACI). **Assignments will be due on Sunday at the end of each unit by 11:59 PM.**

C. **Discussion Forums**
   Each unit will contain one discussion forum worth 30 points. The discussion forum will require that you complete the weekly reading prior to completing the assignment. On occasion, you will also be required to complete an exercise, interview your ACI, or perform a mock intervention with a volunteer (i.e. athlete, friend, ACI). Your answers must be substantive, citing appropriate sources where necessary, and at least 250 words in length. You must address every question answered in the discussion forum. You will also be required to reply to 2 classmates with a substantive reply of at least
50 words. Initial discussion questions will be due on Friday at the end of each unit by 11:59 PM. Peer responses will be due by Sunday of each unit.

D. Practical Exam – Intervention
At the end of the semester, each student will perform a mock intervention of either an athlete with an eating disorder or a substance abuse problem. This final practical exam will be worth 100 points. There will be more detailed instructions to follow regarding your practical. It will be due by the end of reading week, Friday May 3rd at 11:59 PM.

Grading System

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>300</td>
<td>90% (1000-900) = A</td>
</tr>
<tr>
<td>Assignments</td>
<td>300points</td>
<td>80% (899-800) = B</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>300points</td>
<td>70% (799-700) = C</td>
</tr>
<tr>
<td>Practical Exam - Intervention</td>
<td>100 points</td>
<td>60% (699-600) = D</td>
</tr>
</tbody>
</table>

Total Points 1000 points

Course Policy

Retest/makeup tests
Arrangements must be made with instructor prior to the scheduled exam/quiz/assignment/discussion date. In the case of an unforeseeable situation, contact must be made with the instructor within 24 hours.

Statement on plagiarism and cheating
See University policy at:
http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf

Withdrawal Policy
Please use the following link to review important dates and deadlines concerning drop/add and withdrawals. http://nau.edu/Registrar/Important-Dates/Spring-2013-Session-Deadlines/

University Policies
Visit the University’s website regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity. :
http://home.nau.edu/studentlife/handbook.asp

Course Content Details:
UNIT 1: Introduction and Course Overview
Week1 – 1/14-1/20
A. Topics and goals
   a. 2006 NATA Psychosocial Intervention and Referral Domain
      i. Cognitive Competencies Overview
      ii. Clinical Proficiencies Overview

   b. Enlisting support of the ACI
c. Preparing for engaged learning

d. The role of the AT in psychosocial issues

B. Reading Assignment

a. Mensch and Miller chapter 1
b. Pargman chapter 12, p. 201-205 Psychoeducational Group Approach
c. Pargman Chapter 16

C. Discussion Question:

To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of these competencies.

General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

Question:

Describe a time when you have worked with an injured athlete and encountered issues that demonstrate the psychological constructs discussed on pages 4-8. How would increased knowledge of psychosocial issues in sports injury have helped you manage that athlete’s injury better?

D. Written Assignment:

To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Complete the discussion question for Unit 1, as you will utilize this information for this assignment. The write up for this assignment must reflect an understanding of NATA competencies and include data from an interview with your ACI. You will also need to review the syllabus so that you can inform your ACI what you will be covering in this class.

Part I:

Throughout this course you will be asked to conduct interviews, mock interventions and psychoeducational sessions with the ACIs, athletes, and coaches at your clinical site or with other volunteers. The psychosocial competencies you must master are relatively recent requirements, and many ACIs, athletes and coaches are unfamiliar with them. How will you explain to your ACIs, athletes, and coaches the relevance of psychosocial intervention and referral to your future certification as an athletic trainer? (hint: think ‘cognitive competencies’) How will you explain to your ACIs, athletes, and coaches the importance of their participation in interviews and mock intervention techniques? (hint: think ‘clinical proficiencies’).

Part II:
Schedule a 15-30 minute meeting with your ACI during which you will explain to the ACI the cognitive competencies and clinical proficiencies required in AT320, ask the ACI for his or her support in completing your class assignments by participating in interviews, supervising mock educational sessions, and conducting a mock intervention wherein you refer an athlete for additional counseling.

Part III:
Write a 2 page paper summarizing the answer to the questions in part I, how you presented these issues to your ACI, and your ACI’s response during the meeting required for part II. Please remember to cite your textbook where appropriate.

- 2-3 pages
- 12-pt font, one inch margins
- Double spaced
- Citations/references included

E. Quiz

1) The Six Session Psychoeducational group
2) NATA cognitive competencies and clinical proficiencies.
3) The role of the athletic trainer in supporting psychosocial health of the athlete.

UNIT 2: Interpersonal and Communication Skills for the Athletic Trainer
Week 2 – 1/21-1/27

A. Cognitive Competency addressed and associated goals:
   a. Describe the theories and techniques of interpersonal and cross-cultural communication
   b. Explain the basic principles of counseling (discussion, active listening, and resolution) and the various strategies that ATCs may employ to avoid and resolve conflicts among superiors, peers, and subordinates.
   c. This section also assists in the development in clinical proficiency #1, the ability to conduct an appropriate intervention.

B. Reading Assignment
   a. Mensch and Miller chapter 2
   b. Pargman Chapter 5 (skip p. 85-87 Referral for Psychological Services)

C. Discussion Question

To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module.
General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

Complete the following exercise. Post your answers:

Below are listed some of the typical statements patients may make to the athletic trainer in the training room. Please read them and respond in the space provided. Identify the potential coping mechanism of the patient using the model discussed in the Helping and Coping section of your chapter, on pages 37-39 of your text. Classify the nature of your response based on the Intentional Interviewing section of chapter 2 on pages 47-55. (This exercise is based on exercise 8 in chapter 2 of your text)

Scenario 1:

“Here I am sitting in this training room. Nobody on the team cares where I am. I wouldn’t even be here if Paul had blocked me like he was supposed to.”

Response:

Intentional Interviewing Skill:

Coping Mechanism:

Scenario 2:

“I don’t need to come in for rehab. I’m doing my exercises at home. In fact, I’m doing double what you said to do, and things are going fine. I can handle this.”

Response:

Intentional Interviewing Skill:

Coping Mechanism:

Scenario 3:

“I don’t want to do my home exercises because I’m not sure I’m doing them right. When I do this exercise at home I get a clicking in my knee and some pain down my leg. I’d rather do all of my rehab here.

Response:

Intentional Interviewing Skill:

Coping Mechanism:

D. Written Assignment

To prepare: Complete this week’s reading assignment. Your written assignment must demonstrate an understanding of the material covered in the reading. Pay close attention to the material on pages 46-55 of Mensch and Miller. You must cite the textbooks and one additional
scholarly source for this assignment. You will require a volunteer with whom to practice active listening for this assignment. If you would like to see some live examples, please consider watching these videos:

Short version (mandatory):

http://www.youtube.com/watch?v=tO68uTk-T_E&feature=fvw

Active listening in sales (optional):

http://www.youtube.com/watch?v=2lDjbl3sQ2SM&feature=related

Active listening in sales, part 2 (optional):

http://www.youtube.com/watch?v=kkqycNyXjJU&feature=related

Set a timer for 5 minutes. Ask your volunteer to tell you about an experience he or she has had with physical injury or medical illness. Listen to your volunteer closely, and paraphrase what you have heard. Ask the volunteer if you have heard correctly. Do not move forward with the conversation until you have heard them correctly. Then ask a question related to their story to elicit more detailed information. Listen and paraphrase a second time. Next set a timer for 5 minute, and switch roles.

Write up your experience in a 2 page double spaced paper. Relate this experience to the reading, considering things such as Cavanagh and Levitov’s six stage model, attending behaviors, the Five-Phase Cycle of Empathic Skillfulness, reflecting, summarizing, and the various incongruities sometimes present in patient accounts mentioned on page 54.

E. Quiz Study Guide

1) Healthy personality features
2) Brickman’s models of helping and coping
3) Skinner’s approach
4) Rational Emotive Behavior approach
5) Person centered approach
6) Choice theory
7) Cavanagh and Levitov’s 6-stage model of the helping interview
8) Intentional interviewing skills, including active listening
9) HOPE

UNIT 3: Systematic Referrals
Week 3 and 4 – 1/28 – 2/10

A. Cognitive Competency addressed and associated goals:
a. Describe the roles and function of various community-based health care providers and the accepted protocols that govern the referral of patients to these professionals.

b. Explain the potential need for psychosocial intervention and referral when dealing with populations requiring special consideration.

c. Explain the importance of providing health care information to patients, parents/guardians, and others regarding the psychological and emotional well-being of the patient.

d. Identifying patients in need of referral

e. Triage referrals

f. This section also assists in the development in clinical proficiency #1, the ability to conduct an appropriate intervention.

B. Reading Assignment
a. Chapter 3 Mensch and Miller

C. Discussion Question

To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module.

General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

Please read the scenario and answer the questions below:

Sarah plays basketball on scholarship at a state university. She has WNBA potential, and has dreamt of playing professionally since middle school. She is normally an upbeat, optimistic person—the one her team counts on to rally them all when things get tough. Six months ago her mother died in a car accident. Since then, her attendance at practice has been slipping, she’s not socializing with her teammates, and she seems withdrawn. Her coach asks you to talk with her about possible depression.

1. Would this be an appropriate case for a referral? Why or why not?

2. Who else might referral affect and who else might you need to consider as the ATC?

3. Is this a Level 1, 2 or 3 referral? Why did you choose that level?

4. Assuming you were the ATC, and that you had a good relationship with Sarah, how would you go about referring her? Give an example of what you would say specifically.

D. Written Assignment
To prepare: Complete this week’s reading so that you are familiar with the various aspects of systematic referrals. Your essay must reflect an understanding of these competencies.

Interview your ACI regarding his/her experience referring athletes to mental health care providers.

Review the Policies and Procedures for referral to mental health care providers at your facility.

Contact a mental health care provider in your area. Identify yourself as an athletic training student in a clinical placement who is seeking mental health referral resources. Ask the provider what procedures they follow when receiving referrals from other health care providers (i.e. do they prefer a phone call or written letter from the health care provider? Do they prefer that the patient call for his/her own appointment, or can you call for them?).

Write a 2-page essay detailing what you have learned about psychosocial referral policies and procedures in your clinical setting. Please include any experience you may already have in this area. Please use citations where appropriate.

- 2-3 pages
- 12-pt font, one inch margins
- Double spaced
- Citations/references included

E. Quiz Study Guide

1) The titles and roles of various mental health care professionals
2) The levels of referral
3) The process of referral and follow up after referral is made
4) The indicators that a referral is necessary

UNIT 4: Substance Abuse Disorders, Eating disorders, and Interventions
Weeks 5 and 6 – 2/11 – 2/24

A. Cognitive Competency addressed and associated goals:

a. Identify and describe the sociological, biological, and psychological influences toward substance abuse, addictive personality traits, commonly abused substances, signed and symptoms associated with the abuse of these substances, and their impact on an individual’s health and physical performance.

b. Identify the symptoms and clinical signs of common eating disorders and the psychological and sociocultural factors associated with these disorders.

c. This section also assists in the development in clinical proficiency #1, the ability to conduct an appropriate intervention.
B. Reading Assignment
   a. Mensch and Miller Chapter 4, 5 and 9

C. Discussion Question
   To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module.

   General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

   The question:

   The text recommends educating athletes so that teammates can have sufficient knowledge to identify a problem in another athlete and ask for assistance. Write 1-3 paragraphs detailing what you believe every athlete should know about substance abuse and eating disorders.

D. Written Assignment
   Review the document entitled AT320 Practical Exam Scenarios. Practice one eating disorder scenario and one substance abuse scenario with your ACI. Your ACI may observe and comment if you are able to find a mock patient, or your ACI may serve as both the observer and the mock patient if necessary. Ask your ACI to complete your mock practical exam evaluation form. Either scan and email or fax the completed and signed form to the instructor.

E. Quiz Study Guide
   1) Signs and symptoms of substance abuse
   2) Signs and symptoms of eating disorders
   3) Personality factors contributing to eating disorders
   4) The female athletic triad
   5) The impact of substance abuse and eating disorders to athletic performance.

UNIT 5: Mental Health Issues and Interventions Week 7 – 2/25 – 3/3
A. Cognitive Competency addressed and associated goals:
   a. Describe the basic signs and symptoms of mental disorders (psychoses), emotional disorders (neuroses, depression), or personal/social conflict (family problems, academic or emotional stress, personal assault or abuse, sexual assault, sexual harassment), as well as the contemporary personal, school, and community health service agencies, such as community-based psychological and social support services, that treat these
conditions and the appropriate referral procedures for accessing these health service agencies.

b. Describe the acceptance and grieving processes that follow a catastrophic event and the need for a psychological intervention and referral plan for all parties affected by the event.

c. This section also assists in the development in clinical proficiency #1, the ability to conduct an appropriate intervention.

B. Reading Assignment
   a. Mensch and Miller Chapter 7
   b. Mensch and Miller Chapter 8

C. Discussion Question

To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module. Read the policies and procedures at your clinical site guiding decision making around the issues of psychological referral, including psychological responses to catastrophic events.

General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

The Question: Watch the video clip at this link, and answer the following questions (please do additional research to answer the questions fully):
http://www.youtube.com/watch?v=pAE12hdQ9ok

How did Jordan Burnham's anxiety and depression affect his athletic performance? Knowing what you know now, how could you have intervened if you had been Jordan's athletic trainer? What questions could you have asked to elicit a diagnosis? How could you have helped him accept a referral? What policies and procedures exist at your current clinical site to guide identification and referral of athletes who are struggling with psychological issues?

D. Written Assignment

- 2-3 pages
- 12-pt font, one inch margins
- Double spaced
- Citations/references included

Consider an event in your own life where someone that you cared about was either catastrophically injured or passed away. Write a 2-3 page reflection paper addressing the following questions: What happened? Knowing the stages of grieving, how would you say you
dealt with this trauma and what stage are you at now? How might your past experience help you understand a grieving athlete of yours in the future? What policies and procedures exist at your current clinical site to guide psychological intervention and referral of those affected by catastrophic injury? [Suggestion: write a one paragraph introduction, one paragraph answering each of the questions, and a one paragraph conclusion]

E. Quiz Study Guide

1) Risks and benefits of athletic involvement

2) The signs and symptoms of the major psychological disorders covered in the chapters.

3) The role of the ATC in promoting psychological health of the athlete

UNIT 6: Psychological Responses to Injury Week 8 and 10 – 3/4 – 3/17

A. Cognitive Competency addressed and associated goals:

   a. Explain the stress-response model and the psychological and emotional responses to trauma and forced inactivity.

   b. Describe the psychosocial factors that affect persistent pain perception (i.e., emotional state, locus of control, psychodynamic issues, sociocultural factors, and personal values and beliefs) and identify multidisciplinary approaches for managing patients with persistent pain.

   c. This section also assists in the development of clinical proficiency #2, integrating motivational techniques into an injury rehabilitation.

B. Reading Assignment

   a. Mensch and Miller chapter 6 (p. 163-176)

   b. Pargman Chapter 18

C. Discussion Question

To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module. This discussion question requires that you complete the Written Assignment for this module prior to answering the discussion question.

General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.
Practice your psychoeducational group session with a mock patient. Ask for feedback about the 3 things you did best, and the 3 things that could use improvement. Report the feedback.

How can knowing this information benefit injured athletes in their rehabilitation process?

How did you feel about the content of your session? How did you feel about your delivery of your session? Were you already providing athletes with this information at the beginning of rehab? If not, do you think you will be more likely to do so now that you have prepared this information?

D. Written Assignment: Refer, Pargman chapter 12 page 202 regarding the 6-session psychoeducational group.

Prepare a psychoeducational group session which will provide athletes with the following:
- Common emotional, physical, cognitive and behavioral responses to injury
- The typical stages of recovery
- The psychological effects of pain, and the psychological factors contributing to pain

Your group session should include:
- A mini-lecture
- An activity which provides for group interaction and engagement with the material covered in the mini-lecture.
- Questions for reflection

Practice this session with your ACI or an athlete (with your ACI’s permission) and include a paragraph summarizing your experience at the end of the session.

E. Quiz Study Guide

1) Phases of injury, including prehabilitation and discharge parameters

2) Psychological goals for each phase

3) Microtrauma vs. macrotrauma


A. Cognitive Competency addressed and associated goals:

a. Describe the motivational techniques that the athletic trainer must use during injury rehabilitation and reconditioning.

b. This section also assists in the development of clinical proficiency #2, integrating motivational techniques into an injury rehabilitation.

B. Reading Assignment

a. Mensch and Miller chapter 6 (p. 176-181)

b. Webpage on SMART goals (given in the Assignment for this unit).

C. Discussion Question
To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module.

Re-read pages 176-179, the section entitled “Motivation.” Peruse this website, based on the work of Dr. Carol Dweck, about how to change to a growth-oriented mindset:

http://mindsetonline.com/changeyourmindset/natureofchange/index.html

General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

The Question:

The text states that competency motivation and an internal local of causality are two mindsets that foster improved motivation, and subsequently improved results. Dr. Dweck’s work demonstrates that people can be taught to have a growth or mastery-oriented mindset. Give an example of an unmotivated injured athlete you have had in the past. Knowing what you know now, how could you help that athlete develop greater motivation for rehabilitation? What statements did they make that demonstrated a fixed mindset? How could you reframe those statements to help them develop a growth oriented mindset?

D. Written Assignment: Session 2 Setting goals and improving motivation Pargman Chapter 12 page 202-203

To Prepare:
The textbook says “Outcome goals are least effective for a variety of reasons. They distract athletes from task-relevant strategies and can cause worry, especially during competitive situations. Because outcomes are contingent on a concert of individual efforts, individuals have limited control over outcome situations (Mensch and Miller, p. 180).” However, it is often easiest to establish a partnership with patients around their self-identified outcome goals. What we must then do as clinicians is break this long term outcome goal into the smaller, performance or process oriented, steps that can be taken in the immediate future. Carefully study pages180-181 in Mensch and Miller, including the various goal types and guidelines, and the following website regarding SMART goals:


Using either an example from a current case, past case, or a fictional case, prepare a rehabilitation plan that consists of a series of SMART short term goals (performance goals and process goals) that lead to the long term outcome goal identified by the patient (or fictional patient). The entire rehabilitation plan should be for at least a one month duration. You will set goals for three time periods: the first session, the end of the first week, and the end of the month. This can be in list form for ease of use.

E. Quiz Study Guide

4) Goal types, and the pros and cons of each

5) SMART acronym
6) Pages 176-179 are heavily tested

UNIT 8: Stress Reduction and Athletic Injury Weeks 12 and 13 – 4/1 – 4/14
A. Cognitive Competency addressed and associated goals:
   a. Describe the basic principles of mental preparation, relaxation, visualization and desensitization techniques.
   b. Explain the stress-response model and the psychological and emotional responses to trauma and forced inactivity.
   c. Describe the role of stress reduction in injury prevention.
   d. Relaxation techniques
   e. Visual imagery techniques
   f. This section also assists in the development of clinical proficiency #2, integrating motivational techniques into an injury rehabilitation.

B. Reading Assignment
   a. Mensch and Miller (p. 181-90)
   b. Pargman Chapter 1 pages 3-11, Chapter 2, Chapter 3 and Chapter 8

C. Discussion Question
   To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of these competencies.
   General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.
   Question: The NATA competencies contain a Risk Management and Injury Prevention domain. Did this week’s readings convince you that stress management could effectively decrease sport injuries? Why or why not? Please cite references for your rationale from the literature, either this week’s readings or other research you have done. This question does not call for personal opinion, but rather clinical and educated opinion based on research and clinical experience. Given what you have read in this week’s reading, why do you believe stress management/injury prevention programs are not more prevalent? How can you use this information to benefit your athletes as an ATC?

D. Written Assignment
   This assignment will also require that you review Sessions 3 and 4, imagery and relaxation Pargman Chapter 12 pages 203.
Review the relaxation techniques on pages 189-191 of Mensch and Miller. Choose the technique that most appeals to you, and practice it for 15 minutes (or complete phase 1 listed on page 191). Lead a volunteer through the same exercise for 15-20 minutes. Ask for feedback regarding what you did well and what you could improve upon. Answer the following questions in 1-5 sentences each:

1. What three things did you do well when you lead your volunteer?
2. What three things could you have improved upon?
3. Describe your wiliness and comfort level in training an athlete in relaxation?
4. What are the benefits of relaxation techniques to the injured athlete?
5. What are the benefits of imagery to the injured athlete?
6. How comfortable would you be introducing an injured athlete to these techniques?
7. What circumstances might lead you to refer an injured athlete to a mental health professional for training in these techniques?

E. Quiz Study Guide

1) Imagery
2) Cognitive vs. Somatic Relaxation techniques
3) Desensitization
4) The interrelationships between stress, personality, and injury.
5) Stress reduction and injury prevention.

UNIT 9: Positive Coping Strategies Week 14 - 4/15- 4/21

A. Cognitive Competency addressed and associated goals:

a. Describe the basic principles of general personality traits, associated trait anxiety, locus of control, and patient and social environmental interactions.

b. This section also assists in the development of clinical proficiency #2, integrating motivational techniques into an injury rehabilitation.

B. Reading Assignment

a. Pargman Chapter 4

C. Discussion Question

To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module. This question will address pages 54-61 in great detail.
The question:
Which positive coping strategies do you exhibit? Which negative coping strategies do you exhibit? Which negative coping strategies in your athletes tend to be the most challenging for you to deal with? How can you use your self-reflection and the information in this week’s reading to overcome these challenges? [Be sure to use terminology from this week’s reading in your response]

D. Written Assignment:

Many times people learn new coping strategies simply by learning about the pros and cons of various coping styles and having the opportunity for self reflection. Research has even shown that people can be taught to cope in new ways! Psychoeducation is of great benefit for such people. You may save yourself a great deal of time and frustration by providing this education during your rehabilitation. You may choose to educate your patients via many means: pamphlets, essays, casual conversation during other exercises, during 1:1 sessions, or during psychosocial groups. This type of education may also obviate the need for psychological referral if effective.

For this assignment, review Session 4 Confidence and Positive Thinking page 203 in Pargman Chapter 12. This assignment will require that you draw heavily from pages 54-61 and pages 69-72.

You will create your own psychoeducational group session addressing coping styles, informing athletes of the various styles and the strength and weaknesses of each.

Your educational material should address:

- Neuroticism
- Explanatory styles
- Dispositional optimism
- Perfectionism
- Hardiness

Your group session should include:
- A mini-lecture
- An activity which provides for group interaction and engagement with the material covered in the mini-lecture.
- Questions for reflection
Practice this session with your ACI or an athlete (with your ACI’s permission) and include a paragraph summarizing your experience at the end of the session.

E. Quiz Study Guide

6) Pages 55-61 are heavily tested
7) Normal reactions to injury
8) Assessing personality traits

UNIT 10: Managing the Athlete’s Social Support Week 15 - 4/22 – 4/28

A. Cognitive Competency addressed and associated goals:

a. Explain the importance of providing health care information to patients, parents, guardians, and others regarding the psychological and emotional well-being of the patient.

b. This section also assists in the development of clinical proficiency #2, integrating motivational techniques into injury rehabilitation.

B. Reading Assignment

a. Pargman Chapter 14

C. Discussion Question

To prepare: Complete this week’s reading so that you are familiar with the NATA requirements for psychosocial intervention and referral, and your ethical responsibilities as an athletic trainer. Your answer must reflect an understanding of the competencies covered in this module. Also review Session 6 Enhancing support and improving Communication on page 204 Pargman Chapter 12

General guidelines: Please answer the following question with a minimum of 250 word response. Please cite your textbook readings and at least one other source in your response. You may complete this work in a Word document, but please copy and paste your response to the discussion board. Please reply to 2 other classmates’ posts with substantive responses of at least 50 words minimum.

The question:

Coach support can be critical in returning a player to sport. The textbook reviews the many benefits of coach support, and provides advice on how athletes and coaches can facilitate the process of implementing coach support. What suggestions can you make regarding the role of an ATC in facilitating coach support of an injured athlete? How can you support the athlete in following the recommendations of the text? Remember, they haven’t read the text and may not know the importance of or the need for coach support—how can you educate them? How can you educate the coaches regarding their role in supporting an athlete? [Hint: be creative—not everything you do must occur solely in the context of treating an injured athlete. Your interventions can be proactive and can take many forms]
D. Written Assignment:
   - 2-3 pages
   - 12-pt font, one inch margins
   - Double spaced
   - Citations/references included

For this assignment, review pages 85-89 in Mensch and Miller with close attention to the issue of confidentiality in the referral process. You will write a 2 page paper addressing the importance of providing health care information to patients, parents, guardians, and others regarding the psychological and emotional well-being of the patient. The following questions can be used to jump-start your thinking on this topic:

Under what circumstances is it appropriate for the ATC to share medical and psychological information regarding the athlete with parents, coaches and other people? How much information should be shared? Under what circumstances is it inappropriate for the ATC to share medical and psychological information regarding the athlete with parents, coaches and other people? What types of information should be kept private? How could you work with the athlete to determine their comfort level with such sharing?

E. Quiz Study Guide
   a. The categories of stressors and examples of each kind
   b. Cognitive distortions and the definitions of each
   c. The categories of support and examples of each kind.
   d. The role of coach support in each phase of injury.

Practical Exam – Week 15 – 4/29 – 5/3

Choose two different scenarios from those you chose in Unit 4. Complete one scenario for eating disorder and one for substance abuse. Have you ACI find a suitable model or have the ACI serve as the model. ACI fills out the Practical Evaluation Form for each scenario and scan copy is uploaded on BbLearn (Evaluation forms are available on BbLearn under “Practical Exam” tab on Content Page). The practical exam evaluation form must be submitted no later than May 3th at 11:59PM.

NATA Competencies covered in this course

Disordered Eating and Eating Disorders
PHP-46. Identify and describe the signs, symptoms, physiological, and psychological responses of clients/patients with disordered eating or eating disorders.
PHP-47. 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.

**Psychological Strategies and Referral**

**Theoretical Background**

**PS-1.** 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.

**PS-2.** Explain the theoretical background of psychological and emotional responses to injury and forced inactivity (e.g., cognitive appraisal model, stress response model).

**PS-3.** Describe how psychosocial considerations affect clinical decision-making related to return to activity or participation (e.g., motivation, confidence).

**PS-4.** 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.

**PS-5.** Summarize contemporary theory regarding educating patients of all ages and cultural backgrounds to effect behavioral change.

**Psychosocial Strategies**

**PS-6.** 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.

**PS-7.** Describe the psychological techniques (e.g., 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.

**PS-8.** Describe psychological interventions (e.g., goal setting, motivational techniques) that are used to facilitate a patient’s physical, psychological, and return to activity needs.

**PS-9.** Describe the psychosocial factors that affect persistent pain sensation and perception (e.g., emotional state, locus of control, psychodynamic issues, sociocultural factors, personal values and beliefs) and identify multidisciplinary approaches for assisting patients with persistent pain.

**PS-10.** 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.

**Mental Health and Referral**

**PS-11.** Describe the role of various mental healthcare providers (e.g., psychiatrists, psychologists, counselors, social workers) that may comprise a mental health referral network.

**PS-12.** Identify and refer clients/patients in need of mental healthcare.

**PS-13.** Identify and describe the basic signs and symptoms of mental health disorders (e.g., psychosis, neurosis; sub-clinical mood disturbances (e.g., depression, anxiety); and personal/social conflict (e.g., 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.

**PS-14.** Describe the psychological and sociocultural factors associated with common eating disorders.

**PS-15.** 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.

**PS-16.** Formulate a referral for an individual with a suspected mental health or substance abuse problem.

**PS-17.** 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.

**PS-18.** 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.

**PD-9.** Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.
PD-10. Develop healthcare educational programming specific to the target audience (e.g., clients/patients, healthcare personnel, administrators, parents, general public).
Please attach proposed Syllabus in approved university format.

1. Course subject and number: AT 650
2. Units: 2
   See upper and lower division undergraduate course definitions.

3. College: CHHS
4. Academic Unit: Athletic Training

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)
   Upon successful completion of this course, the graduate student will:
   - Describe the types of quantitative and qualitative research, research components, and levels of research evidence at a level beyond what was acquired in the bachelor's level statistics and/or research course(s).
   - Describe the differences between narrative reviews, systematic reviews, and meta-analyses.
   - Use standard criteria or developed scales (eg, PEDro, Oxford Centre for Evidence Based Medicine Scale, etc) to perform advanced critical appraisals of the structure, rigor, and overall quality of research studies.
   - Apply the appraisal instrument to several qualitative research articles and interpret the results.
   - Apply the appraisal instrument to several quantitative research articles and interpret the results.
   - Apply the appropriate appraisal instrument to your Applied Project research articles and implement the results by using advanced critical thinking skills to include or exclude articles for your Project.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)
   ABOR has approved the new Master’s Degree in Athletic Training. Thus, we have created a whole new curriculum for the master’s degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT. There is NOT a BS-AT course equivalent for this course.

   See effective dates calendar.

8. Long course title: Research Evaluation in Athletic Training
   (max 100 characters including spaces)

9. Short course title: Research Eval
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
    This online course will prepare the student to critically evaluate both qualitative and quantitative research. Athletic training research articles will be used as students learn the steps to evaluating research.
11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes X  No □
   If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?  Yes □  No X
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)?  Yes □  No X
   If yes, include a letter of response from each impacted academic unit.

14. Grading option:  Letter grade X  Pass/Fail □  Both □

15. Co-convened with: ____________________________ 14a. UGC approval date*: ____________________________
   (For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?  Yes □  No X
   16a. If yes, maximum units allowed? ____________________________
   16b. If yes, may course be repeated for additional units in the same term?  Yes □  No □

18. Prerequisites:  Admission to MS-AT program
   If prerequisites, include the rationale for the prerequisites.

19. Co requisites:
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  Yes □  No X
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  Debbie Craig, Scot Raab

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation?  Yes □  No □
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?  Yes □  No □
   If yes, include a Diversity proposal and syllabus with this proposal.
Reviewed by Curriculum Process Associate                      Date

Approvals:

Department Chair/ Unit Head (if appropriate)                      Date

Chair of college curriculum committee                             Date

Dean of college                                                   Date

For Committee use only:

UCC/UGC/ECCC Approval                                              Date

Approved as submitted:                                             Yes ☐    No ☐

Approved as modified:                                              Yes ☐    No ☐
Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation? Yes □ No □
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes □ No □
   If yes, include a Diversity proposal and syllabus with this proposal.

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**FLAGSTAFF MOUNTAIN CAMPUS**

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<td>Mark Emmert</td>
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<td>Department Chair/Unit Head (if appropriate)</td>
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<td>Cheryl Mare Harmon</td>
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<td>John Schmitz</td>
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**EXTENDED CAMPUSSES**

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<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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AT 650 – RESEARCH III – RESEARCH EVALUATION
FALL 2015

Debbie Craig, PhD, AT, LAT
Office - CHP 121-B
928-523-0704
Debbie.Craig@nau.edu

Office Hours: MWF 9:00am – 11:00am
or by appointment

Credit Hours: 2

Course Prerequisites: Admittance to the program.

Course Description: This online course will prepare the student to evaluate both qualitative and quantitative research. Athletic training research articles will be used as students learn the steps to evaluating research.

Student Learning Outcomes:
Upon successful completion of this course, the graduate student will:

- Describe the types of qualitative and quantitative research, research components, and levels of research evidence at a level beyond what was acquired in the bachelor’s level statistics and/or research course(s).
- Describe the differences between narrative reviews, systematic reviews, and meta-analyses.
- Use standard criteria or developed scales (e.g., PEDro, Oxford Centre for Evidence Based Medicine Scale, etc) to perform advanced critical appraisals of the structure, rigor, and overall quality of research studies.
- Apply the appraisal instrument to several qualitative research articles and interpret the results.
- Apply the appraisal instrument to several quantitative research articles and interpret the results.
- Apply the appropriate appraisal instrument to your Applied Project research articles and implement the results by using advanced critical thinking skills to include or exclude articles for your Project.

Course Structure/Approach: This online course will provide 5 modules to introduce topics associated with evaluation of research. Both qualitative and quantitative approaches will be discussed, along with different appraisal instruments used to evaluate each. With this background, students will learn to use the instruments by applying them to several different research articles, including their own reference list for their Applied Project.

Textbooks/Materials (R=required, O=optional):
R: Oxford Centre for Evidence Based Medicine Scale accessed at: http://www.cebm.net/
R: Supplemental readings from scholarly journals will be required for graduate students. The purpose of the scholarly journal readings will be to further expand on current knowledge obtained during the undergraduate experience.

Course Outline:
Students will progress through each module at a scheduled pace. Each module will require a quiz at the end of the module, which must be passed with a 75% score or better to progress to the next module. Additionally, Modules 3-5 require the application of research evaluation techniques to research articles, which will be provided by the professor in the BBLea course.

Module 1 - Review qualitative and quantitative methodologies. Review levels of research evidence for each.
Module 2 - Standard criteria and developed scales for critically appraising the structure, rigor, and overall quality of research.
Module 3 - Practice evaluating quantitative research studies.
Module 4 – Practice evaluating qualitative research studies.
Module 5 – Applying the appropriate appraisal instrument to your Applied Project research articles.
Assessment of Student Learning Outcomes:
1. Quizzes - A quiz will be required at the end of each Module and must be passed with a 75% score or better in order to progress to the next module. Each quiz is worth 25 points. (125 points total)
2. Quantitative research article appraisals. 3 appraisals worth 50 points each. (150 points total)
3. Qualitative research article appraisals. 2 appraisals worth 50 points each. (100 points total)
4. Applying appraisal instrument to 5 research studies for student’s Applied Project. (150 points total)

Grading System:
- Quizzes - 125 points
- Quant Appraisals - 150 points
- Qual Appraisals - 100 points
- Applied Proj Appraisals - 150 points
- Total points - 525 points

Course Policies:
Retest/makeup tests - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible. Unexcused absences will result in a 10 point deduction.

Cell Phone/Browsing - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately and a 20 point deduction will be recorded per incident.

Statement on plagiarism and cheating - See University policies, at:
http://home.nau.edu/images/userimages/aw/62445%20ACADEMIC%20DISHONESTY.pdf

Withdrawal Policy - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

University Policies:
Proposal for New Course

1. Course subject and number: AT 655
2. Units: 2

See upper and lower division undergraduate course definitions.

3. College: CHHS
4. Academic Unit: Athletic Training

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon successful completion of this course, the graduate student will:

- Determine the effectiveness and efficacy of an athletic training intervention on a true patient at their clinical site utilizing evidence-based practice concepts to continue their program Applied Project;
- Perform an advanced clinical outcomes assessment once the research intervention has been applied;
- Utilize advanced critical analysis skills to interpret the clinical outcomes assessment on patient status, progress, and change using psychometrically sound outcome instruments;
- Write a professional paper that is worthy of publication in a professional journal as a culminating experience for their MS-AT program.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)

ABOR has approved the new Master's Degree in Athletic Training. Thus, we have created a whole new curriculum for the master's degree that meets our professional accreditation standards. This is one of the new courses for the MS-AT.


See effective dates calendar.

8. Long course title: Research IV – Applied Project

(max 100 characters including spaces)


(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
The student will employ graduate level critical thinking to implement their Applied Project research, assess the results, and write their final paper. Each student will work with a professor for advisement through this final phase of their research. Students are expected to submit their final Applied Project paper to a scholarly journal for publication.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?  
Yes ☐  No ☑
If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?  
Yes ☐  No ☑
If yes, include a letter of response from each impacted academic unit.

14. Grading option:  
Letter grade ☑  Pass/Fail ☐  Both ☐

15. Co-convened with:  
(For example: ESE 450 and ESE 550) See co-convening policy.
14a. UGC approval date*:  
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:  
(For example: ES 450 and DIS 450) See cross listing policy.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?  
Yes ☐  No ☑
16a. If yes, maximum units allowed?  
16b. If yes, may course be repeated for additional units in the same term?  
Yes ☐  No ☑

18. Prerequisites:  
Admission to MS-AT program
If prerequisites, include the rationale for the prerequisites.

19. Co requisites:  
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  
Yes ☐  No ☑
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  
Debbie Craig, Scot Raab, Glenn Edgerton

Answer 22-23 for UCC/ECCC only:

22. Is this course being proposed for Liberal Studies designation?  
Yes ☐  No ☑
If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?  
Yes ☐  No ☑
If yes, include a Diversity proposal and syllabus with this proposal.
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Approved as modified:     Yes ☐  No ☐
23. Is this course being proposed for Diversity designation? Yes [ ] No [ ]
   If yes, include a Diversity proposal and syllabus with this proposal.

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Approved as submitted: Yes [ ] No [ ]
Approved as modified: Yes [ ] No [ ]

**EXTENDED CAMPUSES**

| Reviewed by Curriculum Process Associate Date |
|-----------------------------------------------|------|

**Approvals:**

| Academic Unit Head Date |
|-------------------------|------|
| [Signature]             |      |

| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date |
|---------------------------------------------------------------------------|------|
| [Signature]                                                              |      |

| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) Date |
|--------------------------------------------------------------------------------------------|------|
| [Signature]                                                                           |      |
AT 655 – RESEARCH IV – APPLIED PROJECT
SPRING 2016

Debbie Craig, PhD, AT, LAT
Office - CHP 121-B
928-523-0704
Debbie.Craig@nau.edu

Credit Hours: 2

Course Prerequisites: Admittance to the program.

Course Description: The student will employ graduate level critical thinking to implement their Applied Project research, assess the results, and write their final paper. Each student will work with a professor for advisement through this final phase of their research. Students are expected to submit their final Applied Project paper to a scholarly journal for publication.

Student Learning Outcomes:

Upon successful completion of this course, the graduate student will:

- Determine the effectiveness and efficacy of an athletic training intervention on a true patient at their clinical site utilizing evidence-based practice concepts to continue their program Applied Project;
- Perform an advanced clinical outcomes assessment once the research intervention has been applied;
- Utilize advanced critical analysis skills to interpret the clinical outcomes assessment on patient status, progress, and change using psychometrically sound outcome instruments;
- Write a professional paper that is worthy of publication in a professional journal as a culminating experience for their MS-AT program.

Course Structure/Approach: This class will meet once per week via Collaborate in BBLearn, to discuss clinical outcomes assessments, interpreting those results, and the structure of writing a professional paper for potential publication. Beyond those meetings, students will continue progress with their Applied Project by working with a professor independently.

Textbooks/Materials (R=required, O=optional):
Previous textbooks/materials used for research courses (AT 550, 555, 650) will be used for this course. Not new texts required.

Course Outline:
Students will progress through each module at different paces. To begin the semester, the student will submit a rough timeline that they intend to follow through each module to completion of Module 5.
Module 1 – get approval to implement intervention; implement intervention; record results via clinical outcomes assessment
Module 2 – analyze results; this will require individual work with the professor
Module 3 – write the Results section of the paper
Module 4 – write the Discussion and Conclusions section of the paper
Module 5 – prepare the paper for submission for publication to a professional journal

Assessment of Student Learning Outcomes:
Students will earn 20 points per module for completing each in accordance with their timeline set at the beginning of the course. Students will submit their final paper on (date). This paper will be graded per the attached rubric and worth 150 points. While Module 5 requires the student to prepare the paper for submission to a specific journal of the student’s choosing, the actual submission will not be part of the graded content of this course. Each paper will be run through Safe Assign. Students should be familiar with this tool.
Grading System:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module on-time completion, 20 points each</td>
<td>100 points</td>
<td>A = 90%</td>
</tr>
<tr>
<td>Final paper</td>
<td>150 points</td>
<td>B = 80%</td>
</tr>
<tr>
<td>Total points</td>
<td>250</td>
<td>C = 70%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D = 60%</td>
</tr>
</tbody>
</table>

Course Policies:

Retest/makeup tests - Arrangements must be made with instructor prior to the scheduled exam date. In the case of an unforeseeable situation, contact must be made with the instructor at your earliest convenience.

Attendance - Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event of an uncontrollable event please contact the instructor as soon as possible. Unexcused absences will result in a 10 point deduction.

Cell Phone/Browsing - All cell phones are to be turned off and put away before class begins. If a student is found using their cell phone in any manner during class or browsing the internet with their laptop, they will be dismissed immediately and a 20 point deduction will be recorded per incident.

Statement on plagiarism and cheating - See University policies, at:
http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf

Withdrawal Policy - The university drop deadline is September 7, 2014. The university withdrawal deadline is October 12, 2014. It is the policy of the College of Health and Human Services that petitions to withdraw after November 16, 2014, will not be considered.

University Policies:

Applied Project Grading Rubric

<table>
<thead>
<tr>
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<th>Points/Possible Points</th>
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<td>/20</td>
<td></td>
</tr>
<tr>
<td>Thorough, unbiased coverage of topic in body of paper / demonstration of critical writing skills / dem. of research inquiry knowledge/appropriate rsrch design &amp; methods</td>
<td>/40</td>
<td></td>
</tr>
<tr>
<td>Appropriate conclusions / demonstration of critical thinking skills / ethical reasoning</td>
<td>/30</td>
<td></td>
</tr>
<tr>
<td>Sufficient references/</td>
<td>/30</td>
<td></td>
</tr>
<tr>
<td>Proper AMA formatting</td>
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</tr>
<tr>
<td>-----------------------</td>
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<td></td>
</tr>
<tr>
<td>Flow / organization of paper / creativity</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>/150</td>
<td></td>
</tr>
</tbody>
</table>
AT 497C – Capstone in Athletic Training
Fall 2013

Debbie I. Craig, PhD, AT, LAT
CHP 121B
(928) 523-0704
debbie.craig@nau.edu

Glenn Edgerton, MS, AT, LAT
CHP 121A
(928)523-6837
glenn.edgerton@nau.edu

Scot Raab, PhD, AT, LAT
CHP 121F
(928)523-9059
scot.raab@nau.edu

Office Hours:
MW 9 a-11a; Tues 1:30p-3p
by appointment

Office Hours:
TBA and by appointment

Office Hours:
TBA and by appointment

Credit Hours: 3 – 6; Additional hours to be arranged with professor.

Course Prerequisites
Completing senior year of Athletic Training Education Program

Course Description
The purpose of this course is to provide a research experience for the advanced student of athletic training. Toward this goal, the student will refine their ability to read critically, write effectively, communicate effectively through speech, and think critically and creatively. The student will choose a capstone research project, which will culminate in a potentially publishable paper and a formal presentation of the project to the faculty of the College of Health and Human Services. This is an independent project. The student will work closely with the instructor in designing and conducting the research project. Through this research project, the student will learn to analyze quantitative or qualitative research, evaluate ethical considerations of that research, and use technology to support their project.

Student Learning Outcomes
Upon successful completion of this course, the student will:

- Research an aspect of Athletic Training of their choice and produce a professional paper and presentation on the topic.
- Demonstrate their ability to read critically, write effectively, communicate effectively through speech, and think critically and creatively.
  - Perform literature review, demonstrating ability to read critically and think critically
  - Write a research paper, demonstrating ability to write effectively and creatively
  - Present their project in a formal oral presentation, demonstrating ability to speak effectively
- Demonstrate their ability to engage in the analysis of quantitative or qualitative research and evaluate ethical considerations in that research during their literature review.
- Demonstrate their ability to use technology to support their project.
Course Structure/Approach
Students will be working independently during their research. They will have weekly contact with the instructor to assure progress on their project through the semester and to provide mentoring for the student in order to assure the student learning outcomes are achieved.

Textbook and Required Materials
No required text or materials. The student will be performing a literature review of their own. This review will include 15-20 high-quality sources, minimally.

Course Outline
Week
1. Choose a topic and research format
2. Create a research plan – how you will gather the data/literature
3. Create a title and brief outline; begin to research your topic
4. Create an abstract and send to the professor
5. Extend the outline with greater detail
6. Begin to write!
7. Complete writing of first segment – intro and overview
8. Complete writing of second segment – methods and results or body of paper
9. Complete writing of final segment – discussion / conclusions
10. Submit rough draft of complete paper (due by Nov. 1st, 1pm)
11. Create power point presentation (10 minutes); submit final abstract to professor (due Nov. 12th)
12. Re-write paper with suggested revisions and submit final draft of paper; submit PwrPt presentation to professor (both due Nov. 18th)
13. Friday, December 6th, 10am-1pm - Present project at the Program Capstone Presentations; CHP room 120.

Evaluation Methods and Deadlines
Assignments
Research paper: The student will choose their own topic and research method (case study, empirical research study, literature review, etc.). Guidance will be provided from the professor. The paper must be between 15-20 pages and include at least 15-20 references (more if doing a literature review). All references must be credible (preferably peer-reviewed articles). Please use AMA (American Medical Association) writing guidelines/format. All papers will be run through the “Safe Assign” website to ensure original work by the student. Papers must contain no more than 20% quoted material from other authors. Please see the Course Policy section of this syllabus regarding plagiarism policy. The first rough draft of the paper will be due November 1st.

Capstone Presentation: The presentation must be 10 minutes in length. The student must practice their presentation to assure not going too long or too short around the 10 minutes. The student will create a power point presentation presenting the results of their research. The presentation will be a formal, professional presentation to the faculty of the College of Health and Human Services and other students in the program. The power point presentation must be submitted to the professor electronically by Nov. 18th. The Capstone Presentations will be held on Friday, Dec. 6th, 2013, from 10am-1pm, in CHP 120.

Honor’s Day for the CHHS: Students will be expected to create a poster for the CHHS Honor’s Day in the spring semester. The professor will contact you early in the spring so that you have ample time to create the poster.
Grading System
This course is graded using letter grades (A-F). Final evaluation will be based on the professor’s evaluation of the paper (150 points) and the presentation (100 points).

250-225 = A
224-200 = B
199-175 = C
174-150 = D
149-0 = F

Course Policy
Attendance
Meeting schedules will be individually arranged with the professor.

Statement on plagiarism and cheating
See University policies at: http://home.nau.edu/images/userimages/awf/9476/ACADEMIC20DISHONESTY.pdf

Withdrawal Policy
The university course drop deadline is September 9, 2013. The university course withdrawal deadline is October 30, 2013. It is the policy of the College of Health and Human Services that petitions to withdraw after November 15, 2013, will not be considered.

University Policies
Visit the Universities website regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity, at:
http://home.nau.edu/studentlife/handbook.asp
# Capstone Paper Grading Rubric

<table>
<thead>
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<td>Sufficient references</td>
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<td>/10</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>/150</td>
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</tbody>
</table>
Capstone Presentation Grading Rubric

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<tr>
<th></th>
<th>Points/ Possible Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate introduction/background</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>Sound, unbiased presentation of case or lit review</td>
<td>/30</td>
<td></td>
</tr>
<tr>
<td>Solid conclusions / ethical reasoning</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>Professionalism / demonstration of effective speaking skills</td>
<td>/30</td>
<td></td>
</tr>
<tr>
<td>Flow of presentation / use of technology</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>Engaged audience / creativity</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>/100</td>
<td></td>
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</tbody>
</table>
**NORTHERN ARIZONA UNIVERSITY**

**UCC/UGC/ECCC**

Proposal for Plan Change or Plan Deletion

**FAST TRACK** (Select if this will be a fast track item. Refer to Fast Track Policy for eligibility)

If this proposal represents changes to the intent of the plan or its integral components, review by the college dean, graduate dean (for graduate items) and/or the provost may be required prior to college curricular submission.

All Plans with NCATE designation, or plans seeking NCATE designation, must include an NCATE Accreditation Memo of Approval from the NAU NCATE administrator prior to college curricular submission.

**UCC proposals must include an updated 8-term plan.**

**UGC proposals must include an updated program of study.**

<table>
<thead>
<tr>
<th>1. College:</th>
<th><strong>Arts and Letters</strong></th>
<th>2. Academic Unit:</th>
<th><strong>English</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Academic Plan Name:</td>
<td><strong>Applied Linguistics; Ph.D.</strong> (APLINPHD)</td>
<td>4. Emphasis:</td>
<td></td>
</tr>
<tr>
<td>5. Plan proposal:</td>
<td>☒ Plan Change</td>
<td>☐ Plan Deletion</td>
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</tr>
<tr>
<td></td>
<td>☐ New Emphasis</td>
<td>☐ Emphasis Change</td>
<td>☐ Emphasis Deletion</td>
</tr>
</tbody>
</table>

6. Current student learning outcomes of the plan. If structured as plan/emphasis, include for both core and emphasis.

1. Advanced critical and analytical knowledge of the structure and uses of the English language, English language discourse processes and genres, the development of second language learning processes in their diverse cultural contexts, and the assessment of both language program effectiveness and individual language proficiency
2. Ability to synthesize information and approaches across a range of core topics in Applied Linguistics, such as language

Show the proposed changes in this column (if applicable). **Bold** the changes, to differentiate from what is not changing, and change font to **Bold Red with strikethrough** for what is being deleted. (**Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes**).

**UNCHANGED**

Effective Fall 2013
<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>acquisition, language in society, English grammar, and the development of language curricula and programs</td>
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<tr>
<td>3. Ability to design, conduct, analyze, and interpret original and important empirical research</td>
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<tr>
<td>4. Expertise and qualifications to contribute significantly in professorial positions to the growth and development of Applied Linguistics</td>
<td></td>
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<tr>
<td>5. Ability to address issues of language learning in real world settings</td>
<td></td>
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<tr>
<td>6. Ability to address both language program effectiveness and individual language proficiency</td>
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<tr>
<td>7. Understanding of the many issues relevant to cross-cultural communication</td>
<td></td>
</tr>
<tr>
<td>8. Ability to contribute to innovative and effective English language teaching practices in the State of Arizona</td>
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<tr>
<td>9. Ability to contribute as active professionals in Applied Linguistics and related fields</td>
<td></td>
</tr>
<tr>
<td>10. Comprehensive preparation and professional orientation for advanced research in Ph.D. programs</td>
<td></td>
</tr>
<tr>
<td>11. Ability to integrate use of technology into language instruction and research</td>
<td></td>
</tr>
</tbody>
</table>

Effective Fall 2013
7. Current catalog plan overview and requirements in this column. Cut and paste the Overview and Details tabs, in their entirety, from the current on-line academic catalog: [http://catalog.nau.edu/Catalog/](http://catalog.nau.edu/Catalog/)

Applied Linguistics; Doctor of Philosophy

In addition to University Requirements:

- Complete individual plan requirements.

<table>
<thead>
<tr>
<th>Minimum Units for Completion</th>
<th>81</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Admission Requirement</td>
<td>Required</td>
</tr>
<tr>
<td>Dissertation</td>
<td>Dissertation is required.</td>
</tr>
<tr>
<td>Oral Defense</td>
<td>Oral Defense is required.</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Optional</td>
</tr>
<tr>
<td>Research</td>
<td>Individualized research is required.</td>
</tr>
<tr>
<td>Program of Study</td>
<td>View Program of Study</td>
</tr>
</tbody>
</table>

Additional Admission Requirements

Admission requirements over and above admission to NAU are required.

Doctoral Requirements

Take the following 81 units:

- Master’s-level work relevant to your research interests (36 units)
- Statistics, such as: ENG 668, EPS 625 and EPS 725 (9 units)
- Literature or rhetoric (3 units)
- Seminars (9 units)
- Graduate electives, chosen in consultation with your dissertation committee (9 units)
- ENG 799, for the research, writing, and oral defense of an approved dissertation (15 units)

Please note that you may end up taking more units of dissertation credit than the 15 units you can count toward your degree, because you must register for ENG 799 each semester while you work on your dissertation.

In addition you must:

- Complete a screening process
- Complete a qualifying exam

Show the proposed changes in this column. **Bold** the changes, to differentiate from what is not changing, and change font to **Bold Red** with strikethrough for what is being deleted.

Applied Linguistics; Doctor of Philosophy

In addition to University Requirements:

- Complete individual plan requirements.

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Additional Admission Requirements

Admission requirements over and above admission to NAU are required.

- **NAU Graduate Online application required** ([www.nau.edu/graduateapply](http://www.nau.edu/graduateapply)) for all programs. Details on admission requirements are included in the online application.
- Undergraduate degree from a regionally accredited institution
- Grade Point Average (GPA) of 3.00 (scale is 4.00 = "A"), or the equivalent.
- Admission to many graduate programs is on a competitive basis, and programs may have higher standards than those established by the Graduate College.
- **Transcripts**
- For details on graduate admission policies, please visit [http://nau.edu/GradCol/Admissions/Graduate-Admissions-Policy/](http://nau.edu/GradCol/Admissions/Graduate-Admissions-Policy/).
- International applicants have additional admission requirements: [http://nau.edu/GradCol/Admissions/International/](http://nau.edu/GradCol/Admissions/International/).

Individual program admission

Effective Fall 2013
- Fulfill Northern Arizona University's residency requirements (For more information about residency and other requirements that pertain to this degree, see Doctoral Requirements Policy.)
- Pass an oral exam on your dissertation (Dissertation Defense)

Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.

**requirements include:**
- GRE® revised General Test
- 3 letters of recommendation
- Writing sample
- Personal statement or essay
- Resume or Curriculum Vitae

**Official TOEFL iBT/IELTS scores taken within the last 2 years are required for international applicants. Please see department website for information regarding minimum score requirements.**

**Doctoral Requirements**
Take the following 81 units:
- Master's-level work relevant to your research interests (36 units)
- Statistics, such as: ENG 668, EPS 625 and EPS 725 (9 units)
- Literature or rhetoric (3 units)
- Seminars (9 units)
- Graduate electives, chosen in consultation with your dissertation committee (9 12 units)
- ENG 799, for the research, writing, and oral defense of an approved dissertation (15 units)

Please note that you may end up taking more units of dissertation credit than the 15 units you can count toward your degree, because you must register for ENG 799 each semester while you work on your dissertation.

In addition you must:
- Complete a screening process
- Complete a qualifying exam
- Fulfill Northern Arizona University's residency requirements (For more information about residency and other requirements that pertain to this degree, see Doctoral Requirements Policy.)
- Pass an oral exam on your dissertation (Dissertation Defense)

Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.

Effective Fall 2013
8. Justification for proposal:
This proposal is retroactive Fall 2013 and is intended to track the changes made to the catalog.

9. NCATE designation, if applicable:
   □ Initial Plan  □ Advanced Plan  □ Remove Designation

10. Effective beginning FALL: 2013
See effective dates calendar.

11. Will this proposal impact other plans, sub plans, or course offerings, etc.?  Yes □  No ☒
   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

Answer 12-13 for UCC/ECCC only:

12. A major is differentiated from another major by required course commonality: 24 units of the required credit hours of a major must be unique, (i.e. not common or not dual use as a required element in another major), to that major. Does this plan have 24 units of unique required credit?  Yes ☒  No □

13. Minor: A planned group of courses from one or more subject matter areas consisting of at least 18 hours and no more than 24 hours. At least 12 hours of the minor must be unique to that minor to differentiate it from other minors.
   Does this minor have 12 units of unique required credit?  Yes □  No □

Answer 14-15 for UGC only:

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework?  Yes ☒  No □
   If no, explain why this proposal should be approved.

15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework?  Yes □  No □
   If no, explain why this proposal should be approved.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland  10/10/2013
Reviewed by Curriculum Process Associate  Date

Approvals:

Effective Fall 2013
Scott Galland
Reviewed by Curriculum Process Associate
Date

Approvals:

Department Chair/Unit Head (if appropriate)
Date

Chair of college curriculum committee
Date

Dean of college
Date

For Committee use only:

UCC/UGC Approval
Date

Approved as submitted: Yes  No

Approved as modified: Yes  No

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate
Date

Approvals:

Academic Unit Head
Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)
Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)
Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)
Date

Chief Academic Officer; Extended Campuses (or Designee)
Date

Effective Fall 2013
<table>
<thead>
<tr>
<th><strong>Department Chair/Unit Head (if appropriate)</strong></th>
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Approved as submitted: [ ] Yes [ ] No

Approved as modified: [ ] Yes [ ] No

**EXTENDED CAMPUSES**

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<th><strong>Academic Unit Head</strong></th>
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<th><strong>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</strong></th>
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<th><strong>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</strong></th>
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<tr>
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<table>
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<tr>
<th><strong>Chief Academic Officer, Extended Campuses (or Designee)</strong></th>
<th>Date</th>
</tr>
</thead>
</table>

Approved as submitted: [ ] Yes [ ] No

Approved as modified: [ ] Yes [ ] No

Effective Fall 2013
Individual Program of Study for
Ph.D. in Applied Linguistics, NAU
2013-14

Background Information

Name: ____________________________________________

Local Address: ________________________________________________

NAU ID Number: ___________________ Phone: ____________________

Campus or work phone, if applicable: ________________________________

E-mail address: ________________________________________________

Admitted to Ph.D. program on (date): ________________________________

Ph.D. studies begun on (date): ________________________________

Previous M.A., field, institution, and date: ________________________________

MA/TESL Comprehensive Exam taken on (date): ________________________________

Scores: ______________________________________________________

________________________________________________________

Empirical Research Paper Requirement. Title of paper:

________________________________________________________

Date submitted: __________________________________________

Result (pass/fail): __________________________________________

Faculty program advisor: ______________________________________

This program of study filled out on (date): ________________________________

M.A. Level Work (taken at NAU or elsewhere)

Up to 36 semester hours (or 48 quarter hours) of M.A. level work may be used toward the Ph.D. in applied linguistics if the work is recent and relevant to the student's research interests. Normally the MA credits transfer automatically. If you are unsure, please contact the Graduate College.
Course of Study for Ph.D. in Applied Linguistics at NAU

(Minimum of 81 semester hours; up to 36 of these can be the M.A. level work transferred with completed MA degree.)

A. 36 semester hours of M.A. level work in a relevant field. Note here whether in TESL, linguistics, applied linguistics, or other field determined in consultation with program advisor:

B. 9 semester hours of statistics (ENG668, Math Statistics 571, 572)

<table>
<thead>
<tr>
<th>Course</th>
<th>When</th>
<th>Where</th>
<th>Credits</th>
<th>Grade</th>
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</table>

C. 21 semester hours of additional graduate course work

1. At least three seminars (9 hours) in the English Department 700 series.

<table>
<thead>
<tr>
<th>Seminar</th>
<th>When</th>
<th>Credits</th>
<th>Grade</th>
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</thead>
<tbody>
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</table>

Revised 09/09; 10/13
2. Additional advanced graduate course work (12 hours minimum) chosen in consultation with student's dissertation committee.

<table>
<thead>
<tr>
<th>Course</th>
<th>When</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>8.</td>
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</table>

3. 15 semester hours of dissertation research credit (ENG 799)

<table>
<thead>
<tr>
<th>When</th>
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<tbody>
<tr>
<td>1.</td>
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<tr>
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<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>

D. Ph.D. language requirement (only for native speakers of English; for international students, TOEFL score at entry is sufficient) (Note: Students, please provide a copy of exam results notification from Modern Languages Dept.)

Language: ____________________________________________

Date and result of exam: ______________________________
Doctoral Candidacy and Dissertation

Students must have at least a four-person Ph.D. committee. All members of the committee must be NAU faculty members who have doctoral degrees (Ph.D.’s or Ed.D.’s). The chair and one other member must be members of the Applied Linguistics faculty. The third member may come from any area of the English Department or any other department. One member of the committee must be from outside the English Department.

Ph.D. Committee Chair: ____________________________

or Co-Chairs: ___________________________________

Members and their department affiliations:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Dissertation Pre-Prospectus. Title: ____________________________

________________________________________________________________________

Submitted on: ________________________________________________

Qualifying Examination Papers (2):

1. Topic: ____________________________

   Submitted on (date): ____________________________

   Result (pass or fail): ____________________________

2. Topic: ____________________________

   Submitted on (date): ____________________________

   Result (pass or fail): ____________________________

Revised 09/09; 10/13
Dissertation Prospectus submitted on (date): ________________________________

Title: __________________________________________________________________

Oral examination held (date): ___________________________________________

Result: (pass or fail): __________________________________________________

Any additional courses required by committee?  No  Yes

If so, indicate which course(s): __________________________________________________________________

________________________________________________________________________

Advancement to candidacy on (date): _______________________________________

(Note: students must file appropriate form, available from Graduate College, to advance to candidacy. Doing so requires completion of ALL course work, passing the Ph.D. language requirement, successfully completing the Qualifying Papers, and successfully defending the Dissertation Prospectus.)

Dissertation Title:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Dissertation Defense conducted on (date): _________________________________

Result (pass/fail): ______________________________________________________

Dissertation lecture given on (date): _____________________________________

Ph.D. granted on (date): ________________________________________________

Student Signature: ______________________________________________________ Date: _______

Advisor Signature: ______________________________________________________ Date: _______
**FAST TRACK** (Select if this will be a fast track item. Refer to Fast Track Policy for eligibility)

If the changes included in this proposal are significant, attach copies of original and proposed syllabi in approved university format.

1. Course subject and number: **ENG 701, 702, 703, 704, 705, 706, 707, 708, 709**
2. Units: __________________
   See upper and lower division undergraduate course definitions.

3. College: **Arts and Letters**
4. Academic Unit: **English**

<table>
<thead>
<tr>
<th>5. Current Student Learning Outcomes of the course.</th>
<th>Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. (<a href="http://catalog.nau.edu/Catalog/">Resources &amp; Examples for Developing Course Learning Outcomes</a>)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6. Current title, description and units. Cut and paste, in its entirety, from the current on-line academic catalog*</th>
<th>Show the proposed changes in this column <strong>Bold</strong> the proposed changes in this column to differentiate from what is not changing, and <strong>Bold with strikethrough</strong> what is being deleted.</th>
</tr>
</thead>
<tbody>
<tr>
<td>See attached</td>
<td>See attached</td>
</tr>
</tbody>
</table>

*If there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

7. Justification for course change.

The PhD in Applied Linguistics offers seminars in 9 core areas. Many PhD students need the ability to build depth in a core area by taking several seminars on a variety of topics. Currently, they are limited to 2 per core areas. Historically, it was the case that students could take these courses an unlimited number of times, but somewhere, somehow, this 2 course restriction was imposed. Our faculty believe it should be deleted.

Effective Fall 2012
8. Effective BEGINNING of what term and year?  Fall 2013 (Revised 1.21.14-see below)
   See effective dates calendar.

From: Lisa Anne Williams
Sent: Friday, January 17, 2014 5:08 PM
To: Stuart S Galland
Subject: RE: ENG 705 fasttrack date change

Hi Scott,

Ramona just let me know that they would like all of their fasttrack changes in repeat rules from that meeting backdated to F’13. 701-109. Thanks.--lisa

Lisa Williams
Course Catalog Coordinator, Sr.
Northern Arizona University
Registrar Curriculum and Systems
P.O. Box 4128
Flagstaff, AZ 86011
Phone: 928.523.7309
FAX: 928.523.6389

From: Lisa Anne Williams
Sent: Friday, January 17, 2014 4:57 PM
To: Stuart S Galland (stuart.galland@nau.edu)
Subject: ENG 705 fasttrack date change

Hi Scott,

On 10/23/13 English had a fasttrack repeat rule change for ENG 705, effective F’14. They called Ramona today and she approved the effective date to be changed to F’13, so I made the change in PS and my documentation. I don’t know if you want to change the form and/or the database or not.

Thank you!--lisa

Lisa Williams
Course Catalog Coordinator, Sr.
Northern Arizona University
Registrar Curriculum and Systems
P.O. Box 4128
Flagstaff, AZ 86011
Phone: 928.523.7309
FAX: 928.523.6389

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

<table>
<thead>
<tr>
<th>CURRENT</th>
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</tr>
</thead>
<tbody>
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<td>Proposed course subject and number:</td>
</tr>
<tr>
<td>Current number of units:</td>
<td>Proposed number of units:</td>
</tr>
<tr>
<td>Current short course title:</td>
<td>Proposed short course title (max 30 characters):</td>
</tr>
<tr>
<td>Current long course title:</td>
<td>Proposed long course title (max 100 characters):</td>
</tr>
<tr>
<td>Current grading option: letter grade ☐ pass/fail ☐ or both ☐</td>
<td>Proposed grading option: letter grade ☐ pass/fail ☐ or both ☐</td>
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<tr>
<td>Current repeat for additional units:</td>
<td>Proposed repeat for additional units:</td>
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<tr>
<td>Current max number of units:</td>
<td>Proposed max number of units:</td>
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</tbody>
</table>

Effective Fall 2012
**NO REPEAT LIMIT**

<table>
<thead>
<tr>
<th>Current prerequisite:</th>
<th>Proposed prerequisite (include rationale in the justification):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current co-requisite:</td>
<td>Proposed co-requisite (include rationale in the justification):</td>
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<tr>
<td>Current co-convene with:</td>
<td>Proposed co-convene with:</td>
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<tr>
<td>Current cross list with:</td>
<td>Proposed cross list with:</td>
</tr>
</tbody>
</table>

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)? Yes ☑ No ☐
   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

**Applied Linguistics Ph.D.**

10. Is there a related plan or sub plan change proposal being submitted? Yes ☐ No ☑
    If no, explain.

*These course repeatability changes will not require any related plan change.*

11. Does this course include combined lecture and lab components? Yes ☐ No ☑
    If yes, include the units specific to each component in the course description above.

**Answer 12-15 for UCC/ECCC only:**

12. Is this course an approved Liberal Studies or Diversity course? Yes ☐ No ☑
    If yes, select all that apply. Liberal Studies ☐ Diversity ☐ Both ☑

13. Do you want to remove the Liberal Studies or Diversity designation? Yes ☐ No ☑
    If yes, select all that apply. Liberal Studies ☐ Diversity ☐ Both ☐

14. Is this course listed in the *Course Equivalency Guide*? Yes ☐ No ☑

15. Is this course a *Shared Unique Numbering* (SUN) course? Yes ☐ No ☑

**FLAGSTAFF MOUNTAIN CAMPUS**

<table>
<thead>
<tr>
<th>Scott Galland</th>
<th>01/21/2014</th>
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</thead>
<tbody>
<tr>
<td>Reviewed by Curriculum Process Associate</td>
<td>Date</td>
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</tbody>
</table>

**Approvals:**

Effective Fall 2012
14. Is this course listed in the Course Equivalency Guide? Yes ☐ No ☐

15. Is this course a Shared Unique Numbering (SUN) course? Yes ☐ No ☐

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 09/20/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Department Chair/Unit Head (if appropriate) 10-9-13

Chair of college curriculum committee 10-11-13

Dean of college 10-11-13

For Committee use only:

UCC/UGC Approval 10-23-13

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head Date

Effective Fall 2012
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 701</td>
<td>Seminar in Language Variation and Change (3)</td>
<td>Explores recent theory and research in study of language change, with special focus on topics in history of English language. Letter grade only. May be repeated for up to 6 units of credit if content differs.</td>
<td>ENG 518 and (ENG 504 or 528)</td>
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<tr>
<td></td>
<td></td>
<td>Units: 3</td>
<td>Prerequisite: ENG 638</td>
</tr>
<tr>
<td>ENG 702</td>
<td>Seminar in Second Language Assessment (3)</td>
<td>Explores issues involved in assessing second language skills and componental abilities in a communicative framework, such as current psychometric model constructs, consequential validity, and technological capabilities and constraints. Letter grade only. May be repeated for up to 6 units of credit if content differs.</td>
<td>ENG 518 and (ENG 504 or 528)</td>
</tr>
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<td>Units: 3</td>
<td>Prerequisite: ENG 658</td>
</tr>
<tr>
<td>ENG 703</td>
<td>Seminar in Second Language Acquisition (3)</td>
<td>Explores different approaches to second language acquisition research and theory, including formal, functional, cognitive, social, and/or experimental perspectives. Letter grade only. May be repeated for up to 6 units of credit if content differs.</td>
<td>ENG 518 and (ENG 504 or 528)</td>
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<td>Units: 3</td>
<td>Prerequisite: ENG 638</td>
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<tr>
<td>ENG 704</td>
<td>Seminar in Classroom</td>
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<td>Effective Fall 2012</td>
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ENG 704 SEMINAR IN CLASSROOM
RESEARCH (3)
Description: Explores methods for classroom-centered research focusing on psycholinguistic and sociolinguistic aspects of language development in the classroom. Letter grade only. May be repeated for up to 6 units of credit if content differs.

Units: 3
Prerequisite: ENG 668

ENG 705 SEMINAR IN RESEARCH ISSUES IN ENGLISH LANGUAGE TEACHING (3)
Description: Examines latest research and practice in ESL methodology and materials construction, administration, testing, computer-aided instruction, and curricula. May be repeated for up to 6 hours of credit if content differs.

Units: 3
Prerequisite: ENG 668 and 678

ENG 706 SEMINAR IN LITERACY (3)
Description: Explores development of written language skills, individual and societal, in different linguistic, social, and cultural contexts. Letter grade only. May be repeated for up to 6 units of credit if content differs.

Units: 3
Prerequisite: ENG 518

ENG 707 SEMINAR IN THE LINGUISTIC ANALYSIS OF DISCOURSE AND REGISTER VARIATION (3)
Description: Examines approaches to the analysis of spoken and written texts and registers. Instructor's consent required. Letter grade only. May be repeated for up to 6 units of credit if content differs.

Units: 3
Prerequisite: ENG 668

ENG 705 SEMINAR IN RESEARCH ISSUES IN ENGLISH LANGUAGE TEACHING (3)
Description: Examines latest research and practice in ESL methodology and materials construction, administration, testing, computer-aided instruction, and curricula. Letter grade only. No repeat limit. May be repeated for up to 6 units of credit if content differs.

Units: 3
Prerequisite: ENG 668 and 678

ENG 706 SEMINAR IN LITERACY (3)
Description: Explores development of written language skills, individual and societal, in different linguistic, social, and cultural contexts. Letter grade only. No repeat limit. May be repeated for up to 6 units of credit if content differs.

Units: 3
Prerequisite: ENG 518

ENG 707 SEMINAR IN THE LINGUISTIC ANALYSIS OF DISCOURSE AND REGISTER VARIATION (3)
Description: Examines approaches to the analysis of spoken and written texts and registers. Instructor's consent required. Letter grade only. No repeat limit. May be repeated for up to 6 units of credit if content differs.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Units</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 708</td>
<td>SEMINAR IN LANGUAGE POLICY AND PLANNING (3)</td>
<td>Description: Issues involved in determining language policy, with consideration of political, institutional, and educational contexts of planning and implementation. Letter grade only. May be repeated for up to 6 units of credit if content differs.</td>
<td>3</td>
<td>ENG 518</td>
</tr>
<tr>
<td>ENG 709</td>
<td>SEMINAR IN CORPUS LINGUISTICS (3)</td>
<td>Description: Explores advanced analytical techniques and research findings in corpus linguistics related to patterns of use of linguistic features. Letter grade only. May be repeated for up to 6 units of credit if content differs.</td>
<td>3</td>
<td>ENG 528 and ENG 568</td>
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<td><strong>Effective Fall 2012</strong></td>
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</table>
If the changes included in this proposal are significant, attach copies of original and proposed syllabi in approved university format.

1. Course subject and number: **SCI 610**  
2. Units: 3
   
   See upper and lower division undergraduate course definitions.

3. College: CEFNS  
4. Academic Unit: Center for Science Teaching & Learning

5. Current Student Learning Outcomes of the course.

Students will be able to:
A. Analyze personal beliefs about the goals of science teaching and the nature of science teaching and learning and use this analysis to develop a philosophy of science teaching and learning.

B. Relate the goals and visions of the National Science Education Standards to personal beliefs about teaching and use this information to develop a robust definition of inquiry and the nature and goals of science instruction.

C. Practice professional patterns of communication.

D. Investigate student preconceptions and the impact of instruction in order to modify instruction and guide and facilitate learning.

E. Gain exposure to and practice in planning and implementing science teaching methods and techniques that have been shown to positively impact student learning outcomes.

F. Define safe teaching practices through the

Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. *(Resources & Examples for Developing Course Learning Outcomes)*

**UNCHANGED**

Effective Fall 2012
development of a safety checklist for an instructional unit and a classroom safety inventory.

G. Design and annotate a unit plan that matches beliefs about teaching and learning, knowledge about the disciplinary content, contains best practices in teaching and learning, and provide assessment/feedback strategies for teaching and student learning.


**SCI 610 SCIENCE TEACHING AND LEARNING**

Description: Exploration of effective pedagogical strategies and teaching techniques to meet the needs of students in middle and high school science classrooms. This course contains key assessments. It is not possible to pass the course without passing the key assessments. Letter grade only.

Units: 3

Show the proposed changes in this column **Bold** the proposed changes in this column to differentiate from what is not changing, and **Bold with strikethrough** what is being deleted.

**SCI 610 ADVANCED SCIENCE TEACHING AND LEARNING**

Description: Exploration of effective pedagogical strategies and teaching techniques to meet the needs of students in middle and high school science classrooms. This course contains key assessments. It is not possible to pass the course without passing the key assessments. Letter grade only.

Units: 3

*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

7. Justification for course change.

This course title change is submitted in conjunction with the MAST plan proposal. The course content is not changing, however, the 'advanced' label is meant to delineate it from a similar 500-level course that will be proposed next year in the reorganization of the MAT-S program. The MAT-S version will be for beginning teachers whereas the 'Advanced' version is for in-service teachers in the MAST program.

8. Effective **BEGINNING** of what term and year?  

   **Fall 2014**

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
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<tbody>
<tr>
<td>Current course subject and number:</td>
<td>Proposed course subject and number:</td>
</tr>
<tr>
<td>Current number of units:</td>
<td>Proposed number of units:</td>
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Effective Fall 2012
<table>
<thead>
<tr>
<th>Current short course title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIENCE TEACHING AND LEARNING</td>
</tr>
<tr>
<td>Proposed short course title (max 30 characters):</td>
</tr>
<tr>
<td>ADV SCIENCE TEACH &amp; LEARN</td>
</tr>
<tr>
<td>Current long course title:</td>
</tr>
<tr>
<td>SCIENCE TEACHING AND LEARNING</td>
</tr>
<tr>
<td>Proposed long course title (max 100 characters):</td>
</tr>
<tr>
<td>ADVANCED SCIENCE TEACHING AND LEARNING</td>
</tr>
<tr>
<td>Current grading option:</td>
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<tr>
<td>letter grade ☐ pass/fail ☐ or both ☐</td>
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<td>Proposed grading option:</td>
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<tr>
<td>Current repeat for additional units:</td>
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<tr>
<td>Proposed repeat for additional units:</td>
</tr>
<tr>
<td>Current repeat for additional units in same term:</td>
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<tr>
<td>Proposed repeat for additional units in same term:</td>
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<tr>
<td>Current max number of units:</td>
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<td>Proposed max number of units:</td>
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<tr>
<td>Current prerequisite:</td>
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<td>Proposed prerequisite (include rationale in the justification):</td>
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<tr>
<td>Current co-requisite:</td>
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<tr>
<td>Current co-convene with:</td>
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<td>Proposed co-convene with:</td>
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<tr>
<td>Current cross list with:</td>
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<tr>
<td>Proposed cross list with:</td>
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</table>

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)?
   Yes ☐ No ☐
   If yes, describe the impact and include a letter of response from each impacted academic unit.
   Science Teaching; Master of Arts, Teaching Science with Certification; Master of Arts in Teaching, Science Teaching; Graduate Certificate.

10. Is there a related plan or sub plan change proposal being submitted? Yes ☐ No ☐
    If no, explain.

11. Does this course include combined lecture and lab components? Yes ☐ No ☐
    If yes, include the units specific to each component in the course description above.

**Answer 12-15 for UCC/ECCC only:**

12. Is this course an approved Liberal Studies or Diversity course? Yes ☐ No ☐
    If yes, select all that apply. Liberal Studies ☐ Diversity ☐ Both ☐

13. Do you want to remove the Liberal Studies or Diversity designation? Yes ☐ No ☐
    If yes, select all that apply. Liberal Studies ☐ Diversity ☐ Both ☐

14. Is this course listed in the **Course Equivalency Guide**? Yes ☐ No ☐

Effective Fall 2012
15. Is this course a **Shared Unique Numbering** (SUN) course?  

<table>
<thead>
<tr>
<th>FLAGSTAFF MOUNTAIN CAMPUS</th>
</tr>
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<tbody>
<tr>
<td><strong>Scott Galland</strong></td>
</tr>
<tr>
<td>Reviewed by Curriculum Process Associate</td>
</tr>
<tr>
<td>Approval:</td>
</tr>
<tr>
<td>Department Chair/Unit Head (if appropriate)</td>
</tr>
<tr>
<td>Chair of college curriculum committee</td>
</tr>
<tr>
<td>Dean of college</td>
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<tr>
<td>For Committee use only:</td>
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<tr>
<td>UCC/UGC Approval</td>
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Approved as submitted:  

- Yes [ ]  
- No [ ]

Approved as modified:  

- Yes [ ]  
- No [ ]

<table>
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<th>EXTENDED CAMPUSES</th>
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<tr>
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<tr>
<td>Approval:</td>
</tr>
<tr>
<td>Academic Unit Head</td>
</tr>
<tr>
<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
</tr>
<tr>
<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
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</tbody>
</table>

Effective Fall 2012
<table>
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<tr>
<th>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
<td>Date</td>
</tr>
</tbody>
</table>

Approved as submitted:  
Yes ☐  No ☐

Approved as modified:  
Yes ☐  No ☐

Effective Fall 2012
FAST TRACK  (Select if this will be a fast track item. Refer to UCC or UGC Fast Track Policy for eligibility)

If the changes included in this proposal are significant, attach copies of original and proposed syllabi in approved university format.

1. Course subject and number:  SCI 611  
   See upper and lower division undergraduate course definitions.

2. Units:  3

3. College:  CEFNS

4. Academic Unit:  Center for Science Teaching & Learning

5. Current Student Learning Outcomes of the course.

   Students will be able to:
   A. Operationally define the terms used in describing standards-based curriculum and instruction in science programs;

   B. Analyze the impact and implications of the use of state and national standards for science curriculum development and analysis.

   C. Develop a clear definition for "standards-based curriculum" and how these curricula are different from traditional models, and compare and contrast the characteristics of standards-based science curricula that have been identified as exemplary

   D. Apply the steps necessary to analyze curriculum and determine its curricular and programmatic coherence to external criteria such as the national and state science standards;

   E. Identify the factors, determined through research and experience, which facilitate or impede the school change process and be able to apply those understandings to the process of curriculum selection or adoption, and implementation.

Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. (Resources & Examples for Developing Course Learning Outcomes)

UNCHANGED

Effective Fall 2012
6. Current title, description and units. Cut and paste, in its entirety, from the current on-line academic catalog*
http://catalog.nau.edu/Catalog/

**SCI 611** SCIENCE CURRICULUM AND INSTRUCTION

Description: Theories and practices of curriculum development are interwoven to provide middle school and high school teachers with tools to select, implement, or develop science curriculum. This course contains key assessments. It is not possible to pass the course without passing the key assessments. Letter grade only.

Units: 3

Show the proposed changes in this column **Bold** the proposed changes in this column to differentiate from what is not changing, and **Bold with strikethrough** what is being deleted.

**SCI 611** ADVANCED SCIENCE CURRICULUM AND INSTRUCTION

Description: Theories and practices of curriculum development are interwoven to provide middle school and high school teachers with tools to select, implement, or develop science curriculum. This course contains key assessments. It is not possible to pass the course without passing the key assessments. Letter grade only.

Units: 3

*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

7. Justification for course change.

This course title change is submitted in conjunction with the MAST plan proposal. The course content is not changing, however, the 'advanced' label is meant to delineate it from a similar 500-level course that will be proposed next year in the reorganization of the MAT-S program. The MAT-S version will be for beginning teachers whereas the 'Advanced' version is for in-service teachers in the MAST program.

8. Effective BEGINNING of what term and year? 
See effective dates calendar.

Fall 2014

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**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
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<tbody>
<tr>
<td>Current course subject and number:</td>
<td>Proposed course subject and number:</td>
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<td>Proposed number of units:</td>
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<tr>
<td>Current long course title: SCIENCE CURRICULUM AND INSTRUCTION</td>
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<tr>
<td>Current grading option: letter grade [ ] pass/fail [ ] or both [ ]</td>
<td>Proposed grading option: letter grade [ ] pass/fail [ ] or both [ ]</td>
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<tr>
<td>Current repeat for additional units:</td>
<td>Proposed repeat for additional units:</td>
</tr>
<tr>
<td>Current repeat for additional units in same term:</td>
<td>Current repeat for additional units in same term:</td>
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<tr>
<td>Current max number of units:</td>
<td>Proposed max number of units:</td>
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</table>

Effective Fall 2012
Current prerequisite:  
Proposed prerequisite (include rationale in the justification):

Current co-requisite:  
Proposed co-requisite (include rationale in the justification):

Current co-convene with:  
Proposed co-convene with:

Current cross list with:  
Proposed cross list with:

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)?
   Yes ☑ No ☐
   If yes, describe the impact and include a letter of response from each impacted academic unit.
   Science Teaching; Master of Arts, Teaching Science with Certification; Master of Arts in
   Teaching, Science Teaching; Graduate Certificate.

10. Is there a related plan or sub plan change proposal being submitted?
    Yes ☑ No ☐
    If no, explain.

11. Does this course include combined lecture and lab components?
    Yes ☐ No ☑
    If yes, include the units specific to each component in the course description above.

Answer 12-15 for UCC/ECCC only:

12. Is this course an approved Liberal Studies or Diversity course?
    Yes ☐ No ☑
    If yes, select all that apply. Liberal Studies ☑ Diversity ☑ Both ☐

13. Do you want to remove the Liberal Studies or Diversity designation?
    Yes ☐ No ☑
    If yes, select all that apply. Liberal Studies ☑ Diversity ☑ Both ☐

14. Is this course listed in the Course Equivalency Guide?
    Yes ☐ No ☑

15. Is this course a Shared Unique Numbering (SUN) course?
    Yes ☐ No ☑

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 10/15/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Effective Fall 2012
### EXTENDED CAMPUSES

<table>
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Effective Fall 2012
FAST TRACK  (Select if this will be a fast track item. Refer to Fast Track Policy for eligibility)

If this proposal represents changes to the intent of the plan or its integral components, review by the college dean, graduate dean (for graduate items) and/or the provost may be required prior to college curricular submission.

All Plans with NCATE designation, or plans seeking NCATE designation, must include an NCATE Accreditation Memo of Approval from the NAU NCATE administrator prior to college curricular submission.

UCC proposals must include an updated 8-term plan.
UGC proposals must include an updated program of study.

1. College:  Health and Human Services  2. Academic Unit:  Nursing

3. Academic
   Plan Name:  Generalist; M.S.N. (NURGMS)  4. Emphasis:  N/A

5. Plan proposal:
   □ Plan Change
   ✔ New Emphasis
   □ Emphasis Change
   □ Emphasis Deletion

6. Current student learning outcomes of the plan. If structured as plan/emphasis, include for both core and emphasis.

Clinical Practice and Prevention
- Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.

Communication
- Develop and collaborate within interprofessional teams and partnerships by using effective communication strategies.

Show the proposed changes in this column (if applicable). **Bold** the changes, to differentiate from what is not changing, and change font to **Bold Red** with strikethrough for what is being deleted. *(Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)*.

UNCHANGED

Effective Fall 2013
- Advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care and nurse sensitive outcomes by using information and communication technologies.

Critical reasoning
- Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates.

Leadership
- Analyze how policies influence the structure and financing of health care, practice, and health outcomes.
- Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.

Professionalism and Professional Values
- Advocate for patients, families, caregivers, communities and members of the healthcare team.
- Incorporate core scientific and ethical principles in identifying potential and actual ethical issues arising from practice, and assisting patients and other healthcare providers to address such issues.

Global
- Global Engagement: Transforms health care systems to address health equity and social justice thus reducing health disparities in vulnerable populations.
- Diversity Education: Assumes leadership and/or research roles in developing, implementing, and evaluating culturally reinforcing nursing and other health care services from local to global perspectives.
- Prioritizes social and cultural factors that affect health in designing and delivering care across multiple contexts.
- Environmental Sustainability: Creates partnerships that promote sustainable environmental health policies and conditions.
- Analyzes and promotes social, political, and economic policies that influences sustainable environments and reduces human health exposures in a global society.

Effective Fall 2013
7. Current catalog plan overview and requirements in this column. Cut and paste the **Overview** and **Details** tabs, in their entirety, from the current on-line academic catalog:  
([http://catalog.nau.edu/Catalog/](http://catalog.nau.edu/Catalog/))

**Nursing-Generalist; M.S.**

In addition to University Requirements:

- Complete individual plan requirements.

<table>
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<td>Program of Study</td>
<td>View Program of Study</td>
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**Additional Admission Requirements**

Admission requirements over and above admission to NAU are required.

- NAU Graduate Online application required ([www.nau.edu/graduateapply](http://www.nau.edu/graduateapply)) for all programs. Details on admission requirements are included in the online application.
- Undergraduate degree from a regionally accredited institution
- Grade Point Average (GPA) of 3.00 (scale is 4.00 = "A"), or the equivalent.
- Admission to many graduate programs is on a competitive basis, and programs may have higher standards than those established by the Graduate College.
- Transcripts
- For details on graduate admission policies, please visit [http://nau.edu/GradCol/Admissions/Graduate-Admissions-Policy/](http://nau.edu/GradCol/Admissions/Graduate-Admissions-Policy/).
- International applicants have additional admission requirements: [http://nau.edu/GradCol/Admissions/International/](http://nau.edu/GradCol/Admissions/International/).

Individual program admission requirements include:

- Bachelor's degree in nursing from an accredited program or an associate's degree in nursing from an accredited program with a bachelor's degree in another field.

Show the proposed changes in this column. **Bold** the changes, to differentiate from what is not changing, and change font to **Bold Red** with **strikethrough** for what is being deleted.

**Nursing-Generalist; M.S.**

In addition to University Requirements:

- Complete individual plan requirements.

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- International applicants have additional admission requirements: [http://nau.edu/GradCol/Admissions/International/](http://nau.edu/GradCol/Admissions/International/).

Individual program admission requirements include:

- Bachelor's degree in nursing from an accredited program or an associate's degree in nursing from an accredited program with a bachelor's degree in another field.
- 3.0 GPA in all nursing coursework
3.0 GPA in all nursing coursework
Current RN license in good standing to practice as a registered nurse in Arizona, or eligibility to obtain an Arizona license, or meet the Arizona Board of Nursing regulations regarding multistate licensure.
3 letters of recommendation
Prerequisites (completed prior to enrolling in the program)
Completion of an undergraduate introduction to statistics course from a college or university with a grade of “C” or better, or a Pass.
Another option is completion of a graduate course in statistics, passed with a “B” grade or higher, and completed prior to enrollment in NUR 530.
Completion of undergraduate courses in nursing research (didactic) and public health nursing (didactic and clinical) with grades of “B” or better.
Responses to specific essay questions
Fingerprint clearance card
Clinical Health Requirements

Master’s Requirements
Take the following 30 units:
- NUR 510, NUR 520, NUR 530, NUR 540, NUR 550, NUR 560, NUR 605, NUR 608, NUR 675, NUR 676 (30 units)

All students will complete clinical field work in NUR 608 which will include completion and dissemination of the student’s Evidence-Based Practice Capstone.

Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.

PROGRAM FEE INFORMATION
Program fees are established by the Arizona Board of Regents (ABOR). A program fee of $40 per credit hour has been approved for this program.

Current RN license in good standing to practice as a registered nurse in Arizona, or eligibility to obtain an Arizona license, or meet the Arizona Board of Nursing regulations regarding multistate licensure.
3 letters of recommendation
Prerequisites (completed prior to enrolling in the program)
Completion of an undergraduate introduction to statistics course from a college or university with a grade of “C” or better, or a Pass.
Another option is completion of a graduate course in statistics, passed with a “B” grade or higher, and completed prior to enrollment in NUR 530.
Completion of undergraduate courses in nursing research (didactic) and public health nursing (didactic and clinical) with grades of “B” or better.
Responses to specific essay questions
Fingerprint clearance card
Clinical Health Requirements

Master’s Requirements
Take the following 30 units:
- NUR 510, NUR 520, NUR 530, NUR 540, NUR 550, NUR 560, NUR 605, NUR 608, NUR 675, NUR 650, NUR 675, NUR 676 (30 units)

All students will complete clinical field work in NUR 608 which will include completion and dissemination of the student's Evidence-Based Practice Capstone.

Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.

PROGRAM FEE INFORMATION
Program fees are established by the Arizona Board of Regents (ABOR). A program fee of $40 per credit hour has been approved for this program.
8. Justification for proposal:
This proposal is to add NUR 650 back into the plan requirements. Per the justification for their last curricular change (see #8 below), NUR 650 was to be moved from the emphasis area to a requirement; however, it was omitted completely.

Justification from the UGC plan change proposal approved at the 3.6.13 UGC meeting:
Changes within the MS-Generalist Track include:
1. Student learning outcomes—reviewed and revised to meet new MS Essentials/accreditation requirements.
   a. 1 credit moved from NUR 608 to NUR 676: Healthcare Systems.
   b. 2 credits moved from NUR 689 to NUR 676: Healthcare Systems.
3. MS Professional Project/Thesis replaced by Capstone—Capstone developed across courses and disseminated in last clinical course; more closely aligns with Master's level professional education/practice, more directly impacts patients/patient-populations in a clinical setting, meets accreditation requirements.
4. NUR 675: Advanced Roles Transitions—repositioned from end to beginning of the MS Program; introduces roles of Advanced Practice Nurses earlier/offers more learning opportunities.
5. NUR 520: Advanced Pathophysiology for Advanced Practice Nurses & NUR 540: Pharmacology for Advanced Practice Nurses—positioned in same semester to reinforce understanding/application of related content.
6. Pre-requisites & Co-requisites—modified to support proposed re-sequencing and enhance student learning throughout the program.
7. Content and credits were reallocated as follows:
   a. NUR 608—1 credit removed from NUR 608 (3 credits changed to 2 credits)
      i. Sufficient hours (120 clinical hours) remain in NUR 608 to meet learning needs and accreditation requirements.
      ii. 1 credit reallocated to NUR 676: Healthcare Systems.
   b. NUR 689 (2 credits) course removed from MS Program; credits reallocated to NUR 676: Healthcare Systems.
8. NUR 650: Advanced Health Assessment, NUR 540: Pharmacology for Advanced Practice Nurses, & NUR 550: Family Nursing Theory & Practice—now required as core courses (no longer as electives) for the MS-Generalist students to meet the new accreditation requirements.

9. NCATE designation, if applicable:
   ☐ Initial Plan  ☐ Advanced Plan  ☐ Remove Designation

10. Effective beginning FALL: 2013
    See effective dates calendar.

Effective Fall 2013
11. Will this proposal impact other plans, sub plans, or course offerings, etc.? Yes ☐ No ☒ If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit

Answer 12-13 for UCC/ECCC only:

12. A major is differentiated from another major by required course commonality: 24 units of the required credit hours of a major must be unique, (i.e. not common or not dual use as a required element in another major), to that major. Does this plan have 24 units of unique required credit? Yes ☐ No ☐

13. Minor: A planned group of courses from one or more subject matter areas consisting of at least 18 hours and no more than 24 hours. At least 12 hours of the minor must be unique to that minor to differentiate it from other minors. Does this minor have 12 units of unique required credit? Yes ☐ No ☐

Answer 14-15 for UGC only:

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework? Yes ☒ No ☐ If no, explain why this proposal should be approved.

15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework? Yes ☐ No ☒ If no, explain why this proposal should be approved.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 09/24/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Debora Thomas 10/1/2013
Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Leslie Schulz 10/1/2013
Dean of college Date

Effective Fall 2013
For Committee use only:

UCC/UGC Approval

<table>
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Approved as submitted: Yes ☐ No ☐
Approved as modified: Yes ☐ No ☐

EXTENDED CAMPUSES

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**Approvals:**

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<th>Chief Academic Officer; Extended Campuses (or Designee)</th>
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Approved as submitted: Yes ☐ No ☐
Approved as modified: Yes ☐ No ☐
### Required Courses

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<tr>
<th>Course #</th>
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<tr>
<td>NUR 510</td>
<td>Knowledge Development in Nursing</td>
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<tr>
<td>NUR 520</td>
<td>Applied Pathophysiology for APNS</td>
<td>3</td>
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<tr>
<td>NUR 530</td>
<td>Advanced Principles of Evidence-based Practice</td>
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</tr>
<tr>
<td>NUR 540</td>
<td>Pharmacology for Advanced Practice Nurses</td>
<td>3</td>
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<tr>
<td>NUR 550</td>
<td>Family Nursing Theory and Practice</td>
<td>3</td>
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<tr>
<td>NUR 560</td>
<td>Rural Theory and Health Policy</td>
<td>3</td>
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<tr>
<td>NUR 605</td>
<td>Graduate Research Seminar</td>
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<tr>
<td>NUR 608</td>
<td>Fieldwork Experience: Clinical Leadership</td>
<td>2</td>
</tr>
<tr>
<td>NUR 650</td>
<td>Advanced Nursing Assessment (lecture &amp; lab)</td>
<td>3</td>
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<tr>
<td>NUR 675</td>
<td>Advanced Roles Transition</td>
<td>2</td>
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<tr>
<td>NUR 676</td>
<td>Healthcare Systems: Technology, Quality, and Economics</td>
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Total Hours Completed: ____________

Total credit Hours: **30**

(2013-2014)  
updated 2013-05-08