

COURSE APPROVAL/CHANGE DOCUMENT

(See back of form for instructions)

1. ADDITION ___ REVISION ___ TERMINATION ___

2. IF REVISION: denote changes (i.e. Title only; Title, CIP and Description; etc.):

3. COURSE NUMBER ___

4. COURSE TITLE _____

5. IF REVISION: Previous Course No. _____ Previous Title _____

6. FOR ADDITIONS AND REVISIONS -
FIRST TERM/YEAR TO BE OFFERED:

Fall___ Spring___ Summer___ Term_____

7. FOR TERMINATIONS ONLY -
LAST TERM/YEAR TO BE OFFERED:

Fall___ Spring___ Summer___ Term_____

8. COLLEGE:

9. DEPARTMENT NAME:

10. CIP CODE (Classification of Instructional Program / US Bureau of Labor Statistics): _____

11. FIXED CREDIT HOURS: YES___ NO___

___ Total Credit Hours

___ Lec Contact Hours

___ Lab Contact Hours

___ Other Contact Hours

12. VARIABLE CREDIT HOURS: YES___ NO___

___ Min Total Credit Hours ___ Max Total Credit Hours

___ Min Lec Contact Hours ___ Max Lec Contact Hours

___ Min Lab Contact Hours ___ Max Lab Contact Hours

___ Min Other Contact Hours ___ Max Other Contact Hours

13. CAN THIS COURSE BE TAKEN FOR ADDITIONAL CREDIT: YES___ NO___ If YES, total number of times course can be taken _____

14. MAXIMUM ENROLLMENT ALLOWED FOR COURSE: _____ Justification of maximum enrollment:

15. CLASS SCHEDULE TYPE/ FACULTY WORKLOAD: Choose appropriate schedule type:

Faculty Workload: _____

Class schedule type justification:

16. COURSE LEVEL:

17. GRADE TYPE:

18. DEVELOPMENTAL COURSE: YES___ NO___

19. CROSS-LISTED COURSE:

YES___ WITH _____ NO___

20. SPECIAL COURSE FEE? (Must be Board approved)

YES___ Amount \$ _____ NO___

21. Required faculty qualifications to teach this course:

22. GENERAL EDUCATION COURSE: YES _____ NO _____

If yes, please select one general education category:

If yes, please select up to three general education learning goals that reflect the priorities for student learning in the course. Please rank these in priority order, i.e. 1,2,3 by inserting the numbers/rankings into the boxes:

- ___ General Education Learning Goal 1: Ethical Reasoning
- ___ General Education Learning Goal 2: Global Learning
- ___ General Education Learning Goal 3: Information Literacy
- ___ General Education Learning Goal 4: Written Communication
- ___ General Education Learning Goal 5: Oral Communication
- ___ General Education Learning Goal 6: Critical Thinking
- ___ General Education Learning Goal 7: Quantitative Literacy

If the proposed new or revised course is a General Education course, please provide a short rationale why this course should be considered as a general education course.

Attach the following:

- a) Class syllabus using the syllabus template.
- b) Memo from Library Dean assessing available and needed library resources and services.
- c) If applicable, memos from Department Chair(s) in affected department(s) stating support or that issues/conflicts are resolved.

COURSE APPROVAL SIGNATURES

Department Chairperson

Jason D.
Wagganer

Digitally signed by Jason D.
Wagganer
Date: 2020.02.04 17:05:27 -0500

Educator Preparation Committee

Dean of Kent Library

Barbara C.
Glackin

Digitally signed by Barbara C.
Glackin
Date: 2020.02.04 16:32:53 -0500

General Education Council

College Council

Joe Pujol

Digitally signed by Joe Pujol
Date: 2020.02.19 09:00:51
-0500

Graduate Council

To obtain the next signature, save the pdf to your desktop and then email the form as an attachment to the next individual for signing. When submitting the form, the **email must come from your Southeast email account.**

Registrar's Office Use Only

SCACRSE _____ Degree Audit _____ Bulletin _____ Degree Map _____ SHATATR _____

Instructions for Completing Course Approval/Change Document

1. Is the course an Addition, Revision or Termination?
2. If Revision: Please list changes being made to course such as title change; or title, CIP, and description change, etc.
3. Course Number: Two letters (choose discipline from drop down menu) and three numbers (i.e., EN 140). For course additions, ask for a list of available course numbers from the Registrar's Office.
4. Course Title: Full title of course.
5. If Revision: Indicate previous course number and/or title if change has been made. A new course number must be used if the revised course is not equivalent to the previous course offered.
6. For Additions and Revisions-First Semester/Year To Be Offered: Indicate first semester/year course is to be offered or when changes to the revised course will be put into place.
7. For Terminations Only-Last Semester/Year To Be Offered: Indicate last semester/year course is to be offered. For course terminations skip questions 10-22.
8. College Name: Choose the College Name from drop down menu. UI/IU courses belong to the School of University Studies.
9. Department Name: Choose the Department Name from drop down menu. UI/IU courses belong to the School of University Studies.
10. CIP Code: Enter six digit code number. Contact Institutional Research for information.
11. Fixed Credit Hours: Enter the total credit hours student will earn for course. Lecture, Lab, and/or Other Contact Hours should be completed as appropriate. Lecture contact hours should equal the student credit hours earned for the lecture component of the class. Lab contact hours will in most cases be entered as a 2 to 1 ratio (2 contact hours equals 1 student credit hour) for the lab component of the class. Other Contact hours will be entered for field experience courses, internships, practicums, etc.
12. Variable Credit Hours: If course is variable credit hour, indicate total minimum hours and total maximum hours for which credit can be received. Indicate minimum and maximum lecture, lab, and/or other contact hours as appropriate. See 10 for more detailed instructions.
13. Can This Course be Taken for Additional Credit: Indicate if students will be allowed to enroll in this course more than once for additional credit. NOTE: If the course allows for multiple repeats, it is outside the normal repeat procedure. If a student making a grade of 'D' or 'F' wants to repeat the course for a better grade, special handling is required.
14. Maximum enrollment allowed for course: Indicate the total number of students allowed to enroll in this course and the justification for that maximum.
15. Class Schedule Type/Faculty Workload: See Class Schedule Types sheet on Document Share for appropriate type of course and faculty workload.
16. Course Level: Choose appropriate course level from drop down menu. 500 level courses are mixed undergraduate/graduate.
17. Grade Type: Indicate if course is standard grade (A, B, C, etc.) or Credit/No Credit
18. Developmental Course: Indicate if course is to be offered for degree credit or developmental credit.
19. Cross-listed Course: List course that is cross-listed across disciplines (e.g., PY120/CF120)
20. Special Course Fee: Indicate course fee amount as approved by Board of Regents
21. Required faculty qualifications: What are the degrees, areas of specialty, and/or other characteristics of a faculty member that would qualify them to teach this course.
22. General Education Course: Choose NO, or the category in which the course falls and the general learning goals.

Class Syllabus Template

Course Number: TX 650

Course Title: Therapeutic Interventions in Athletic Training I

Catalog Description: The underlying theories and application regarding the use of therapeutic modalities in athletic training practice.

Prerequisites: TX 621 – Musculoskeletal Assessment

Co-requisites:

Credit Hours: 3.0 Hours

Semester: Spring

Class Meeting Time(s), location and format: Face to Face

Instructor: TBD

Instructor Contact Information: TBD

Concerns: Questions, comments or request regarding this course should be taken to the instructor. Unanswered questions or unresolved issues about this class can be directed to Jason Wagganer, interim chairperson, at 573-651-2197 or jwagganer@semo.edu

Course Learning Outcomes:

1. Students will be able to describe contemporary pain control theories.
2. Students will be able to construct a treatment plan to address patient concerns utilizing evidence-based guidelines.
3. Students will be able to interpret clinical findings regarding patient outcome assessments.

Course-specific Required Materials:

Starkey C. *Therapeutic Modalities*. 4th ed., FA Davis Publishing. ISBN 978-0-8036-2593-8.

Other Readings as Assigned and available on Moodle.

Course Content:

Topic	Hours
Principles of Electrical Stimulation	1.5
The Healing Process	3
Physiology and Psychology of Pain	3
Development and Delivery of Intervention Strategies	1.5
Administrative Policies Governing Therapeutic Modalities	1.5
Thermal Modalities: Cold & Heat	3
Thermal Modalities: Clinical Application	3

Therapeutic Ultrasound: Principles	3
Clinical Application of Therapeutic Ultrasound	6
Principles of Electrical Stimulation	3
Clinical Application of Electrical Stimulation	6
Mechanical Modalities: CPM & Intermittent Compression	3
Mechanical Modalities: Traction	3
Mechanical Modalities: Massage	3
Total	45 Hours

CAATE Curricular Content Standards

1. Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery. (CAATE – 58)
2. Develop a care plan for each patient. The care plan includes (but is not limited to the following): (CAATE – 69)
 - a. Assessment of the patient on an ongoing basis and adjustment of care accordingly.
 - b. Collection, analysis, and use of patient-reported and clinician-related outcome measures to improve patient care.
 - c. Consideration of the patient’s goals and level of function in treatment decisions.
 - d. Discharge of the patient when the goals are met or when the patient is no longer making progress.
3. Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (But are not limited to) the following: (CAATE – 73)
 - a. Therapeutic and Corrective Exercise
 - b. Soft tissue techniques
 - c. Motor control/proprioceptive activities
 - d. Therapeutic Modalities
 - e. Home care management
4. Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.
- 5.

Grading Scale and Policies:

The grading for this course will be an average of points for the semester. Each assignment will be worth a specific point total toward the overall grade. The percentages for each section are listed below:

Grading Scale

- 90.00 – 100.00% - A
- 80.00 – 89.99% - B
- 70.00– 79.99% - C
- <70.00% - F

** Students must achieve a “C” or higher in all courses in the Athletic Training curriculum to matriculate through the program. Failure to achieve a “C” or higher will result in an intervention as described in the Program’s student handbook.

Evaluation of Learning

The grading for this course will be done on a weighed grading scale. Each section of grades will be worth a specific percentage of your overall grade. The percentages of each of these are listed below.

Participation (5% of Final Grade)

Being actively engaged in the learning process and attending class has been shown to have a positive impact on the learning process. Students are expected to attend class and be actively engaged in the process. Cell phones and other electronic devices can be detrimental to the learning environment when used inappropriately. Utilizing these devices for anything other than academic purposes will result in a loss of participation points for that day.

Assignments/Article Reviews/Annotations (15% of Final Grade)

Evidence Based Medicine (EBM) involves gathering the evidence available to you and making an informed decision on treatments based on the information gathered, clinical experience and patient values. Reading and understanding research is a vital part of being able to effectively practice athletic training and be respected in the healthcare field. Throughout the semester, students will be required to read articles and provide an analysis/critique of the articles describing how it relates to patient care. (A grading rubric will be provided on Moodle). Failure to follow the guidelines provided in the rubric will result in a loss of points for that assignment. These articles will be turned in electronically through Moodle in the assignment drop box provided as Microsoft Word Document. There may also be other assignments distributed throughout the semester that will be available on Moodle. All assignments are expected to be turned in by the assigned due date.

Exams (40% of your Final Grade)

The ability to comprehend the material and retain the material is vital to your education and to ensure your ability to successfully sit for the certification exam. There will be five exams over the course of the semester (Four in class and one final comprehensive exam) designed to ensure your ability to comprehend the material and retain information to each of the units. These examinations will cover information from the textbook, assigned readings, material presented in class, and homework assignments. As is the case with every Athletic Training/Health Sciences course, information in this class will build off pre-requisite knowledge and information presented over the course of the semester. So each exam will be somewhat comprehensive in nature. Exams will vary in points and will be a combination of written and multiple choice questions.

Quizzes (20% of your final grade)

In order to ensure understanding of the material presented in class and to ensure that students are keeping up with the reading, there will be quizzes given throughout the semester. These quizzes may be given on Moodle or in class. In class quizzes may be unannounced, so keeping up with the readings is essential. Quizzes that are missed due to unexcused absence or failure to take the

Assignments

Evidence Based Research Project (20% Final Grade)

As discussed in the assignments section of the syllabus, evidence based practice is a vital component to becoming a respected member of the healthcare field. In order to practice evidence based medicine, you must understand how to read and interpret current literature and implement this information into your clinical practice. This project will incorporate 3 different assignments (each due 5 weeks apart). For this project you will be required to answer the following 3 questions:

1. Clinical Question 1- Develop a clinical question relating to superficial thermal modalities (MHP, Cold, Ice, Warm Whirlpool, Cold Whirlpool, etc.) An ex. What is the most effective modality to cool intramuscular temperature of the quadriceps after an injury? – Due September 24th, 2019
2. Clinical Question 2 – Develop a clinical question relating to Deep Heating modalities (An ex. When attempting to increase soft tissue flexibility/Range of Motion, what thermotherapy application methods (US vs MHP, Time, Application method, etc.) is the most effective?) – October 29th , 2019
3. Clinical Question 3 – Develop a clinical question relating to electrical stimulation treatments, (Ex. When using electrical stimulation for increasing muscle strength, what methods need to be considered for application to be effective?)- December 5th, 2019

Students may develop their own question relating to the topic provided, however all questions will need to be approved by the instructor prior to beginning. Each student will be required to find a minimum of 3 peer reviewed articles that relate to this clinical question. The should include a written expression of how the article was critically appraised, a listing of relevant clinical findings, a narrative explaining the clinical applicability of the findings, and a comparison table for the three articles that includes the following: Study design, number of participants, investigated methods, interventions, findings and conclusions. After the table, a narrative addressing the clinical practice implications (how this relates or changes to your current thoughts on the topic), patient education or anything other information needed to make this effective. This should be written with 1 inch margins, 12 points font, and APA style, double spaced. A grading rubric and example will be provided on Moodle.

Final Exam Schedule: TBD

Other Course Information

General Classroom Policies:

The following is a brief list of classroom courtesy guidelines that need to be followed at all times when in the classroom this semester. This list is not all inclusive and any actions (including those listed below) that are deemed detrimental to the learning environment while in the classroom may result in the student being asked to leave the classroom for the day and a loss of participation points.

1. Please talk only in class during times when discussion on a topic is encouraged. Talking during inappropriate times is disrespectful to the instructor and to your fellow classmates. This will take away from the learning environment. So please only talk during times when discussion is encouraged.

2. Be actively engaged in the lecture and learning process. This means you should not be working on homework for other courses, playing games on your phone, texting, tweeting, sleeping, etc. or anything else that may take away from the learning environment.
3. Please refrain from using a cellular phone or any other electronic device during class for anything other than academic purposes. If you are expecting a phone call please sit next to the door so that you may answer that without disrupting the class.
4. Please show up to class on time. This class will begin promptly at the start time. Arriving to class late is disruptive to the instructor and others in the class.
5. Please refrain from using foul or offensive language in the classroom. Every effort should be made to maintain a professional environment while in the classroom.

Other Course Policies/Information:

Electronic Communication

I will frequently use your Southeast E-mail and Moodle to communicate with the class. This is the most effective and efficient way for me to disseminate information to the group and ensure that everyone receives the e-mail and information. Please check your e-mail on a regular basis and ensure that your mailbox is able to receive e-mails. I will only use the e-mail provided to you by the University for communication.

ATEP Matriculation Clause

This course must be completed in the original ATP curriculum sequence that is set for all athletic training students at Southeast Missouri State University. In order for students to advance to the next set of athletic training classes, each student **MUST** pass this course with a grade of C or better. Failure to achieve a C or better in this course will leave the student unable to matriculate through the curriculum.

Out of Class Assignments/Late Work

There will be assignments that will be given out on occasion over the semester to ensure students comprehend the material and are staying up to date on assigned readings. These assignments will be provided to you on Moodle and should be submitted in a Microsoft Word format through the Dropbox available on the Moodle Site. All assignments will be due by the assigned time/date listed in the instructions. Failure to submit an assignment by the time/date listed will result in a (0) ZERO for that assignment. **NO LATE ASSIGNMENTS WILL BE ACCEPTED WITHOUT PRIOR WRITTEN APPROVAL FROM THE INSTRUCTOR.** If you are going to be absent for a class it is your responsibility to submit the assignment before the due date.

Attendance and Participation

Students are expected to attend all classes for the courses in which they are enrolled. An absence from class, excused or unexcused, does not relieve the student of the responsibility to complete all assignments/requirements for the course. If the absence is for a University sanctioned event, the instructor will provide an opportunity to complete the coursework, **ONLY IF** arrangements are made **before** the absence. It is at the instructor's discretion to allow any make-up work for any other reason and this will be decided on a case by case basis. In order to achieve the objective for this course, you must be present and make an active effort to learn the material. The content covered in this course is not something that you can understand by sitting in class solely. You must spend time practicing the skills and reading the material outside of class. Participation in this class will make up a portion of your grade. If you are absent from class, not engaged, or not participating in class you will not receive any participation points for

that day. Any student, not present for the entire first week of class will be dropped by the instructor for non-attendance as per University policy. Any questions regarding this process should be directed to the University Registrar.

Academic Honesty – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else's work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct

<http://www.semo.edu/responsible/redhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

Accessibility – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

Civility – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at:

<http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

Mandatory Reporting – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

Student Success – This course uses SupportNET, Southeast's student success network, to improve communication between students, faculty and staff on campus. You'll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

