



Minnesota State University, Mankato PDF and CLEAR buttons only compatible with Acrobat V. 4 and 5
Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):		Proposal # <u>387</u>
College: <u>Allied Health and Nursing</u>	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Department: <u>Human Performance</u>	<input type="checkbox"/> Graduate	Academic Year <u>06-07</u>
Program: <u>Sports Medicine Minor</u>	CIP # _____	(For Office Use Only)
Type of Change: <u>COURSE PROPOSALS</u>		Course Designator Number of and Number Credits
Proposed: <u>New Course</u>		
Title Current: _____		
Title Proposed: <u>HP 415 Advanced Sports Medicine</u>		2
24-Char. Abbrev: _____		(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
 This course is designed for individuals interested in advanced study in the field of sports medicine. The course will provide advanced study or orthopaedic assessment techniques, application of therapeutic exercise and modalities, and rehabilitation techniques.
 Prerequisites: BIO 220, HLTH 210, & HP 340

Rationale or Justification for change:

This course will provide interested students, with a variety of professional goals, with the didactic and laboratory background necessary to develop advanced skills in Sports Medicine techniques. The course will build upon the foundation provided by the courses required for the sports medicine minor as well as build on the content provided in HP 340 Prevention and Care of Athletic Injuries. Due to accreditation standards and curricular requirements (clinical experiences and practical examination) the existing courses within the athletic training major may not be taken by non-athletic training majors, therefore this course is needed to provide advanced study for the sports medicine minor.

*****For General Education or Cultural Diversity Courses Only*****

General Education Course:		Cultural Diversity Course: (Please check one.) <input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
GE Category #	GE Category Name (Maximum of 3 Categories)	
<u>N/A</u>		
<u>N/A</u>		
	<u>N/A</u>	
? For Writing Intensive Courses, attach a description of the kind and quantity of writing. ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.		
Attach paper copies of the following: a. Syllabus or course outline. b. Course's student learning outcomes associated with each GE competency or CD designation. c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.		

*****For New Courses*****

(Check all that apply):	Instructional Type: <u>Lecture/Lab</u>	Course will be offered:
<input checked="" type="checkbox"/> Course is an elective.	Grading Format: <input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input checked="" type="checkbox"/> Course is required for program	<u>Sports Medicine Minor</u>	<input checked="" type="checkbox"/> Spring Semester
<input checked="" type="checkbox"/> Pre- or Co-requisites:	<u>BIO 220, HTLH 210, HP 340</u>	<input checked="" type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) <u>NA</u>		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		
Attach paper copies of the following: a. Syllabus or course outline. b. Course's student learning outcomes. c. A list of resources required to offer and support this course. d. A description of how teaching this course will affect department staffing. e. If 400/500 level course, an explanation of added expectations of graduate students.		



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For Program Proposals

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
<http://www.mnsu.edu/acadaf/pra/forms/>
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

For Programs Requiring MnSCU Approval

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:
<http://www.mnsu.edu/acadaf/Curriculum/curformsprocess.html>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - 7 Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - 7 Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - 7 Change in program name.
 - 7 Change in program CIP #.
 - 7 Change in TOTAL program credits.
 - 7 Change in degree award. For example, changing a B.A. to B.S.
 - 7 Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.



Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Larry M Rushing 3/5/07
Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Ronald A. Nicholson 4-3-07
Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Asst Dean 4/4/07
Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

- a. Syllabus or course outline.
- b. Course's student learning outcomes.
- c. A list of resources required to offer and support this course.
- d. A description of how teaching this course will affect department staffing.
- e. If 400/500 level course, an explanation of added expectations of graduate students.

The course content is similar, although much less in-depth, to six (6) courses required for the Athletic Training Major HP 342, 343, 346, 346, 442 and 444 and couple with HP 340 Prevention and Care (which is a prerequisite) is designed to provide the student with an overall sports medicine background without the depth of the athletic training major.

- a. Proposed course syllabus is attached.
- b. Course learning outcomes: Each outcome is related to each "Course Objective" on the syllabus. Please refer to page 2 of the syllabus.
- c. A list of resources required to offer this course: no additional resources are necessary to teach this course.
- d. A description of how teaching this course will affect department staffing: The current staffing will not allow for an athletic training faculty member to teach this course without a shift in load. Since this is a more advanced course we propose that Ms. Theresa Mackey will teach this course each spring. To accomplish this the department would need to either not offer HP 340 during the Spring semester (it is currently offered fall, spring, and online during the summer semesters) or the course would need to be taught by a teaching assistant or an adjunct faculty member from the community.
- e. If 400/500 level course, an explanation of added expectations of graduate students: the course will be 400 level only.

**HP 415 Advanced Sports Medicine
Minnesota State University, Mankato
Spring 2007**

Instructor: XXX
Office: XXX
Office Phone: XXX
E-Mail: XXX

Credit Hours: 2 hours
Course Time/Days: XXX
Room: XXX
Pre-Requisite: BIOL 220 & HLTH 210, HP 340

Texts & Other Course Materials:

The student is required to purchase one textbook for the course. The remaining course materials will be available through the course web page on the *Desire2Learn* server, which the student must be able to access throughout the semester.

Required-

- Prentice, W. (2006). *Arnheim's Principles of Athletic Training: A Competency Based Approach* (12th ed.). Boston: McGraw-Hill. (0-07-297108-8)
- Access to *Desire2Learn*
 - Login Instructions- <https://d2l.mnsu.edu/>

Recommended-

- Denegar, C., Saliba, E. & Saliba S. (2006). *Therapeutic Modalities for Musculoskeletal Injuries* (2nd ed.). Champaign, IL: Human Kinetics. (0736055827).
 - Hoppenfeld S. (1976). *Physical Examination of the Spine & Extremities*. Upper Saddle River, New Jersey: Prentice Hall. (0-8385-7876-5)
 - Houglum, P. (2005). *Therapeutic Exercise for Musculoskeletal Injuries* (2nd ed.). Champaign, IL: Human Kinetics. (0736051368).
 - Kendall, F.P., McCreary, E.K., & Provance, P.G., Rodger, M.M., & Romani, W.A. (2005). *Muscles: Testing and Function with Posture and Pain* (5th ed.). Baltimore, Maryland: Williams & Wilkins. (0-7817-4780-5)
 - Starkey, C. & Ryan, J. (2002). *Evaluation of Orthopedic & Athletic Injuries* (2nd ed.). Philadelphia: F.A. Davis Company. (0-8036-0791-1)
 - Starkey, C. & Ryan, J. (2003). *Orthopedic & Athletic Injury Evaluation Handbook*. Philadelphia: F.A. Davis Company. (0-8036-1104-8)
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Course Description:

It is designed for individuals interested in the broad field of sports Medicine. It is intended for students in the following academic disciplines: exercise science, physical education, coaching, pre-physical therapy, psychology, pre-medicine, pre-chiropractic, nutrition, nursing, and pre-athletic training entry-level graduate education. This course will provide an overview of the procedures and techniques used for the recognition and evaluation of athletic injuries that occur to the lower and upper extremities, as well as an

overview of the theory and application of therapeutic modalities and rehabilitation procedures prescribed in the management of athletic injuries. Laboratory experiences will emphasize the proper methods and techniques utilized in evaluation, assessment, management and rehabilitation of lower and upper extremity pathologies associated with participation in athletic activities.

Course Objectives (Student Learning Outcomes):

The course is designed to teach the student procedures and techniques for injury evaluation techniques of the lower and upper extremity. Upon completion of the course, the student will be able to demonstrate knowledge, comprehension, and competence with each of the following course objectives.

The student will be able to:

1. Identify and describe the basic etiology and pathology of common athletic-related injuries.
2. Identify specific athletic-related injuries of the upper and lower body and describe how to evaluate the specific injury.
3. Perform basic skills of the HOPS (i.e., history, observation, palpation, & special tests) injury evaluation process when assessing upper and lower body injuries.
4. Describe the basic components of the injury rehabilitation process.
5. Classify the type and severity of injuries.
6. Identify factors that lead to an injury episode such as anatomical and biomechanical considerations.
7. Recognize and evaluate common injuries suffered during athletic participation.
8. Distinguish various types of acute and chronic athletic injuries, as well as discern between mild, moderate and severe injuries.
9. Identify and perform a comprehensive evaluation to determine the severity of injury and potential damage to specific structures of the lower extremity.
10. Understand the anatomical location of the major muscles, tendons, and ligaments of the lower and upper extremity.
11. Distinguish between mild, moderate, and severe injuries.
12. Determines the appropriate modality to accomplish treatment goals and objectives as they relate to wound healing and tissue repair.
13. Understand the body's physiological responses during and following the application of therapeutic modalities, including cryotherapies, thermotherapies, electrotherapies, Ultrasound and soft tissue therapies.
15. Understands the role of therapeutic modalities in the control of acute and chronic pain.
16. Discuss the typical physiologic responses to trauma as they relate to the use of therapeutic modalities.
17. Identify normative range of motion values and perform objective methods for measuring joint range of motion.
18. Distinguish between isometric, isotonic, and isokinetic exercises in the rehabilitation of athletic related injuries.
19. Design a comprehensive rehabilitation program for an injured athlete from the point of injury to full participation.
20. Identify therapeutic goals and objectives in a comprehensive rehabilitation program.
21. Identify and describe appropriate therapeutic techniques and criteria for progression of exercises in a rehabilitation program.
22. Understand how psychological and emotional responses to trauma and forced inactivity affects the rehabilitation process.

Course Requirements (Approximate Point Values Only):

Three (3) written Exams (approximately 100 points each)	300 pts
Assignments/Quizzes	10 – 20 pts each
Laboratory Activities	10 – 20 pts each
Practical Exams	25 - 50 pts each
Rehabilitation Paper	50 pts

Class Attendance:

Attendance for class is mandatory; each unexcused absence will cost one letter grade. Students need to be in class and on time each day. If the student is absent from a class session, it will be the responsibility of the student to acquire all missed notes, handouts, assignments, and announcements. Arriving late to class twice will result in the loss of one letter grade.

Required Attire:

Students need to dress appropriately for each laboratory class session which involves wearing a pair of shorts and a t-shirt. This type of attire is required so that students can access the appropriate body landmarks to accurately apply the knowledge and practice the skills involved in the evaluation, management, and rehabilitation of athletic related injuries.

Grading Policy:

All tests, quizzes, and assignments given in this course are designed to address course and unit objectives. The student's final letter grade for this course as well as the student's grades on unit exams, quizzes, and assignments will be determined by the total number of points earned divided by the total number of points possible. All in-class quizzes and assignments will be unannounced; therefore, consistent class attendance is required (refer to Class Attendance section).

Grading Scale:

Final course grades are determined by dividing the total number of points earned by the total number of points possible for the course.

- A: 100 - 90%
- B: 89-80%
- C: 79-70%
- D: 69-60%
- F: 59% and Below

***The student needs to understand that this Advanced Sports Medicine class involves laboratory activities in which the students will be asked to act as a subject so that other students may practice a variety of athletic training techniques. During the course of acting as a subject, bodily contact between students and between faculty and subjects will be necessary to facilitate the learning process. This contact will be limited to appropriate and necessary contact, however should you have any difficulty with this form of education please contact your instructor immediately. In addition, please consult the links below if you believe that inappropriate contact has occurred. This information is also available in the University Bulletin.

Academic Honesty, Misconduct and Professional Behaviors in the Classroom:

All University standards for academic conduct and academic dishonesty, as per <http://www.mnsu.edu/supersite/administration/basic-stuff/policies.html#ah> and the "Basic Stuff Handbook" MSU student handbook located at <http://www.mnsu.edu/supersite/administration/basic-stuff/toc.html>. In addition, as per University and program policy disruptive behavior in the classroom will not be tolerated. Disruptive behavior is defined as behavior that interferes with student learning and/or faculty teaching. This is consistent with the University "Statement of Student Responsibilities" found at <http://www.mnsu.edu/supersite/administration/basic-stuff/policies.html#responsibilities>. Disruptive students will be asked to leave class and the "Disruptive Classroom Behavior and Academic Dishonesty Referral Procedure to the Office of Student Affairs" procedure found at <http://www.mnsu.edu/conduct/referralprocedure.html> will be enacted.

Reasonable Accommodations for Students with Disabilities:

Minnesota State University, Mankato maintains compliance with all federal and state regulations regarding the discrimination of qualified students with disabilities. Every Attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations and/or contact the Disability Services Office at (507) 389-2825 (V) or 1-800-627-3529 (MRS/TTY).

Minnesota State University, Mankato
HP 4xx Advanced Sports Medicine
Weekly Plan

- Day 1-** Class Orientation / Injury Evaluation Process
- Day 2 -** SOAP Note Writing - Lab
- Day 3-** Foot, Ankle & Lower Leg – Anatomy, Biomechanics, Pathology, and Management
- Day 4-** Foot, Ankle & Lower Leg Evaluation Techniques -
- Day 5-** Foot, Ankle & Lower Leg - Lab
- Day 6-** Knee - Anatomy, Biomechanics, Pathology, and Management
- Day 7-** Knee Evaluation Techniques
- Day 8-** Knee - Lab
- Day 9-** **Exam I**
- Day 10-** Thigh, Hip, & Pelvis - Anatomy, Biomechanics, Pathology, and Management
- Day 11-** Thigh, Hip, & Pelvis Evaluation Techniques
- Day 12-** Thigh, Hip & Pelvis - Lab
- Day 13-** Shoulder - Anatomy, Biomechanics, Pathology, and Management
- Day 14-** Shoulder Evaluation Techniques
- Day 15-** Shoulder - Lab
- Day 16-** Elbow, Wrist & Hand - Anatomy, Biomechanics, Pathology, and Management
- Day 17-** Elbow, Wrist & Hand Evaluation Techniques
- Day 18-** Elbow, Wrist & Hand Evaluation - Lab
- Day 19-** **Exam II**
- Day 20-** Head, Face & Cervical Spine - Anatomy, Biomechanics, Pathology, and Management
- Day 21-** Head, Face & Cervical Spine Evaluation Techniques - Lab
- Day 22-** Lumbar Spine, Thorax & Abdomen - Pathology and Evaluation Techniques
- Day 23-** Lumbar Spine, Thorax & Abdomen Evaluation Techniques - Lab
- Day 24-** Tissue Healing / Therapeutic Modalities – cryotherapy / thermotherapy
- Day 25-** Therapeutic Modalities – Electrical modalities / Ultrasound / Soft Tissue Therapy
- Day 26-** Therapeutic Modalities - Lab
- Day 27-** Therapeutic Exercise – Designing Rehab programs/ Psychological Factors of Rehab
- Day 28-** Therapeutic Exercise – CKC exercise, Proprioception, Kinesthesia
- Day 29-** Therapeutic Exercise for the Lower Extremity - Lab
- Day 30-** Therapeutic Exercise for the Upper Extremity – Lab

Final Exam – During Finals week