Graduate Council Report

July 7, 2011

New Course Requests:

ATTR 651. Clinical Education I. (1-8). Credit 2. Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: Enrollment in MS Athletic Training Program.

ATTR 652. Clinical Education II. (1-16). Credit 3. Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 651.

ATTR 653. Clinical Education III. (1-16). Credit 3. Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 652.

ATTR 654. Clinical Education IV. (1-8). Credit 2. Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 653.

ATTR 655. Clinical Education V. (1-16). Credit 3. Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 654.

ATTR 656. Clinical Education VI. (1-16). Credit 3. Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 655.

ATTR 660. Prevention and Care of Athletic Injuries. (3-0). Credit 3. Prevention strategies and procedures, recognition and care of common injuries and conditions; foundational concepts and principles of the athletic training profession. Prerequisite: Enrollment in MS Athletic Training Program.

ATTR 661. Prevention and Care of Athletic Injuries Lab. (0-2). Credit 1. Laboratory to accompany ATTR 660; application of theories and practice skills. Prerequisite: Concurrent enrollment in ATTR 660.

ATTR 662. Clinical Examination and Diagnosis-Lower Extremity. (3-0). Credit 3. Pathomechanics, clinical examination, diagnosis and appropriate medical referral of orthopedic injuries and other conditions to the lower extremity and spine. Prerequisite: Enrollment in MS Athletic Training program.

ATTR 663. Clinical Examination and Diagnosis-Lower Extremity Lab. (0-2). Credit 1. Laboratory to accompany ATTR 662; application of theories and skill practice. Prerequisite: Concurrent enrollment in ATTR 662; Enrollment in MS Athletic Training Program.
ATTR 664. Clinical Examination and Diagnosis-Upper Extremity. (3-0). Credit 3. Pathomechanics, clinical examination, diagnosis and appropriate medical referral of orthopedic injuries and other conditions to the upper extremity, head and cervical spine. Prerequisite: ATTR 662.

ATTR 665. Clinical Examination and Diagnosis-Upper Extremity Lab. (0-2). Credit 1. Laboratory to accompany ATTR 664; application of theories and skill practice. Prerequisite: Concurrent enrollment in ATTR 664; Enrollment in MS Athletic Training Program.

ATTR 666. Physical Rehabilitation. (3-0). Credit 3. The study of physical rehabilitation theory and techniques used as a therapeutic intervention for orthopedic injuries and conditions. Prerequisite: Enrollment in MS Athletic Training Program.

ATTR 667. Physical Rehabilitation Lab. (0-2). Credit 1. Laboratory to accompany ATTR 666; application of theories and skill practice. Prerequisite: Concurrent enrollment in ATTR 666; Enrollment in MS Athletic Training Program.

ATTR 668. Therapeutic Modalities. (3-0). Credit 3. A detailed study of modern therapeutic devices used in the treatment and rehabilitation of orthopedic injuries and conditions. Prerequisite: Enrollment in MS Athletic Training Program.

ATTR 669. Therapeutic Modalities Lab. (0-2). Credit 1. Laboratory to accompany ATTR 668; application of theories and skill practice. Prerequisite: Concurrent enrollment in ATTR 668; Enrollment in MS Athletic Training Program.

ATTR 670. General Medical Conditions and Therapeutic Medication. (3-0). Credit 3. Pathophysiology, assessment, and appropriate intervention and referral for general medical conditions and disabilities; common diagnostic tests and imaging assessment tools including commonly used therapeutic medications. Prerequisite: Enrollment in MS Athletic Training Program.

ATTR 671. Organization and Administration in Athletic Training. (3-0). Credit 3. Organization and administration of athletic training services including financial, human resources, facility, information technology and risk management. Prerequisite: Enrollment in MS Athletic Training Program.

ATTR 672. Professional Preparation and Issues in Athletic Training. (3-0). Credit 3. Knowledge and skills for successful pursuit of athletic training credentials, employment and continuing professional competencies; emphasis on current topics and issues contributing to the professional preparation of athletic training. Prerequisite: Enrollment in MS Athletic Training Program.

ECON 633. Energy Markets and Policy. (3-0). Credit 3. Economics of energy markets and energy regulation with emphasis on implications for optimal energy policy; sectors include gasoline, oil, electricity, natural gas, renewables, nuclear; economic theory integrated with empirical applications from American and international experience; new energy markets, energy trading, and interaction with environmental policy. Prerequisite: Graduate major.
**EPSY 655. Item Response Theory. (3-0). Credit 3.** Advanced measurement topics in item response models; theoretical foundations practical applications of IRT models; dichotomous and polytomous IRT models including Rasch model (IPL model), 2-PL model, 3-PL model, rating scale model, partial credit model, and graded response model; analysis based on each model illustrated using BILOG-MG, PARSACLE, and M-plus. Prerequisite: EPSY 625.

**HLTH 645. Health Education Research and Program Evaluation. (3-0). Credit 3.** Design and conduct health education and health promotion research and evaluation; provide an overview of program evaluation and research theory, methodology, and application. Prerequisite: Graduate classification; accepted to E-Master’s program in Health Education.

**VIBS 616. Advanced Developmental Neurotoxicology. (3-0). Credit 3.** Study of mechanisms of toxicity of substances potentially devastating to the developing brain and spinal cord including lead, mercury and other heavy metals, alcohol, nicotine (smoking), pesticides, flame retardants, and others. Prerequisite: Approval of Instructor.
New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Health and Kinesiology

2. Course prefix, number and complete title of course: ATTR 651; Clinical Education I

3. Catalog course description (not to exceed 50 words): Integration of clinical competencies with classroom instruction and a supervised field-based experience in athletic training to link theory into practice.

4. Prerequisite(s): Enrollment in MS Athletic Training Program

Cross-listed with: Stacked with:

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? Yes ☐ No ☑ If yes, from _____ to _____

6. Is this a repeatable course? Yes ☐ No ☑ If yes, this course may be taken _____ times.

Will this course be repeated within the same semester? Yes ☐ No ☑

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Master of Science in Athletic Training
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Approval recommended by:

Richard Kreider, Department Head or Program Chair (Type Name & Sign) Date 6/8/11

Chair, College Review Committee Date 6-10-11

Dean of College Date

Mark Zander, Chair, Grad. or UCC Date 4-15-11

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845.8301 or sandra.williams@tamu.edu.

Curricular Services – 3/10
SUMMER 2011

ATTR 651: Clinical Education I
Texas A&M University
Department of Health and Kinesiology

Instructor: Lori Greenwood, PhD, ATC, LAT
Office: 158D Read
Phone: 979-845-3409
E-mail: lgreenwood@hlkn.tamu.edu
Office Hrs: TBA
Classroom: 260 GRW
Day/Time: W 3:30 – 5:00PM
RF 1:30-3:00PM

Course Description:
Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: Enrollment in MS athletic training program. (2 credits)

Required Text and Reading:

AT-MAP. Athletic Training Mastery and Assessment of Proficiencies

NATA Student Membership required to access ATrack

Course Objectives:
A. Students will gain practical experience in the domains of athletic training under the supervision of a Certified Athletic Trainer or other medical/allied health professional.
B. Students will learn and practice professionalism and ethical conduct.
C. Students will learn and practice effective communication skills with a variety of populations utilizing ethnic and cultural sensitivity.
D. Students will demonstrate knowledge and skills of first aid and emergency care.
E. Students will demonstrate knowledge of blood borne pathogens and universal precautions.
F. Students will construct an Emergency Action Plan (EAP).
G. Students will demonstrate the ability to report a drug overdose or poisoning situation.
H. Students will demonstrate knowledge and skills of basic and advanced life support.
I. Students will demonstrate knowledge and skills of stabilization, immobilization and transportation techniques for injury to a variety of body parts.
J. Students will learn basic wrapping techniques for a variety of body parts.
K. Students will learn basic application procedures for cryotherapy and theromotherapy.
L. Students will learn basic techniques in the use of ambulatory devices.
M. Students will practice and gain mastery of assigned clinical proficiencies.

Evaluation Procedures: Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

For the didactic component of the course students are expected to:
1. Attend and participate in class activities.
2. Dress appropriately for class activities (see dress code below).
3. Practice proficiencies inside and outside of class.
4. Complete all class assignments.
5. Take all written and practical examinations.
6. Complete assigned clinical proficiencies for the semester.
7. Maintain a clinical experience reflection journal.
   a. A reflection journal is an opportunity for students to critically review their week of clinical experiences and discuss what they learned through observation, hands on experience or through interactions with patients, peers, coaches and clinical instructors. A reflection journal is not a simple diary of events for the week. Instead, students are encouraged to reflect on their clinical choices and why they made those choices and if they would choose differently in the future. Using the space provided on the Clinical Hours Log Form, journals are due to the practicum instructor via an email attachment by Monday at 5PM each week. Students are allowed one (1) late journal submission without penalty. Further late journal submissions will result in a 0 score that will double for each late submission unless student has a university excused absence. Students are expected to fully use the space provided on the form for journaling and to use correct terminology, grammar and spelling. Students’ grade will not be deducted for personal opinions or for the clinical choices that were made. The practicum course instructor will grade the journals and may return them with comments, corrections or further questions that will help students with their professional development.

8. Meet with your approved clinical instructor (ACI) at a scheduled time each week (minimum of 2 hours per week) to practice and have clinical proficiencies evaluated.

9. Complete an Evaluation of Approved Clinical Instructor at the end of the semester.

For the Field Experience component of the course students are expected to:
1. Complete a maximum 20 hrs/week in field experience assignment as scheduled.
a. Clinical experience hours must be documented on the Clinical Hours Log Form and submitted to the Clinical Instructor(s) and Practicum Course Instructor by 5PM each Monday.

2. Dress appropriately for assignment.

3. Complete assigned duties as directed by designated clinical instructor.

4. Adhere to AT Student Handbook and clinical experience site policies and procedures.

5. Meet with clinical instructor at the beginning of assignment for orientation.

6. At midterm and at the end of each assignment, meet with your clinical instructor for completion of an Evaluation of Student Clinical/Field Experience Performance.

7. At the end of each assignment, complete an Evaluation of Clinical Instructor.

- Professional Rescuer Examinations = 20%
- Journals = 10%
  - 5 Clinical experience narratives
- Student Clinical/Field Experience Performance Evaluation = 15%
- Clinical Proficiencies = 55%

TOTAL = 100%

Grading System:
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

Course Policies:
Dress Code: All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero “0” for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.

Attendance Policy: Attendance requirements will be as described in the Texas A&M University Student Rules handbook (http://student-rules.tamu.edu/rule07). TAMU views class attendance as an individual student’s responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. Absences will be authorized for reasons deemed sufficient by the instructor or by the university. When an absence is authorized, the instructor must either provide the student an opportunity to make up tests, assignments and other work missed or provide a satisfactory alternative to be completed within 30 days of the excused absence. The manner in which make-up work is administered remains the prerogative of the instructor. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of unauthorized absence. The student may appeal the instructor’s decision that an absence is unauthorized.
Professional Conduct: Students are expected to conduct themselves professionally at all times and to adhere to the guidelines published in the Texas A&M University Student Rules Handbook. Professional conduct entails but is not limited to attending classes on time, showing respect for the instructor and fellow classmates, being prepared for class, dressing appropriately and turning completed assignments in on time.

Cell Phones (and other IM Devices) and IPods: Cell phones, IPods, and other IM devices should be turned OFF during class – not in silent/vibrate or other mode. Students must not answer incoming calls or text (or other mode of communication) during class. These are to be turned off and put away before entering the classroom. If you have a situation (family illness, etc.), and you need to be contacted, notify the instructor to acquire permission to keep the device on vibrate and then step out of the room before answering.

Academic Integrity Statement and Policy: The handling of possible incidents of academic dishonesty will be as described in the Texas A&M University Student Rules handbook. Students are encouraged to review Section 20 at http://student-rules.tamu.edu/search/rule20.htm of the Texas A&M University Student Rules as well as http://aggiehonor.tamu.edu. Students who do not understand any part of Section 20 should consult the instructor of this course. All work to be completed for this class is to be individual work unless otherwise noted. “An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Plagiarism: As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own even if you should have the permission of that person. Plagiarism is one of the worst academic sins; for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, consult the latest issue of the Texas A&M University Student Rules, under the section concerning Scholastic Dishonesty.

Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Additional Notes: The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modifications.
# ATTR 651: Clinical Education I
## Tentative Course Schedule

Reading Codes: RC = ARC CPR/AED for the Professional Rescuer Text, AP = Prentice text

<table>
<thead>
<tr>
<th>Week</th>
<th>Time (Hrs)</th>
<th>Prof. (Due)</th>
<th>Reading / Video (read before class)</th>
<th>Topic Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 6</td>
<td>2.0</td>
<td>A1</td>
<td>AT Handbook (Parts) Facilities Tour</td>
<td>Introduction – ATSM Overview</td>
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<td>July 7</td>
<td>1.0</td>
<td>W3</td>
<td>ARC pp. 6-15, 85 AP Ch. 14, 419-434</td>
<td>Bloodborne Pathogens</td>
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<td></td>
<td>2.0</td>
<td>A 15 A 27</td>
<td>Handout/Presentations AP Ch. 6, p. 172-199</td>
<td>Environmental Considerations and Testing, Environmental Illness</td>
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<td>July 8</td>
<td>1.0</td>
<td>A 28.A</td>
<td>ARC pp. 16-19 AP pp. 342-347</td>
<td>Initial Assessment/ Primary Survey</td>
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<tr>
<td></td>
<td>0.5</td>
<td>A 28.C</td>
<td>ARC pp. 81-84 AP pp. 354</td>
<td>Oxygen Administration</td>
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<td>July 14</td>
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<td>ARC pp. 19-20 AP 3375-380</td>
<td>Moving a Victim (non-spine board)</td>
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<td>1.0</td>
<td>A 29.B</td>
<td>AP pp. 381-382</td>
<td>Crutch and Cane Ambulation</td>
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<td></td>
<td>Legal Considerations</td>
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<td>Exam</td>
<td>Written</td>
<td>ARC CPR for Professional Rescuer</td>
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<td>July 20</td>
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<td>Exam</td>
<td>Written</td>
<td>1\textsuperscript{st} half of semester contents</td>
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<td>July 21</td>
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<td>A 25</td>
<td>Handout/Presentation AP Ch. 28 n. 991-1019, 359-361</td>
<td>Skin Trauma/Wound Care Bleeding Control</td>
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<td></td>
<td>2.0</td>
<td>A 26.A</td>
<td>Presentation/Lecture AP pp. 366-371</td>
<td>Muscle and Bone Injuries Immobilization/Splinting</td>
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<tr>
<td>July 27</td>
<td>2.0</td>
<td>A31</td>
<td>Handout / Presentation ARC pp. 161-185; A8-10 AP pp. 1030; 336-338</td>
<td>Medical and Behavioral Emergencies</td>
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<td>July 28</td>
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<td>A 32</td>
<td>Handout/Presentation AP pp. 443-447</td>
<td>Cryotherapy</td>
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<tr>
<td>Aug. 3</td>
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<td>Exam</td>
<td>Test over 2nd half of semester materials</td>
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<td></td>
<td>1.0</td>
<td>Exam</td>
<td>Final Practical Exam</td>
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<td>Aug. 4-</td>
<td>1.0</td>
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<td>2 Proficiencies (100 pts. Each)</td>
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<tr>
<td>Aug. 8</td>
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<td>Clinical Experience Hours</td>
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</tbody>
</table>
MEMORANDUM

To: Dr. Jim Kracht, Executive Associate Dean for Academic Affairs
College of Education and Human Development

From: Dr. Richard Kreider, Head
Department of Health & Kinesiology

RE: New course proposals for our MS in Athletic Training Program

Date: June 10, 2011

We have submitted 19 new course proposals for approval in support of this new master’s degree program in Athletic Training. Approvals for this new degree program have been secured up to the Faculty Senate level and we anticipate Board of Regents approval in July. So that we may be prepared to submit for accreditation with the national agency [Commission on Accreditation of Athletic Training Education (CAATE)] governing athletic training programs next summer, it is important for us to promptly advance these new course proposals so they can be included in the 2012 course catalog.

One important explanation is required given that ATTR 651 - Clinical Education I through ATTR 656 - Clinical Education VI all have the same course description (listed below). All these courses will have a didactic component and a field-based component as stated in the description. Each course has different course content (as can be viewed in the syllabi) and each semester students will rotate to a different field-based experience, which will be determined based on individual needs and accreditation requirements. However, more specific content information is not being given in the course descriptions in order to assure that this program can gain national accreditation from CAATE next year with these course descriptions in our 2012 catalog.

The lists of competencies and required field experiences that must be included in the program are published in the 4th edition of the NATA Education Competencies at this point in time. However, in the summer of 2012, the 5th edition will be coming out which may have changes to terminology and field based experience requirements. Therefore, Dr. Lori Greenwood, director of our graduate athletic training curriculum, chose to keep the course descriptions somewhat general because there will be no time for updates to the course catalog after the 5th edition of the NATA Education Competencies is published and in time for submission of accreditation application documents.

We will appreciate your conveying this explanation along with our course proposals to the Graduate Council for their approval in their July meeting.

Course description for ATTR 651, 652, 653, 654, 655 and 656: “Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.”

cc: Dr. Lori Greenwood
Dr. Sue Bloomfield
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Health and Kinesiology

2. Course prefix, number and complete title of course: ATTR 652; Clinical Education II

3. Catalog course description (not to exceed 50 words): Integration of clinical competencies with classroom instruction and a supervised field-based experience in athletic training to link theory into practice.

4. Prerequisite(s): ATTR 651

5. Is this a variable credit course? ☒ No

6. Is this a repeatable course? ☒ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Master of Science in Athletic Training
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix: Course #: Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CHP</th>
<th>and Fund Code</th>
<th>Admin. Unit</th>
<th>Acaq. Year</th>
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</table>

Approval recommended by:

Richard Kreider
Department Head or Program Chair (Type Name & Sign) Date

James B. Keck
Chair, College Review Committee Date

James M. Krech
Dean of College Date

Merle Zoran
Chair, GC or OUC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu 14 of 188 B Curricular Services – 3/10
FALL 2011

ATTR 652: Clinical Education II
Texas A&M University
Department of Health and Kinesiology

Instructor: Lori Greenwood, PhD, ATC, LAT
Office: TBA
Phone: 979-845-3409
E-mail: lgreenwood@hlkn.tamu.edu
Office Hrs: TBA
Classroom: 260GRW
Day/Time: TBA

Course Description:
Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 651. (3 credits)

Required Text and Reading:


Course Objectives:
A. Students will gain practical experience in the domains of athletic training under the supervision of a Certified Athletic Trainer or other medical/allied health professional.
B. Students will learn and practice professionalism and ethical conduct.
C. Students will learn and practice effective communication skills with a variety of populations utilizing ethnic and cultural sensitivity.
D. Students will demonstrate knowledge of medical terminology commonly utilized in athletic training.
E. Student will learn skills and knowledge related to the performance of basic injury evaluations for the lower extremity.
F. Students will learn advanced techniques in taping and wrapping to a variety of joints to limit any or all motion.
G. Students will demonstrate their ability to apply and fabricate protective equipment and devices.
H. Students will demonstrate their ability to apply a variety of protective padding to different body parts.
I. Students will demonstrate skills in anatomical palpation and identification.
J. Students will practice and gain mastery of assigned clinical proficiencies during field experience assignments.

a. Initial instruction of the following athletic training proficiencies:
   A16 Protective Equipment
   A17 Padding
   B11 Fitness Tests review in HP 2310
   B12 Protective Devices (hard, soft casts)
   B13 Taping (Perrin text)
      • Shoulder McConnell taping for AC Joint Sprain Fig 5.4; p. 84 Perrin
      • Elbow Hyperextension tape Fig 6.5; p. 98 Perrin
      • Knee Hyperextension taping Fig. 3.11 p. 56 Perrin
      • Knee Collateral taping and Cruciate Ligament Taping Fig 3.2; p. 51 Perrin
      • Patella tendon taping (No reference)
      • Patello-femoral taping (McConnell procedure) Fig 3.13; p. 59 Perrin
      • Achilles taping Fig. 2.11; p. 33 Perrin (teach stretch and white tape procedures)
      • Low-dye arch taping 8-23; p. 213 Prentice
   B16 Student Injury Evaluation Log (LE)
   B23 Assessment of the Thorax and Abdomen
   B24 Assessment of Thoracic and Lumbar Spine
   B25 Assessment of Pelvis and Thigh
   B26.A Assessment of the Knee
   B26.B Assessment of the Patellofemoral Joint
   B27 Assessment of the Foot and Toes
   B28 Assessment of the Ankle and Lower Leg

b. Evaluation of the following athletic training proficiencies:
   A16 Protective Equipment
   A17 Padding
   B11 Fitness Tests
   B12 Protective Devices (hard, soft casts)
   B13 Taping
      • Shoulder McConnell taping for AC Joint Sprain Fig 5.4; p. 84 Perrin
      • Elbow Hyperextension tape Fig 6.5; p. 98 Perrin
      • Knee Hyperextension taping Fig. 3.11 p. 56 Perrin
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FALL 2011

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Evaluation Procedures: Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

For the didactic component of the course students are expected to:

1. Attend and participate in class activities.
2. Dress appropriately for class activities (see dress code below).
3. Practice proficiencies inside and outside of class.
4. Complete all class assignments.
5. Take all written and practical examinations.
6. Complete assigned clinical proficiencies for the semester.
7. Maintain a clinical experience reflection journal.
   a. A reflection journal is an opportunity for students to critically review their week of clinical experiences and discuss what they learned through observation, hands on experience or through interactions with patients, peers, coaches and clinical instructors. A reflection journal is not a simple diary of events for the week. Instead, students are encouraged to reflect on their clinical choices and why they made those choices and if they would choose differently in the future. Using the space provided on the Clinical Hours Log Form, journals are due to the practicum instructor via an email attachment by Monday at 5PM each week. Students are allowed one (1) late journal submission without penalty. Further late journal submissions will result in a 0 score that will double for each late submission unless student has a university excused absence. Students are expected to fully use the space provided on the form for journaling and to use correct terminology, grammar and spelling. Students’ grade will not be deducted for personal opinions or for the clinical choices that were made. The practicum course instructor will grade the journals and may return them with comments, corrections or further questions that will help students with their professional development.

8. Meet with your approved clinical instructor (ACI) at a scheduled time each week (minimum of 2 hours per week) to practice and have clinical proficiencies evaluated.

9. Complete an Evaluation of Approved Clinical Instructor at the end of the semester.

For the Field Experience component of the course students are expected to:

1. Complete a maximum 20 hrs/week in field experience assignment as scheduled.
   a. Clinical experience hours must be documented on the Clinical Hours Log Form and submitted to the Clinical Instructor(s) and Practicum Course Instructor by 5PM each Monday.
2. Dress appropriately for assignment.
3. Complete assigned duties as directed by designated clinical instructor.
4. Adhere to AT Student Handbook and clinical experience site policies and procedures.
5. Meet with clinical instructor at the beginning of assignment for orientation.
6. At midterm and at the end of each assignment, meet with your clinical instructor for completion of an Evaluation of Student Clinical/Field Experience Performance.
7. At the end of each assignment, complete an Evaluation of Clinical Instructor.

- Written and practical review examination first week of class = 15%
- Journals/Assignments/Quizzes = 15%
  - 15 Clinical experience narratives
  - 8 Quizzes
- Student Clinical/Field Experience Performance Evaluation = 15%
- Clinical Proficiencies = 55%

TOTAL = 100%

Grading System:
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

Course Policies:

Dress Code: All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero “0” for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.

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FALL 2011

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# ATTR 652: Clinical Education II
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction / Written Test</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Practical Ankle Taping</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Practical Test</td>
<td>ACI Schedules Due</td>
</tr>
<tr>
<td>4</td>
<td>Practical Test</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>A16 Protective Equipment / A17 Padding</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>B11 Fitness Tests</td>
<td>Timed Ankle Taping Test (100 points)</td>
</tr>
<tr>
<td>7</td>
<td>B13 Elbow Hyperextension Taping</td>
<td>Quiz 1 (10 points)</td>
</tr>
<tr>
<td></td>
<td>B13 Shoulder McConnell and AC Taping</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>B13 Knee Hyperextension Taping</td>
<td>Quiz 2 (10 points)</td>
</tr>
<tr>
<td></td>
<td>B13 Knee Collateral and Cruciate Taping</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B13 Patello-Femoral Taping</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>B13 Achilles Taping</td>
<td>Quiz 3 (10 points)</td>
</tr>
<tr>
<td></td>
<td>B13 Low Dye Arch Taping</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>B12 Protective Devices (Proficiency grade)</td>
<td>Quiz 4 (10 points)</td>
</tr>
<tr>
<td>11</td>
<td>B23 Assessment of the Thorax and Abdomen</td>
<td>Quiz 5 (10 points)</td>
</tr>
<tr>
<td></td>
<td>B24 Assessment of Thoracic and Lumbar Spine</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>B25 Assessment of the Pelvis and Thigh</td>
<td>Quiz 6 (10 points)</td>
</tr>
<tr>
<td></td>
<td>B26.A Assessment of the Knee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B26.B Assessment of the Patello-Femoral Joint</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>B27 Assessment of the Foot and Toes</td>
<td>Quiz 7 (10 points)</td>
</tr>
<tr>
<td></td>
<td>B28 Assessment of the Ankle and Lower Leg</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Orthotic Manufacturing</td>
<td>Quiz 8 (10 points) Non Graded Proficiencies Due</td>
</tr>
<tr>
<td>15</td>
<td>Finals</td>
<td></td>
</tr>
</tbody>
</table>
MEMORANDUM

To: Dr. Jim Kracht, Executive Associate Dean for Academic Affairs  
   College of Education and Human Development

From: Dr. Richard Kreider, Head  
       Department of Health & Kinesiology

RE: New course proposals for our MS in Athletic Training Program

Date: June 10, 2011

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We will appreciate your conveying this explanation along with our course proposals to the Graduate Council for their approval in their July meeting.

Course description for ATTR 651, 652, 653, 654, 655 and 656: “Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.”

cc: Dr. Lori Greenwood  
    Dr. Sue Bloomfield
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Health and Kinesiology

2. Course prefix, number and complete title of course: ATTR 653; Clinical Education III

3. Catalog course description (not to exceed 50 words): Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.

4. Prerequisite(s): ATTR 652

5. Is this a variable credit course? ☐ Yes ☒ No If yes, from _______ to _______

6. Is this a repeatable course? ☐ Yes ☒ No If yes, this course may be taken _______ times.

7. Will this course be repeated within the same semester? ☐ Yes ☒ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Master of Science in Athletic Training
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation)
   ATTR 653 CLIN EDUC I I I

   Lect. Lab SCH CP and Fund Code Admin. Unit Acad. Year FICE Code
   0 1 1 6 0 3 5 1 0 9 1 3 0 0 0 2 1 4 0 2 1 2 - 1 3 0 0 3 6 3 2

   Approval recommended by:

   Richard Kreider
   Department Head or Program Chair (Type Name & Sign) Date

   [Signatures of Committee Members]
   Date

   Submitted to Coordinating Board by:

   [Name]
   Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/10
SPRING 2012

ATTR 653: Clinical Education III
Texas A&M University
Department of Health and Kinesiology

Instructor: Lori Greenwood, PhD, ATC, LAT
Office: TBA
Phone: 979-845-3409
E-mail: lgreenwood@hlkn.tamu.edu
Office Hrs: TBA
Classroom: 260 GRW
Day/Time: TBA

Course Description:
Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 652. (3 credits)

Required Text and Reading:


Course Objectives:
A. Students will gain practical experience in the domains of athletic training under the supervision of a Certified Athletic Trainer or other medical/allied health professional.
B. Students will learn and practice professionalism and ethical conduct.
C. Students will learn and practice affective communication skills with a variety of populations utilizing ethnic and cultural sensitivity.
D. Students will learn advanced knowledge and skills in the assessment of orthopedic injuries to the upper extremity and cervical spine and the assessment of medical conditions and disabilities.
E. Students will learn appropriate procedures for documenting orthopedic injury assessments.
F. Students will demonstrate advanced knowledge and skills in the assessment of orthopedic injuries to the lower extremity and lumbar spine and the assessment of general medical conditions.
G. Students will demonstrate their ability to fabricate foot orthotics based on the needs of the patient.
H. Students will learn how to apply and record the use of various therapeutic modalities.
I. Students will practice and gain mastery of assigned clinical proficiencies during field experience assignments.
   a. Initial instruction of the following athletic training proficiencies:
      B16 Student Injury Evaluation Log (UE)
      B17 Face Injury Assessment
      B18 Head Injury Assessment
      B19 Cervical Spine Injury Assessment
      B20 Shoulder Injury Assessment
      B21 Elbow Injury Assessment
      B22 Forearm, Wrist, Hand Injury Assessment
      B29 Evaluation of Medical Conditions. General
      B30 Evaluation of Medical Conditions. Specific
      Infrared Modalities
      B3 Electrotherapy (Mono-Direct)
      B4 Electrotherapy (Biphasic/Alternating)
      B5 Ultrasound
      B6 Therapeutic Massage
      B7 Traction
      B8 Intermittent Compression
   
   b. Evaluation of the following athletic training proficiencies:
      B16 Student Injury Evaluation Log (LE)
      B23 Assessment of the Thorax and Abdomen
      B24 Assessment of Thoracic and Lumbar Spine
      B25 Assessment of Pelvis and Thigh
      B26.A Assessment of the Knee
      B26.B Assessment of the Patellofemoral Joint
      B27 Assessment of the Foot and Toes
      B 28 Assessment of the Ankle and Lower Leg

Evaluation Procedures: Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

For the didactic component of the course students are expected to:
1. Attend and participate in class activities.
2. Dress appropriately for class activities (see dress code below).
3. Practice proficiencies inside and outside of class.
SPRING 2012

4. Complete all class assignments.
5. Take all written and practical examinations.
6. Complete assigned clinical proficiencies for the semester.
7. Maintain a clinical experience reflection journal.
   a. A reflection journal is an opportunity for students to critically review their week of clinical experiences and discuss what they learned through observation, hands on experience or through interactions with patients, peers, coaches and clinical instructors. A reflection journal is not a simple diary of events for the week. Instead, students are encouraged to reflect on their clinical choices and why they made those choices and if they would choose differently in the future. Using the space provided on the Clinical Hours Log Form, journals are due to the practicum instructor via an email attachment by Monday at 5PM each week. Students are allowed one (1) late journal submission without penalty. Further late journal submissions will result in a 0 score that will double for each late submission unless student has a university excused absence. Students are expected to fully use the space provided on the form for journaling and to use correct terminology, grammar and spelling. Students' grade will not be deducted for personal opinions or for the clinical choices that were made. The practicum course instructor will grade the journals and may return them with comments, corrections or further questions that will help students with their professional development.
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   - Journals/Assignments/Quizzes = 15%
SPRING 2012

- 15 Clinical experience narratives
- 8 Quizzes
  - Student Clinical/Field Experience Performance Evaluation = 15%
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  TOTAL = 100%

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90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

**Course Policies:**

**Dress Code:** All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero “0” for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.

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**ATTR 653: Clinical Education III**

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>PROFICIENCY TOPIC</th>
<th>Readings/Assignments</th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Written Review Exam</td>
<td>First Reflection Journal should be a narrative on your personal and professional goals for the semester.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Range of Motion</td>
<td>Norkin and White/ Goni CD</td>
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<tr>
<td>3</td>
<td>Manual Muscle Testing</td>
<td>Hislop and Montg./MMT CD</td>
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</tr>
<tr>
<td>4</td>
<td>Cervical Spine</td>
<td>Starkey (ortho)</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Head Injury Evaluation</td>
<td>Starkey (ortho)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topic</td>
<td>Instructor</td>
<td>Credits</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------</td>
<td>------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>6</td>
<td>Face Injury Evaluation</td>
<td>Starkey (ortho)</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Emergency Management of Head/Neck Injuries</td>
<td>Starkey (ortho)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>UE Eval. CD</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Practical Review Exams</td>
<td>Starkey (ortho), UE Eval. CD</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Shoulder</td>
<td>Cuppett textbook and CD (from ATTR 670)</td>
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<tr>
<td>10</td>
<td>Eval. of Med. Con. Specific and General</td>
<td>Starkey (ortho)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UE Eval. CD</td>
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<tr>
<td>11</td>
<td>Elbow</td>
<td>Starkey (ortho)</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>UE Eval. CD</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Wrist/Hand Injury</td>
<td>Starkey (ortho)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UE Eval. CD</td>
<td></td>
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<tr>
<td>13</td>
<td>Modalities: Ultrasound</td>
<td>Starkey (mod)</td>
<td>6</td>
</tr>
<tr>
<td>14</td>
<td>Modalities: Electrotherapy, Massage, ICU, traction</td>
<td>Starkey (mod)</td>
<td>7</td>
</tr>
<tr>
<td>15</td>
<td>Finals</td>
<td>Starkey (mod)</td>
<td></td>
</tr>
</tbody>
</table>
MEMORANDUM

To: Dr. Jim Kracht, Executive Associate Dean for Academic Affairs
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From: Dr. Richard Kreider, Head
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cc: Dr. Lori Greenwood
    Dr. Sue Bloomfield
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Health and Kinesiology

2. Course prefix, number and complete title of course: ATTR 654; Clinical Education IV

3. Catalog course description (not to exceed 50 words): Integration of clinical competencies with classroom instruction and a supervised field-based experience in athletic training to link theory into practice

4. Prerequisite(s): ATTR 653

5. Is this a variable credit course? Yes □ No □ If yes, from _______ to _______

6. Is this a repeatable course? Yes □ No □ If yes, this course may be taken ______ times.

Will this course be repeated within the same semester? Yes □ No □

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Master of Science in Athletic Training
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation)
   ATTR 654 CLIN EDUC IV

   Lect. Lab SCI CIP Fund Code
   0 1 0 8 0 2 5 1 0 9 1 3 0 0 0

   Admin. Unit Yard Year HCE Code
   2 1 4 0 2 1 2 - 1 3 0 3 6 3 2

Richard Kreider (Signature) Date: 6/08/11

Department Head or Program Chair (Type Name & Sign) Date

Same as above

Department Head or Program Chair (Type Name & Sign) Date

Same as above

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
SUMMER 2012

ATTR 654: Clinical Education IV
Texas A&M University
Department of Health and Kinesiology

Instructor: Lori Greenwood, PhD, ATC, LAT
Office: 158D Read
Phone: 979-845-3409
E-mail: lgreenwood@hlkn.tamu.edu
Office Hrs: TBA
Classroom: TBA
Day/Time: TBA

Course Description:
Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 653. (2 credits)

Required Text and Reading:

Supplemental Readings will be included in this course.

Course Objectives:
A. Students will gain practical experience in the domains of athletic training under the supervision of a Certified Athletic Trainer or other medical/ allied health professional.
B. Students will learn and practice professionalism and ethical conduct.
C. Students will learn and practice affective communication skills with a variety of populations utilizing ethnic and cultural sensitivity.
D. Students will demonstrate knowledge and skills related to the use of therapeutic modalities and the proper documentation of a treatment.
E. Students will demonstrate knowledge of growth and maturation related to anatomy, physiology and injuries.
F. Students will understand the age related differences in injuries and rehabilitation.
G. Students will demonstrate knowledge of the different needs and approaches to dealing with diverse populations such as pediatric, senior, female and special needs populations.
H. Demonstrate cross-cultural sensitivity and effective cross-cultural communication.
I. Students will demonstrate the ability to intervene in psychosocial situations and make appropriate referrals when necessary.
J. Students will demonstrate the ability to assess the nutrition plans of patients and to implements weight gain and weight loss programs.
SUMMER 2012

K. Students will demonstrate the ability to plan pre-event meals and fluid replacement schedules.
L. Students will practice and gain mastery of assigned clinical proficiencies during field experience assignments.
   a. Initial instruction of the following athletic training proficiencies:
      C18 Nutritional Aspects of Athletic Training
      C19 Psychosocial Interventions
   b. Evaluation of the following athletic training proficiencies:
      B3 Electrotherapy (Mono/Direct)
      B4 Electrotherapy (Biphasic/Alternating)
      B5 Ultrasound
      B6 Therapeutic Massage
      B7 Traction
      B8 Intermittent Compression
      B10 Therapeutic Modalities Record Keeping
      C19 Psychosocial Intervention

Evaluation Procedures: Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

For the didactic component of the course students are expected to:
1. Attend and participate in class activities.
2. Dress appropriately for class activities (see dress code below).
3. Practice proficiencies inside and outside of class.
4. Complete all class assignments.
5. Take all written and practical examinations.
6. Complete assigned clinical proficiencies for the semester.
7. Maintain a clinical experience reflection journal.
   a. A reflection journal is an opportunity for students to critically review their week of clinical experiences and discuss what they learned through observation, hands on experience or through interactions with patients, peers, coaches and clinical instructors. A reflection journal is not a simple diary of events for the week. Instead, students are encouraged to reflect on their clinical choices and why they made those choices and if they would choose differently in the future. Using the space provided on the Clinical Hours Log Form, journals are due to the practicum instructor via an email attachment by Monday at 5PM each week. Students are allowed one (1) late journal submission without penalty. Further late journal submissions will result in a 0 score that will double for each late submission unless student has a university excused absence. Students are expected to fully use the space provided on the form for journaling and to use correct terminology, grammar and spelling. Students’ grade will not be deducted for personal opinions or for the clinical choices that were made. The practicum course instructor will grade the journals and may
SUMMER 2012

return them with comments, corrections or further questions that will help students with their professional development.

8. Meet with your approved clinical instructor (ACI) at a scheduled time each week (minimum of 2 hours per week) to practice and have clinical proficiencies evaluated.

9. Complete an Evaluation of Approved Clinical Instructor at the end of the semester.

For the Field Experience component of the course students are expected to:

1. Complete a maximum 20 hrs/week in field experience assignment as scheduled.
   a. Clinical experience hours must be documented on the Clinical Hours Log Form and submitted to the Clinical Instructor(s) and Practicum Course Instructor by 5PM each Monday.

2. Dress appropriately for assignment.

3. Complete assigned duties as directed by designated clinical instructor.

4. Adhere to AT Student Handbook and clinical experience site policies and procedures.

5. Meet with clinical instructor at the beginning of assignment for orientation.

6. At midterm and at the end of each assignment, meet with your clinical instructor for completion of an Evaluation of Student Clinical/Field Experience Performance.

7. At the end of each assignment, complete an Evaluation of Clinical Instructor.

- Journals/Assignments/Quizzes/Exams = 30%
  o 5 Clinical experience narratives
  o 5 Quizzes
  o Nutrition Assignment
  o Cultural Sensitivity Assignment
  o Diverse Populations Exams
- Student Clinical/Field Experience Performance Evaluation = 15%
- Clinical Proficiencies = 55%

TOTAL = 100%

Grading System:
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

Course Policies:
Dress Code: All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero "0" for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.
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Attendance Policy: Attendance requirements will be as described in the Texas A&M University Student Rules handbook (http://student-rules.tamu.edu/rule07). TAMU views class attendance as an individual student’s responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. Absences will be authorized for reasons deemed sufficient by the instructor or by the university. When an absence is authorized, the instructor must either provide the student an opportunity to make up tests, assignments and other work missed or provide a satisfactory alternative to be completed within 30 days of the excused absence. The manner in which make-up work is administered remains the prerogative of the instructor. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of unauthorized absence. The student may appeal the instructor’s decision that an absence is unauthorized.

Professional Conduct: Students are expected to conduct themselves professionally at all times and to adhere to the guidelines published in the Texas A&M University Student Rules Handbook. Professional conduct entails but is not limited to attending classes on time, showing respect for the instructor and fellow classmates, being prepared for class, dressing appropriately and turning completed assignments in on time.

Cell Phones (and other IM Devices) and iPods: Cell phones, iPods, and other IM devices should be turned OFF during class — not in silent/vibrate or other mode. Students must not answer incoming calls or text (or other mode of communication) during class. These are to be turned off and put away before entering the classroom. If you have a situation (family illness, etc.), and you need to be contacted, notify the instructor to acquire permission to keep the device on vibrate and then step out of the room before answering.

Academic Integrity Statement and Policy: The handling of possible incidents of academic dishonesty will be as described in the Texas A&M University Student Rules handbook. Students are encouraged to review Section 20 at http://student-rules.tamu.edu/search/rule20.htm of the Texas A&M University Student Rules as well as http://aggiehonor.tamu.edu. Students who do not understand any part of Section 20 should consult the instructor of this course. All work to be completed for this class is to be individual work unless otherwise noted. “An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Plagiarism: As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, consult the latest
issue of the *Texas A&M University Student Rules*, under the section concerning Scholastic Dishonesty.

**Americans with Disabilities Act (ADA) Policy Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Additional Notes:** The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modifications.

**ATTR 654: Clinical Education IV**  
**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
<th>Reading/Assignments (Deadlines)</th>
<th>Chapters are from Lattanzi &amp; Purnell</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction of Diverse Populations in Orthopedic Rehabilitation NATA Ethnic Diversity Advisory Committee <a href="http://www.edacweb.org/">http://www.edacweb.org/</a> Intro to Cultural Competence</td>
<td>Supplemental Reading: Geisler article, Perrin comments Chps. 1 &amp; 2</td>
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<td>Cultural concepts; Steps to cultural study &amp; compliance Purnell's Model for Cultural Competence</td>
<td>Chap: 1 &amp; 2 Supplemental Reading: Maurer-Starks article <a href="#">Self Assessments Due</a></td>
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<td>Cultural heritage; Communication; Roles of healthcare practitioners</td>
<td>Chap: 3, 4, 9</td>
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<td>Discuss Ethnic Comparison Assignment Ethics of culture in health care</td>
<td>Ethnic Comparison Assignment Due</td>
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<td>EXAM I</td>
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<td>2</td>
<td>Pediatric &amp; adolescent patients/athletes</td>
<td>Chp: 19 Supplemental Reading</td>
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<tr>
<td></td>
<td>Pediatric &amp; adolescent patients/athletes</td>
<td>Chp: 19 Supplemental Reading</td>
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<td>Chapter/Section</td>
<td>Assignment/Activity</td>
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<td>Senior patients/athletes &amp; age-related conditions</td>
<td>Chp: 20 Supplemental Reading</td>
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<tr>
<td>Senior patients/athletes &amp; age-related conditions</td>
<td>Chp: 20 Supplemental Reading</td>
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<td>3 Female patients/athletes</td>
<td>Supplemental Reading</td>
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<td>Female patients/athletes</td>
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<td>Disabled patients/athletes</td>
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<tr>
<td>EXAM 2</td>
<td>Nutrition Assignment Due</td>
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<tr>
<td>4 Introduction to Psychosocial Intervention</td>
<td>Supplemental Reading</td>
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<tr>
<td>Psychosocial Intervention Resources</td>
<td>Supplemental Reading</td>
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<tr>
<td>Psychosocial Intervention (cases)</td>
<td>Supplemental Reading</td>
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<tr>
<td>Psychosocial Intervention (cases)</td>
<td>Supplemental Reading</td>
<td></td>
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<tr>
<td>5 Student presentations and Proficiency Completion</td>
<td>PPT due for all students</td>
<td></td>
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</tbody>
</table>
**MEMORANDUM**

To: Dr. Jim Kracht, Executive Associate Dean for Academic Affairs  
College of Education and Human Development

From: Dr. Richard Kreider, Head  
Department of Health & Kinesiology

RE: New course proposals for our MS in Athletic Training Program

Date: June 10, 2011

We have submitted 19 new course proposals for approval in support of this new master's degree program in Athletic Training. Approvals for this new degree program have been secured up to the Faculty Senate level and we anticipate Board of Regents approval in July. So that we may be prepared to submit for accreditation with the national agency [Commission on Accreditation of Athletic Training Education (CAATE)] governing athletic training programs next summer, it is important for us to promptly advance these new course proposals so they can be included in the 2012 course catalog.

One important explanation is required given that ATTR 651 - Clinical Education I through ATTR 656 - Clinical Education VI all have the same course description (listed below). All these courses will have a didactic component and a field-based component as stated in the description. Each course has different course content (as can be viewed in the syllabi) and each semester students will rotate to a different field-based experience, which will be determined based on individual needs and accreditation requirements. However, more specific content information is not being given in the course descriptions in order to assure that this program can gain national accreditation from CAATE next year with these course descriptions in our 2012 catalog.

The lists of competencies and required field experiences that must be included in the program are published in the 4th edition of the NATA Education Competencies at this point in time. However, in the summer of 2012, the 5th edition will be coming out which may have changes to terminology and field based experience requirements. Therefore, Dr. Lori Greenwood, director of our graduate athletic training curriculum, chose to keep the course descriptions somewhat general because there will be no time for updates to the course catalog after the 5th edition of the NATA Education Competencies is published and in time for submission of accreditation application documents.

We will appreciate your conveying this explanation along with our course proposals to the Graduate Council for their approval in their July meeting.

**Course description for ATTR 651, 652, 653, 654, 655 and 656:** “Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.”

cc: Dr. Lori Greenwood  
Dr. Sue Bloomfield
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Health and Kinesiology

2. Course prefix, number and complete title of course: ATTR 655; Clinical Education V

3. Catalog course description (not to exceed 50 words): Integration of clinical competencies with classroom instruction and a supervised field-based experience in athletic training to link theory into practice.

4. Prerequisite(s): ATTR 654

5. Is this a variable credit course? □ Yes X No

6. Is this a repeatable course? □ Yes X No

   Will this course be repeated within the same semester? □ Yes X No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   Master of Science in Athletic Training
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation) Lec. Lab SCL CHIC and Fund Code Admin. Unit Acad. Year EICL Code

   ATTR 655 CLIN EDUC V

   Approval recommended by: Richard Kreidler 6/08/11

   Department Head or Program Chair (Type Name & Sign) Date

   James B. Knott
   Chair, College Review Committee 6-10-11

   Dean of College

   Mark Foran 7-15-11
   Chair, GC or UCC Date

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Date Effective Date
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C6 Range of Motion (PROM, AAROM, AROM)
C7 Joint Mobilization
C8 Isometric and progressive
C9 Aquatic Exercise
C10 Exercise modalities
C11 Neuromuscular Control

b. Evaluation of the following athletic training proficiencies:
   B16 Student Injury Evaluation Log
   B17 Face Injury Assessment
   B18 Head Injury Assessment
   B19 Cervical Spine Injury Assessment
   B20 Shoulder Injury Assessment
   B21 Elbow Injury Assessment
   B22 Forearm, wrist, hand Assessment
   B29 Evaluation of Medical Conditions: General
   B30 Evaluation of Medical Conditions: Specific

Evaluation Procedures: Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

For the didactic component of the course students are expected to:
1. Attend and participate in class activities.
2. Dress appropriately for class activities (see dress code below).
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   a. A reflection journal is an opportunity for students to critically review their week of clinical experiences and discuss what they learned through observation, hands on experience or through interactions with patients, peers, coaches and clinical instructors. A reflection journal is not a simple diary of events for the week. Instead, students are encouraged to reflect on their clinical choices and why they made those choices and if they would choose differently in the future. Using the space provided on the Clinical Hours Log Form, journals are due to the practicum instructor via an email attachment by Monday at 5PM each week. Students are allowed one (1) late journal submission without penalty. Further late journal submissions will result in a 0 score that will double for each late submission unless student has a university excused absence. Students are expected to fully use the space provided on the form for journaling and to use correct terminology, grammar and spelling. Students’ grade will
FALL 2012

not be deducted for personal opinions or for the clinical choices that were made. The practicum course instructor will grade the journals and may return them with comments, corrections or further questions that will help students with their professional development.

8. Meet with your approved clinical instructor (ACI) at a scheduled time each week (minimum of 2 hours per week) to practice and have clinical proficiencies evaluated.

9. Complete an **Evaluation of Approved Clinical Instructor** at the end of the semester.

**For the Field Experience component of the course students are expected to:**

1. Complete a maximum 20 hrs/week in field experience assignment as scheduled.
   a. Clinical experience hours must be documented on the Clinical Hours Log Form and submitted to the Clinical Instructor(s) and Practicum Course Instructor by 5PM each Monday.

2. Dress appropriately for assignment.

3. Complete assigned duties as directed by designated clinical instructor.

4. Adhere to AT Student Handbook and clinical experience site policies and procedures.

5. Meet with clinical instructor at the beginning of assignment for orientation.

6. At midterm and at the end of each assignment, meet with your clinical instructor for completion of an **Evaluation of Student Clinical/Field Experience Performance**.

7. At the end of each assignment, complete an **Evaluation of Clinical Instructor**.

   - Written and practical review examination first week of class  =  15%
   - Journals/Assignments/Quizzes  =  15%
     o 15 Clinical experience narratives
     o 8 Quizzes
   - Student Clinical/Field Experience Performance Evaluation  =  15%
   - Clinical Proficiencies  =  55%
   TOTAL  =  100%

**Grading System:**

90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

**Course Policies:**

**Dress Code:** All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero "0" for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.
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**Additional Notes:** The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modifications.

**ATTR 655: Clinical Education V**  
**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Proficiency</th>
<th>Assignments/Reading</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and Review Exam</td>
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<tr>
<td>Week 2</td>
<td>C1 Record Keeping</td>
<td>Hougulum</td>
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<tr>
<td></td>
<td>C2 Motivational Techniques</td>
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<tr>
<td></td>
<td>C6A.B.C. Range of Motion</td>
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<td>Week 3</td>
<td>C7 Joint mobilization</td>
<td>Hougulum Quiz 1</td>
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<td>Week 4</td>
<td>C7 Joint mobilization</td>
<td>Hougulum</td>
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<td>Week 5</td>
<td>C8 Isometric and Progressive Resistance Ex.</td>
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<td>Week 6</td>
<td>C3 Isokinetics</td>
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<td>Week 7</td>
<td>C11.1. PNF Upper Body</td>
<td>Hougulum Quiz 3</td>
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<td>Week 8</td>
<td>C11.1. PNF Lower Body</td>
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<td>Week 9</td>
<td>C9 Aquatics</td>
<td>Hougulum Quiz 5</td>
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<td>Week 10</td>
<td>C11 Neuromuscular Control</td>
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<td>Week 11</td>
<td>C12 Agility Exercises</td>
<td>Hougulum Quiz 7</td>
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<td>Week 12</td>
<td>C5 Flexibility</td>
<td>Human Kinetics Video</td>
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<td>Week 13</td>
<td>C4 Isometric Wt. Training (Machines)</td>
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<td>Week 14</td>
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<td>Week 15</td>
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MEMORANDUM

To: Dr. Jim Kracht, Executive Associate Dean for Academic Affairs
   College of Education and Human Development
From: Dr. Richard Kreider, Head
      Department of Health & Kinesiology
RE: New course proposals for our MS in Athletic Training Program
Date: June 10, 2011

We have submitted 19 new course proposals for approval in support of this new master's degree program in Athletic Training. Approvals for this new degree program have been secured up to the Faculty Senate level and we anticipate Board of Regents approval in July. So that we may be prepared to submit for accreditation with the national agency [Commission on Accreditation of Athletic Training Education (CAATE)] governing athletic training programs next summer, it is important for us to promptly advance these new course proposals so they can be included in the 2012 course catalog.

One important explanation is required given that ATTR 651 - Clinical Education I through ATTR 656 - Clinical Education VI all have the same course description (listed below). All these courses will have a didactic component and a field-based component as stated in the description. Each course has different course content (as can be viewed in the syllabi) and each semester students will rotate to a different field-based experience, which will be determined based on individual needs and accreditation requirements. However, more specific content information is not being given in the course descriptions in order to assure that this program can gain national accreditation from CAATE next year with these course descriptions in our 2012 catalog.

The lists of competencies and required field experiences that must be included in the program are published in the 4th edition of the NATA Education Competencies at this point in time. However, in the summer of 2012, the 5th edition will be coming out which may have changes to terminology and field-based experience requirements. Therefore, Dr. Lori Greenwood, director of our graduate athletic training curriculum, chose to keep the course descriptions somewhat general because there will be no time for updates to the course catalog after the 5th edition of the NATA Education Competencies is published and in time for submission of accreditation application documents.

We will appreciate your conveying this explanation along with our course proposals to the Graduate Council for their approval in their July meeting.

Course description for ATTR 651, 652, 653, 654, 655 and 656: “Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.”

cc: Dr. Lori Greenwood
    Dr. Sue Bloomfield
Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional
- Submit original form and attach a course syllabus.

Form Instructions
1. Request submitted by (Department or Program Name): Health and Kinesiology
2. Course prefix, number and complete title of course: ATTR 656; Clinical Education VI
3. Catalog course description (not to exceed 50 words): Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.

4. Prerequisite(s): ATTR 655

5. Is this a variable credit course? ☐ Yes ☒ No If yes, from ________ to ________
6. Is this a repeatable course? ☐ Yes ☒ No If yes, this course may be taken ________ times.
Will this course be repeated within the same semester? ☐ Yes ☒ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   Master of Science in Athletic Training

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prezi, Course #, Title (excluding punctuation)
   ATTR 656, Clinical Education VI

   Lect. Lab SCH GHP and Fund Code Admin. Unit Acad. Year LHE Code
   0 1 1 0 5 1 3 0 0 2 1 4 0 2 1 2 - 1 3 0 0 3 6 3 2

   Approval recommended by:
   Richard Kreider
   Department Head or Program Chair (Type Name & Sign) Date

   Jeff B. Knight
   Chair, College Review Committee Date

   Department Head or Program Chair (Type Name & Sign) Date
   (If cross-listed course)

   Mark Zorn
   Chair, GC or UCC Date

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
   Curricular Services – 3/10
SPRING 2013

ATTR 656: Clinical Education VI
Texas A&M University
Department of Health and Kinesiology

Instructor: Lori Greenwood, PhD, ATC, LAT
Office: 158D Read
Phone: 979-845-3049
E-mail: lgreenwood@hlkn.tamu.edu
Office Hrs: TBA
Classroom: TBA
Day/Time: TBA

Course Description:
Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 655. (3 credits)

Required Text and Reading:

Athletic Training Program Texts per Domain (texts used for previous courses)

Course Objectives:
A. Students will gain practical experience in the domains of athletic training under the supervision of a Certified Athletic Trainer or other medical/allied health professional.
B. Students will learn and practice professionalism and ethical conduct.
C. Students will learn and practice effective communication skills with a variety of populations utilizing ethnic and cultural sensitivity.
D. Students will demonstrate the ability to instruct a variety of therapeutic exercises in order to rehabilitate and recondition a patient following an injury.
E. Students will practice and gain mastery of assigned clinical proficiencies during field experience assignments.
   a. Review of past proficiencies and skills
   b. Evaluation of the following athletic training proficiencies:
      C2 Motivational Techniques
      C3 Isokinetics
      C6 Range of Motion
      C7 Joint Mobilization
      C8 Isometric and progressive resistance
      C9 Aquatic Exercise
      C11A Neuromuscular Control Upper
      C11B Neuromuscular Control Lower
      C12 Rehabilitation Plan

Evaluation Procedures: Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of
SPRING 2013

the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

For the didactic component of the course students are expected to:
1. Attend and participate in class activities.
2. Dress appropriately for class activities (see dress code below).
3. Practice proficiencies inside and outside of class.
4. Complete all class assignments.
5. Take all written and practical examinations.
6. Complete assigned clinical proficiencies for the semester.
7. Maintain a clinical experience reflection journal.
   a. A reflection journal is an opportunity for students to critically review their week of clinical experiences and discuss what they learned through observation, hands on experience or through interactions with patients, peers, coaches and clinical instructors. A reflection journal is not a simple diary of events for the week. Instead, students are encouraged to reflect on their clinical choices and why they made those choices and if they would choose differently in the future. Using the space provided on the Clinical Hours Log Form, journals are due to the practicum instructor via an email attachment by Monday at 5PM each week. Students are allowed one (1) late journal submission without penalty. Further late journal submissions will result in a 0 score that will double for each late submission unless student has a university excused absence. Students are expected to fully use the space provided on the form for journaling and to use correct terminology, grammar and spelling. Students’ grade will not be deducted for personal opinions or for the clinical choices that were made. The practicum course instructor will grade the journals and may return them with comments, corrections or further questions that will help students with their professional development.
8. Meet with your approved clinical instructor (ACI) at a scheduled time each week (minimum of 2 hours per week) to practice and have clinical proficiencies evaluated.
9. Complete an Evaluation of Approved Clinical Instructor at the end of the semester.

For the Field Experience component of the course students are expected to:
1. Complete a maximum 20 hrs/week in field experience assignment as scheduled.
   a. Clinical experience hours must be documented on the Clinical Hours Log Form and submitted to the Clinical Instructor(s) and Practicum Course Instructor by 5PM each Monday.
2. Dress appropriately for assignment.
3. Complete assigned duties as directed by designated clinical instructor.
4. Adhere to AT Student Handbook and clinical experience site policies and procedures.
5. Meet with clinical instructor at the beginning of assignment for orientation.
SPRING 2013

6. At midterm and at the end of each assignment, meet with your clinical instructor for completion of an Evaluation of Student Clinical/Field Experience Performance.

7. At the end of each assignment, complete an Evaluation of Clinical Instructor.

- Written and practical review examinations first week of class = 15%
- Journals/Assignments/Quizzes = 15%
  - 15 Clinical experience narratives
  - 4 Practical Exams
  - 10 Quizzes
  - Nutrition Assignment
- Student Clinical/Field Experience Performance Evaluation = 15%
- Clinical Proficiencies = 55%

TOTAL = 100%

Grading System:
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

Course Policies:

Dress Code: All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero "0" for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.

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# ATTR 656: Clinical Education VI
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Topic</th>
<th>Practical Exams</th>
</tr>
</thead>
</table>
| 1    | Introduction  
Written Review Exam | Practical #1 Risk Management and Acute Care |
| 2    | Practical Review Exam | ACI Schedules due |
| 3    | Quiz #1 Risk Management  
Risk Management/Injury Prevention | *Practical #1 Risk Management and Acute Care |
| 4    | Quiz #2 Risk Management  
Risk Management/Injury Prevention | *Practical #2 Assessment and Evaluation of Ortho and GM |
| 5    | Quiz #3 Acute Care  
Acute Care of Injury/Illness | *Practical #2 Assessment and Evaluation of Ortho and GM |
| 6    | Quiz #4 Evaluation  
Assessment and Evaluation | *Practical #3 Therapeutic Modalities |
| 7    | Quiz #5 Evaluation  
Assessment and Evaluation | *Practical #3 Therapeutic Modalities |
| 8    | Quiz #6 General Medical  
General Medical | *Practical #4 Ther. Exercise |
| 9    | Quiz #7 Ther Modalities  
Therapeutic Modalities | *Practical #4 Ther. Exercise |
| 10   | Quiz #8 Ther Modalities  
Therapeutic Modalities | *Practical #4 Ther. Exercise |
| 11   | Quiz #9 Ther Exercise  
Therapeutic Exercise | *Practical #4 Ther. Exercise |
| 12   | Quiz #10 Ther Exercise  
Therapeutic Exercise | *Practical #4 Ther. Exercise |
| 13   | C20 - S&C Proficiencies | *Practical #4 Ther. Exercise |
| 14   | C20 - S&C Proficiencies | *Practical #4 Ther. Exercise |
| 15   | Finals | *Practical #4 Ther. Exercise |

* Practical exams may be scheduled outside of class time
MEMORANDUM

To: Dr. Jim Kracht, Executive Associate Dean for Academic Affairs  
College of Education and Human Development

From: Dr. Richard Kreider, Head  
Department of Health & Kinesiology

RE: New course proposals for our MS in Athletic Training Program

Date: June 10, 2011

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cc: Dr. Lori Greenwood  
Dr. Sue Bloomfield
Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional
* Submit original form and attach a course syllabus.*

Form Instructions

1. Request submitted by (Department or Program Name): Health and Kinesiology

2. Course prefix, number and complete title of course: ATTR 660; Prevention and Care of Athletic Injuries

3. Catalog course description (not to exceed 50 words): Prevention strategies and procedures, recognition and care of common injuries and conditions; foundational concepts and principles of the athletic training profession.

4. Prerequisite(s): Enrollment in MS Athletic Training Program

5. Is this a variable credit course? ☒ Yes ☐ No If yes, from _____ to _____

6. Is this a repeatable course? ☒ Yes ☐ No If yes, this course may be taken _____ times.

Will this course be repeated within the same semester? ☐ Yes ☒ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   Master of Science in Athletic Training

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation) Lec. Lab SCH CIP and Fund Code Admin. Unit Acad. Year HCL Code

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<thead>
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<th>Letter</th>
<th>ATTR</th>
<th>660</th>
<th>PREV &amp; CARE ATHL TRN</th>
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</tbody>
</table>

Approval recommended by:

Richard Kreider
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee

Dean of College

Mark Zoran
Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
SUMMER 2011

ATTR 660: Prevention and Care of Athletic Injuries
Texas A&M University
Department of Health and Kinesiology

Instructor: Lori Greenwood, PhD, ATC, LAT
Office: 158D Read
Phone: 979-845-3409
E-mail: lgreenwood@hlkn.tamu.edu
Office Hrs: TBA
Classroom: 260GRW
Day/Time: TBA

Course Description:
Prevention strategies and procedures, recognition and care of common injuries and conditions. Foundational concepts and principles of the athletic training profession are included. Prerequisite: Enrollment in MS athletic training program. (3 credits)

Required Text and Reading:

Recommended:

Course Objectives:
1. Understand basic components of a comprehensive athletic injury/illness prevention program.
2. Understand common risk factors and causes of athletic injuries in various sports.
3. Recognize environmental risk factors associated with climatic conditions, facilities, equipment, and sanitation.
4. Understand the principles of heat illness and its prevention.
5. Identify with recommendations by professional associations regarding athletic participation.
6. Identify common injuries associated with sports participation.
7. Recognize the roles and functions of allied medical professionals.
8. Know and demonstrate use of standard terminology of athletic injuries and communication with medical personnel.
9. Understand basic principles of emergency first-aid as it applies to the injured athlete.
10. Understand the history and development of athletic training and its professional organizations.
11. Be familiar with the employment opportunities available to an NATA certified athletic trainer.
12. Demonstrate a basic knowledge of therapeutic modalities (general).

Evaluation Procedures: Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of
SUMMER 2011

the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

<p>| | | | |</p>
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<td></td>
<td></td>
<td><strong>Total</strong></td>
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</table>

* Quizzes and additional assignments as would benefit learning process.

**Grading System:**
- 90% and above A, 80-89% B, 70-79% C, 60-69% D; Below 60% F

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SUMMER 2011

**Academic Integrity Statement and Policy:** The handling of possible incidents of academic dishonesty will be as described in the Texas A&M University Student Rules handbook. Students are encouraged to review Section 20 at [http://student-rules.tamu.edu/search/rule20.htm](http://student-rules.tamu.edu/search/rule20.htm) of the Texas A&M University Student Rules as well as [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu). Students who do not understand any part of Section 20 should consult the instructor of this course. All work to be completed for this class is to be individual work unless otherwise noted. "An Aggie does not lie, cheat, or steal, or tolerate those who do."

**Plagiarism:** As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, consult the latest issue of the Texas A&M University Student Rules, under the section concerning Scholastic Dishonesty.

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## ATTR 660: Prevention and Care of Athletic Injuries
### Tentative Course Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>Reading (Prentice)</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction/Syllabus</td>
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<td>Introduction to Athletic Training</td>
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<tr>
<td></td>
<td>Sports Medicine Team</td>
<td>3</td>
<td>Abstract #1 DUE</td>
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<tr>
<td></td>
<td>Training and Conditioning</td>
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<td>Training (continued)</td>
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<td>Foot</td>
<td>18</td>
<td>Abstract #2 Due</td>
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<td>Nutritional Considerations</td>
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<td>Nutritional Considerations (cont.)</td>
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<td><strong>Examination</strong></td>
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<td>Environmental Factors</td>
<td>6</td>
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<td>Protective Sports Equipment</td>
<td>7</td>
<td>Abstract #3 Due</td>
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<td></td>
<td>Ankle and Lower Leg</td>
<td>19</td>
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<td>Ankle and Lower Leg (cont.)</td>
<td>19</td>
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<tr>
<td></td>
<td>Bandaging and Taping</td>
<td>8</td>
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<td>Bandaging and Taping (cont.)</td>
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<td>3</td>
<td><strong>Mechanisms and Characteristics of Sports Trauma</strong></td>
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<td>Abstract #4 DUE</td>
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<td>Tissue Response to Injury</td>
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<td>Psychosocial Intervention</td>
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<tr>
<td></td>
<td>Knee</td>
<td>20</td>
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<tr>
<td></td>
<td>Knee (cont.)</td>
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<td>On the Field Acute care and Emergency Procedures</td>
<td>12</td>
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<td>Off the Field Injury Evaluation</td>
<td>13</td>
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<td>4</td>
<td>Bloodborne Pathogens</td>
<td>14</td>
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<td>Therapeutic Modalities</td>
<td>15</td>
<td>Abstract #6 DUE</td>
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<td>Therapeutic Exercise</td>
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<td>Pharamacology, Drugs, and Sports</td>
<td>17</td>
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<td>Thigh, Hip, Groin, and Pelvis (continued)</td>
<td>21</td>
<td>Abstract #7 DUE</td>
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<td>Examination</td>
<td>12-17,21</td>
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<td>-------------------------------------------------</td>
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<tr>
<td>Shoulder</td>
<td>22</td>
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<td>Shoulder (continued)</td>
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<tr>
<td>Elbow</td>
<td>23</td>
<td></td>
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<tr>
<td>Forearm, Wrist, Hand, and Fingers</td>
<td>24</td>
<td></td>
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<tr>
<td>Spine</td>
<td>25</td>
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<tr>
<td>Spine (cont.)</td>
<td>25</td>
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<tr>
<td>5</td>
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<td></td>
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<tr>
<td>Thorax and Abdomen</td>
<td>26</td>
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<tr>
<td>Head, Face, etc.</td>
<td>27</td>
<td></td>
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<tr>
<td>Additional Health Concerns</td>
<td>28</td>
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<tr>
<td>Health Concerns (continued)</td>
<td>29</td>
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<tr>
<td>Examination</td>
<td>22-29</td>
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<td></td>
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<tr>
<td>Review</td>
<td>Project #2 DUE</td>
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<tr>
<td>Final Examination</td>
<td>1–29</td>
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</table>
MEMORANDUM

To: Dr. Jim Kracht, Executive Associate Dean for Academic Affairs  
   College of Education and Human Development

From: Dr. Richard Kreider, Head  
   Department of Health & Kinesiology

RE: New course proposals for our MS in Athletic Training Program

Date: June 10, 2011

We have submitted 19 new course proposals for approval in support of this new master’s degree program in Athletic Training. Approvals for this new degree program have been secured up to the Faculty Senate level and we anticipate Board of Regents approval in July. So that we may be prepared to submit for accreditation with the national agency [Commission on Accreditation of Athletic Training Education (CAATE)] governing athletic training programs next summer, it is important for us to promptly advance these new course proposals so they can be included in the 2012 course catalog.

One important explanation is required given that ATTR 651 - Clinical Education I through ATTR 656 - Clinical Education VI all have the same course description (listed below). All these courses will have a didactic component and a field-based component as stated in the description. Each course has different course content (as can be viewed in the syllabi) and each semester students will rotate to a different field-based experience, which will be determined based on individual needs and accreditation requirements. However, more specific content information is not being given in the course descriptions in order to assure that this program can gain national accreditation from CAATE next year with these course descriptions in our 2012 catalog.

The lists of competencies and required field experiences that must be included in the program are published in the 4th edition of the NATA Education Competencies at this point in time. However, in the summer of 2012, the 5th edition will be coming out which may have changes to terminology and field based experience requirements. Therefore, Dr. Lori Greenwood, director of our graduate athletic training curriculum, chose to keep the course descriptions somewhat general because there will be no time for updates to the course catalog after the 5th edition of the NATA Education Competencies is published and in time for submission of accreditation application documents.

We will appreciate your conveying this explanation along with our course proposals to the Graduate Council for their approval in their July meeting.

Course description for ATTR 651, 652, 653, 654, 655 and 656: “Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.”

cc: Dr. Lori Greenwood  
    Dr. Sue Bloomfield
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Health and Kinesiology

2. Course prefix, number and complete title of course: ATTR 661; Prevention and Care of Athletic Injuries Lab

3. Catalog course description (not to exceed 50 words): Laboratory to accompany ATTR 660; application of theories and practice skills.

4. Prerequisite(s): Concurrent enrollment in ATTR 660

5. Is this a variable credit course? □ Yes □ No If yes, from _______ to _______

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ______ times. Will this course be repeated within the same semester? □ Yes □ No

7. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
      Master of Science in Athletic Training
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation) Lect. Lab SCH Clip and Land Code Admin. Unit Acad. Year EHE Code

   AT TR 661 PRE V & CARE ATH L TR N LAB
   0 0 0 2 0 1 5 1 0 9 1 3 0 0 2 1 4 0 2 1 2 - 1 3 0 0 3 6 3 2

   Approval recommended by: Richard Kreider
   Department Head or Program Chair (Type Name & Sign) Date 6/10/11

   Department Head or Program Chair (Type Name & Sign) Date
   Dean of College Date
   Chair, College Review Committee Date
   Chair, GC or JCC Date

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

   Questions regarding this form should be directed to Sandra Williams at 845.8201 or sandra.williams@tamu.edu

Curricular Services – 3/10
SUMMER 2011

ATTR 661: Prevention and Care of Athletic Injuries Lab
Texas A&M University
Department of Health and Kinesiology

Instructor: Lori Greenwood, PhD, ATC, LAT
Office: 158D Read
Phone: 979-845-3409
E-mail: lgreenwood@hlkn.tamu.edu
Office Hrs: TBA
Classroom: 260GRW
Day/Time: TBA

Course Description:
Laboratory to accompany ATTR 660; application of theories and skill practice.

Required Text and Reading:


Course Objectives:
Upon completion of this course students will be able to:
1. demonstrate the ability to perform tasks related to conducting a pre-participation physical examination.
2. perform specific tests to determine the safety of environmental conditions for participation.
3. demonstrate knowledge of anatomy as it relates to the evaluation of orthopedic injuries.
4. perform basic evaluation techniques for common orthopedic injuries.
5. demonstrate the ability to apply a variety of preventative sport devices.

Evaluation Procedures: Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Unit quizzes (drop lowest)</td>
<td>10 points</td>
<td>90 points</td>
</tr>
<tr>
<td>3 practical exams</td>
<td>50 points</td>
<td>150 points</td>
</tr>
</tbody>
</table>

= 240 points

* Quizzes and additional assignments as would benefit learning process.
Grading System:
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

Course Policies:

Dress Code: All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero "0" for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.

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**ATTR 661: Prevention and Care of Athletic Injuries Lab**

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<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Chp. 2</td>
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<tr>
<td></td>
<td>Preparticipation Physical Examination</td>
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<td></td>
<td>Environmental Testing</td>
<td>Chp. 5</td>
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<td></td>
<td>Environmental Illness</td>
<td>Chp. 5</td>
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<tr>
<td></td>
<td>Protective Equipment</td>
<td>Chp. 7</td>
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<td>EXAM 1</td>
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<tr>
<td>2</td>
<td>Anatomy of the LE</td>
<td>Chp. 19</td>
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<tr>
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<td>Injury Evaluation of Foot/Ankle/Leg</td>
<td>Chp. 19</td>
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<td>SUMMER 2011</td>
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<tr>
<td>Injury Evaluation of Foot/Ankle/Leg</td>
<td>Chp. 19</td>
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<td>Injury Evaluation of Knee</td>
<td>Chp. 20</td>
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<tr>
<td>Injury Evaluation of Knee</td>
<td>Chp. 20</td>
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<tr>
<td>Injury Evaluation of Hip/Thigh/Groin</td>
<td>Chp. 21</td>
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<td>Chp. 21</td>
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<tr>
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<td>Supplemental</td>
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<tr>
<td>EXAM 2</td>
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</tr>
<tr>
<td>Injury Evaluation of Elbow</td>
<td>Chp. 23</td>
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<td>Chp. 23</td>
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<td>Chp. 24</td>
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<td>Chp. 24</td>
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<td>Exam Preparation</td>
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<td>Wrap It UP!</td>
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<tr>
<td>Exam 3 Final Exam</td>
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</tbody>
</table>
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cc: Dr. Lori Greenwood
    Dr. Sue Bloomfield
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Health and Kinesiology

2. Course prefix, number and complete title of course: ATTR 662; Clinical Examination and Diagnosis-Lower Extremity

3. Catalog course description (not to exceed 50 words): Pathomechanics, clinical examination, diagnosis and appropriate medical referral of orthopedic injuries and other conditions to the lower extremity and spine.

4. Prerequisite(s): Enrollment in MS Athletic Training program
   Cross-listed with: 
   Stacked with:

5. Is this a variable credit course? □ Yes □ No
   If yes, from ________ to ________

6. Is this a repeatable course? □ Yes □ No
   Will this course be repeated within the same semester? □ Yes □ No
   If yes, this course may be taken ________ times.

7. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
   Master of Science in Athletic Training
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Approval recommended by:

Richard Kreiser
Department Head or Program Chair (Type Name & Sign) Date

C. C. Cracroft
Chair, College Review Committee Date

Mark Zoran
Dean of College Date

Mark Zoran
Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/10

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FALL 2011

ATTR 662: Clinical Examination and Diagnosis-Lower Extremity
Texas A&M University
Department of Health and Kinesiology

Instructor: Dr. Lori Greenwood, PhD, ATC, LAT
Office: Reed 158 D
Phone: 979-845-3409
E-mail: lgreenwood@hlkn.tamu.edu
Office Hrs: TBA
Classroom: 260GRW
Day/Time: 11:10-12:00AM

Course Description:
Pathomechanics, clinical examination, diagnosis and appropriate medical referral of orthopedic injuries and other conditions to the lower extremity and spine. Prerequisite: Enrollment in MS athletic training program.

Required Text and Reading:


Course Objectives:
Upon completion of this course, the student will be able to:

1. Recognize, evaluate, assess, and formulate plan of care of common orthopedic injuries to the lower extremity, abdomen, and thoracolumbar spine.
2. Understand the relationships between etiologic factors and resulting injury or pathologies, as well as the human physiologic and psychological response to micro trauma and macro trauma.
3. Perform appropriate systems review and examination of injuries to the thoracolumbar spine and lower extremities to determine injury status and return to activity.
4. Perform comprehensive static and dynamic postural alignment assessment and gait analysis and recognize deficiencies.
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5. Understand the referral process and role of physicians and other allied health professionals involved in the injury/illnesses assessment such as general and specialty practitioners of medicine, athletic trainers, physical therapists, podiatrists, physician assistant/nurse practitioners, and registered nurses.

6. Differentiate the use of diagnostic tests in the assessment of injuries or illness when prescribed by a physician.

7. Demonstrate the ability to apply nomenclature and effectively document evaluation procedures and results, analysis, goals, treatment procedures for clients with orthopedic and athletic injuries.

8. Demonstrate the principles of injury prevention and prophylactic application regarding orthopedic injuries and illnesses.

9. Integrate evidence-based practice into clinical assessment, decision-making, and application.

10. Maintain and promote knowledge of current trends in athletic training and evolution.

Evaluation Procedures:
Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

3 written exams: 100 points each = 300 points (45%)
Final cumulative exam = 150 points (22%)
7 weekly quizzes: 7 points each = 70 points (10%)
SOAP Note Writing Assignments (3) = 50 points (8%)
SOAP Note exam = 50 points (8%)
Imaging technique assignment = 50 points (8%)

Total points = 670 points

Grading System:
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

Course Policies:

Attendance Policy: Attendance requirements will be as described in the Texas A&M University Student Rules handbook (http://student-rules.tamu.edu/rule07). TAMU views class attendance as an individual student's responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. Absences will be authorized for reasons deemed sufficient by the instructor or by the university. When an absence is authorized, the instructor must either provide the student an opportunity to make up tests, assignments and other work missed or provide a satisfactory alternative to be completed within 30 days of the excused absence. The manner in which make-up work is administered remains the prerogative of the instructor. The instructor is under no obligation to provide an opportunity for the student to make up work
FALL 2011

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**ATTR 662: Clinical Examination and Diagnosis-Lower Extremity**

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENTS DUE</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Introduction &amp; Injury Evaluation</td>
<td>Starkey: Chp. 1,2</td>
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<td></td>
<td>Injury Evaluation</td>
<td>Starkey: Chp. 1,2</td>
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<td>Injury Evaluation &amp; Referral</td>
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<td>Evidence based practice</td>
<td>Starkey: Chp. 3</td>
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<td>Injury Documentation &amp; Injury Nomenclature</td>
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<td>Diagnostic Imaging</td>
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<td>Kettenbach: SOAP</td>
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<td>Gait</td>
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<td>Thorax and abdomen</td>
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<td>Starkey: Chp. 13</td>
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<td>Imaging technique assignment</td>
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<td>Lumbosacral spine</td>
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## FALL 2011

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<td>Knee</td>
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<td>11</td>
<td>Patellofemoral Joint</td>
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<td>15</td>
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MEMORANDUM

To: Dr. Jim Kracht, Executive Associate Dean for Academic Affairs  
    College of Education and Human Development

From: Dr. Richard Kreider, Head  
      Department of Health & Kinesiology

RE: New course proposals for our MS in Athletic Training Program

Date: June 10, 2011

We have submitted 19 new course proposals for approval in support of this new master’s degree program in Athletic Training. Approvals for this new degree program have been secured up to the Faculty Senate level and we anticipate Board of Regents approval in July. So that we may be prepared to submit for accreditation with the national agency [Commission on Accreditation of Athletic Training Education (CAATE)] governing athletic training programs next summer, it is important for us to promptly advance these new course proposals so they can be included in the 2012 course catalog.

One important explanation is required given that ATTR 651 - Clinical Education I through ATTR 656 - Clinical Education VI all have the same course description (listed below). All these courses will have a didactic component and a field-based component as stated in the description. Each course has different course content (as can be viewed in the syllabi) and each semester students will rotate to a different field-based experience, which will be determined based on individual needs and accreditation requirements. However, more specific content information is not being given in the course descriptions in order to assure that this program can gain national accreditation from CAATE next year with these course descriptions in our 2012 catalog.

The lists of competencies and required field experiences that must be included in the program are published in the 4th edition of the NATA Education Competencies at this point in time. However, in the summer of 2012, the 5th edition will be coming out which may have changes to terminology and field based experience requirements. Therefore, Dr. Lori Greenwood, director of our graduate athletic training curriculum, chose to keep the course descriptions somewhat general because there will be no time for updates to the course catalog after the 5th edition of the NATA Education Competencies is published and in time for submission of accreditation application documents.

We will appreciate your conveying this explanation along with our course proposals to the Graduate Council for their approval in their July meeting.

Course description for ATTR 651, 652, 653, 654, 655 and 656: “Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.”

cc: Dr. Lori Greenwood  
    Dr. Sue Bloomfield
Texas A&M University

Departmental Request for a New Course
Undergraduate + Graduate + Professional
* Submit original form and attach a course syllabus.*

Form Instructions

1. Request submitted by (Department or Program Name): Health and Kinesiology

2. Course prefix, number and complete title of course: ATTR 663: Clinical Examination and Diagnosis-Lower Extremity Lab

3. Catalog course description (not to exceed 50 words): Laboratory to accompany ATTR 662; application of theories and skill practice.

4. Prerequisite(s): Concurrent Enrollment in ATTR 662; Enrollment in MS Athletic Training Program

Cross-listed with: Stacked with:

Cross-listed courses require the signatures of both department heads.

5. Is this a variable credit course? □ Yes  □ No  If yes, from _______ to _______

6. Is this a repeatable course? □ Yes  □ No  If yes, this course may be taken ______ times.
Will this course be repeated within the same semester? □ Yes  □ No

7. This course will be:
   a. *required for students enrolled in the following degree programs(s) (e.g., B.A. in history)*
      Master of Science in Athletic Training
   b. *an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)*

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix  Course#  Title (excluding punctuation)
    ATTR  663  CLINIC EXAM & DIAG LE LAB

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<th>Lect</th>
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<th>and Land Code</th>
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Approval recommended by:

Richard Kreider  6/08/11  Chair, College Review Committee  6-10-11

Department Head or Program Chair (Type Name & Sign)  Date

Mark Zorn  7-15-11  Chair, GC of UCC  Date

Department Head or Program Chair (Type Name & Sign)  Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8301 or sandra.williams@tamu.edu.
ATTOR 663: Clinical Examination and Diagnosis-Lower Extremity Lab
Texas A&M University
Department of Health and Kinesiology

Instructor: Dr. Lori Greenwood, PhD, ATC, LAT
Office: Reed 158 D
Phone: 979-845-3409
E-mail: lgreenwood@hlkn.tamu.edu
Office Hrs: TBA
Classroom: TBA
Day/Time: TBA

Course Description:
Laboratory to accompany ATTOR 662; application of theories and skill practice.

Required Text and Reading:


Recommended Texts:


Course Objectives:
Upon completion of this course the student will be able to:
1. evaluate common orthopedic injuries of the lower extremity and thoracolumbar spine through various means, (e.g., history, observation, palpation, manual muscle testing, active and passive range of motion evaluation, static ligament stress test, neurovascular tests, special tests, and functional tests);
2. perform appropriate examination of injuries to the thoracolumbar spine and lower extremities to determine injury status and return to activity standing;
3. conduct a postural assessment for purposes of wellness screening as well as for an injury evaluation;
4. demonstrate the proper recording of assessment results utilizing SOAP notes; and
5. demonstrate knowledge of specific anatomical landmarks, muscles, organs, etc. in the assessment of athletic injuries.

**Evaluation Procedures:**
Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

- 4 oral/practical examinations worth 50 points each = 200 points
- 6 landmark practical exams worth 10 points each = 60 points
- 3 documentation (SOAP) assignments worth 25 points each = 75 points

Total = 335 points

**Grading System:**
- 90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

**Course Policies:**

**Dress Code:** All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero “0” for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.

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**ATTR 663: Clinical Examination and Diagnosis-Lower Extremity Lab**

**Tentative Course Schedule**

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<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction, Injury evaluation, Range of</td>
<td>Starkey Chp 1,2</td>
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<td>motion (ROM)</td>
<td>Norkin Chp. 1-3</td>
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<td>ROM Lab &amp; Manual Muscle Testing (MMT) Lab</td>
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<td>3</td>
<td>MMT Lab</td>
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</table>

***Lab examinations may be scheduled outside of laboratory hours to accommodate the number of students in the course***
MEMORANDUM

To: Dr. Jim Kracht, Executive Associate Dean for Academic Affairs  
    College of Education and Human Development

From: Dr. Richard Kreider, Head  
      Department of Health & Kinesiology

RE: New course proposals for our MS in Athletic Training Program

Date: June 10, 2011

We have submitted 19 new course proposals for approval in support of this new master's degree program in Athletic Training. Approvals for this new degree program have been secured up to the Faculty Senate level and we anticipate Board of Regents approval in July. So that we may be prepared to submit for accreditation with the national agency [Commission on Accreditation of Athletic Training Education (CAATE)] governing athletic training programs next summer, it is important for us to promptly advance these new course proposals so they can be included in the 2012 course catalog.

One important explanation is required given that ATTR 651 - Clinical Education I through ATTR 656 - Clinical Education VI all have the same course description (listed below). All these courses will have a didactic component and a field-based component as stated in the description. Each course has different course content (as can be viewed in the syllabi) and each semester students will rotate to a different field-based experience, which will be determined based on individual needs and accreditation requirements. However, more specific content information is not being given in the course descriptions in order to assure that this program can gain national accreditation from CAATE next year with these course descriptions in our 2012 catalog.

The lists of competencies and required field experiences that must be included in the program are published in the 4th edition of the NATA Education Competencies at this point in time. However, in the summer of 2012, the 5th edition will be coming out which may have changes to terminology and field based experience requirements. Therefore, Dr. Lori Greenwood, director of our graduate athletic training curriculum, chose to keep the course descriptions somewhat general because there will be no time for updates to the course catalog after the 5th edition of the NATA Education Competencies is published and in time for submission of accreditation application documents.

We will appreciate your conveying this explanation along with our course proposals to the Graduate Council for their approval in their July meeting.

Course description for ATTR 651, 652, 653, 654, 655 and 656: “Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.”

Cc: Dr. Lori Greenwood  
    Dr. Sue Bloomfield
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Health and Kinesiology

2. Course prefix, number and complete title of course: ATTR 664; Clinical Examination and Diagnosis—Upper Extremity

3. Catalog course description (not to exceed 50 words): Pathomechanics, clinical examination, diagnosis and appropriate medical referral of orthopedic injuries and other conditions to the upper extremity, head and cervical spine.

4. Prerequisite(s): ATTR 662

5. Is this a variable credit course? □ Yes □ No

6. Is this a repeatable course? □ Yes □ No

    Will this course be repeated within the same semester? □ Yes □ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   Master of Science in Athletic Training

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Preprf   / Course #   Title (excluding punctuation)
   ATTR 664   CLIN EXAM & DIAGUE

   Lect. Lab SCH GIP and Fund Code
   0 3 0 0 0 3 5 1 0 9 1 3 0 0 0 2
   Admin. Unit Acad. Year HCT Code
   1 4 0 2 1 2 - 1 3 0 0 3 6 3 2

Approval recommended by:
Richard Kreider
Department Head or Program Chair (Type Name & Sign) Date 6-10-11

Chair, College Review Committee Date 6-10-11

Dean of College Date

Mark Zoran
Chair, GC or UCC Date 7-15-11

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 3/10
SPRING 2012

ATTR 664: Clinical Examination and Diagnosis-Upper Extremity
Texas A&M University
Department of Health and Kinesiology

Instructor: Lori Greenwood, PhD, ATC, LAT
Office: 158D Read
Phone: 979-845-3409
E-mail: lgreenwood@hlkn.tamu.edu
Office Hrs: TBA
Classroom: TBA
Day/Time: TBA

Course Description:
Pathomechanics, clinical examination, diagnosis and appropriate medical referral of orthopedic injuries and other conditions to the upper extremity, head and cervical spine. Prerequisite: ATTR 662.

Required Text and Reading:


Recommended Texts:

Course Objectives:
Upon completion of this course the student will be able to:

1. Recognize, assess and make appropriate medical referral of common orthopedic injuries to the upper extremity and cervical spine using the standard HOPS protocol.
2. Understand the relationships between etiologic factors and resulting injury or pathologies, as well as the human physiologic and psychological response to microtrauma and macrotrauma.
3. Utilize appropriate medical referral techniques and “chain of command” protocols regarding orthopedic injuries and illnesses.
4. Understand the specialized roles of the numerous allied health practitioners typically involved in injury/illnesses assessment, e.g., general and specialty practitioners of medicine, athletic trainers, physical therapists, podiatrists, physician assistant/nurse practitioners.
5. Differentiate the use of diagnostic tests in the assessment of injuries or illnesses when prescribed by a physician.

Evaluation Procedures:
Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

- 3 written exams worth 100 points each = 300 points
- Final cumulative exam = 150 points
- Case study research paper = 100 points
- Poster Presentation of Paper = 25 points
- Abstracts: 10 points each = 60 points
- Total points = 635 points

* Quizzes and additional assignments as would benefit learning process.

Grading System:
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

Course Policies:

Attendance Policy: Attendance requirements will be as described in the Texas A&M University Student Rules handbook (http://student-rules.tamu.edu/rule07). TAMU views class attendance as an individual student’s responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. Absences will be authorized for reasons deemed sufficient by the instructor or by the university. When an absence is authorized, the instructor must either provide the student an opportunity to make up tests, assignments, and other work missed or provide a satisfactory alternative to be completed within 30 days of the excused absence. The manner in which make-up work is administered remains the prerogative of the instructor. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of unauthorized absence. The student may appeal the instructor’s decision that an absence is unauthorized.

Professional Conduct: Students are expected to conduct themselves professionally at all times and to adhere to the guidelines published in the Texas A&M University Student Rules Handbook. Professional conduct entails but is not limited to attending classes on time, showing respect for the instructor and fellow classmates, being prepared for class, dressing appropriately and turning completed assignments in on time.
Cell Phones (and other IM Devices) and IPods: Cell phones, IPods, and other IM devices should be turned OFF during class – not in silent/vibrate or other mode. Students must not answer incoming calls or text (or other mode of communication) during class. These are to be turned off and put away before entering the classroom. If you have a situation (family illness, etc.), and you need to be contacted, notify the instructor to acquire permission to keep the device on vibrate and then step out of the room before answering.

**Academic Integrity Statement and Policy:** The handling of possible incidents of academic dishonesty will be as described in the Texas A&M University Student Rules handbook. Students are encouraged to review Section 20 at http://student-rules.tamu.edu/search/rule20.htm of the Texas A&M University Student Rules as well as http://aggiehonor.tamu.edu. Students who do not understand any part of Section 20 should consult the instructor of this course. All work to be completed for this class is to be individual work unless otherwise noted. "An Aggie does not lie, cheat, or steal, or tolerate those who do."

**Plagiarism:** As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, consult the latest issue of the Texas A&M University Student Rules, under the section concerning Scholastic Dishonesty.

**Americans with Disabilities Act (ADA) Policy Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

**Additional Notes:** The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modifications.
## ATTR 664: Clinical Examination and Diagnosis-Upper Extremity
### Tentative Course Schedule

<table>
<thead>
<tr>
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<th>READING</th>
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<td>Cervical Spine Anatomy</td>
<td>Chp. 11, Prentice</td>
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MEMORANDUM

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Department of Health & Kinesiology

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We will appreciate your conveying this explanation along with our course proposals to the Graduate Council for their approval in their July meeting.

Course description for ATTR 651, 652, 653, 654, 655 and 656: “Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.”

cc: Dr. Lori Greenwood  
Dr. Sue Bloomfield
Texas A&M University
Departmental Request for a New Course
Undergraduate ✧ Graduate ✧ Professional
- Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Health and Kinesiology

2. Course prefix, number and complete title of course: ATTR 665; Clinical Examination and Diagnosis-Upper Extremity Lab

3. Catalog course description (not to exceed 50 words): Laboratory to accompany ATTR 664; application of theories and skill practice.

4. Prerequisite(s): Concurrent Enrollment in ATTR 664; Enrollment in MS Athletic Training program

5. Is this a variable credit course? □ Yes X No  If yes, from _________ to _________

6. Is this a repeatable course? □ Yes X No  If yes, this course may be taken _________ times.
   Will this course be repeated within the same semester? □ Yes X No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Master of Science in Athletic Training
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. \[
\begin{array}{cccccccccccc}
\text{Prefix} & \text{Course #} & \text{Title (excluding punctuation)} \\
\hline
\text{ATTR} & 665 & \text{CLINIC EXAM} & \text{& DIAG U E L A B} \\
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0 & 0 & 2 & 0 & 1 & 5 & 1 & 0 & 9 & 1 & 3 & 0 & 0 & 2 & 1 & 4 & 0 & 2 & 1 & 2 & - & 1 & 3 & 0 & 0 & 3 & 6 & 3 & 2 \\
\end{array}
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Approval recommended by:

Richard Kreider 6/08/11
Department Head or Program Chair (Type Name & Sign) Date

James B. Klock
Chair, College Review Committee Date

James B. Klock
Dean of College Date

Mark Zonfrino
Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 3/10
SPRING 2012

ATTR 665: Clinical Examination and Diagnosis-Upper Extremity Lab
Texas A&M University
Department of Health and Kinesiology

Instructor: Lori Greenwood, PhD, ATC, LAT
Office: 158D Read
Phone: 979-845-3409
E-mail: lgreenwood@hlkn.tamu.edu
Office Hrs: TBA
Classroom: TBA
Day/Time: TBA

Course Description:
Laboratory to accompany ATTR 664; application of theories and skill practice.
Prerequisite: Enrollment in MS athletic training program.

Required Text and Reading:


Course Objectives:
Upon completion of this course the student will be able to:
1. evaluate common orthopedic injuries of the upper extremity and cervical spine through various means, (e.g., history, observation, palpation, manual muscle testing, active and passive range of motion evaluation, static ligament stress test, neurovascular tests, special tests, and functional tests);
2. perform appropriate examination of injuries to the cervical spine and upper extremities to determine injury status and return to activity standing;
3. conduct a postural assessment for purposes of wellness screening as well as for an injury evaluation;
4. demonstrate the proper recording of assessment results utilizing SOAP notes; and
5. demonstrate knowledge of specific anatomical landmarks, muscles, organs, etc. in the assessment of athletic injuries.
Evaluation Procedures:
Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

4 oral/practical examinations worth 50 points each = 200 points
6 landmark practical exams worth 10 points each = 60 points
3 documentation (SOAP) assignments worth 25 points each = 75 points

Total = 335 points

Grading System:
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

Course Policies:
Dress Code: All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero “0” for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.

Attendance Policy: Attendance requirements will be as described in the Texas A&M University Student Rules handbook (http://student-rules.tamu.edu/rule07). TAMU views class attendance as an individual student’s responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. Absences will be authorized for reasons deemed sufficient by the instructor or by the university. When an absence is authorized, the instructor must either provide the student an opportunity to make up tests, assignments and other work missed or provide a satisfactory alternative to be completed within 30 days of the excused absence. The manner in which make-up work is administered remains the prerogative of the instructor. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of unauthorized absence. The student may appeal the instructor's decision that an absence is unauthorized.

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**Additional Notes:** The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modifications.
# SPRING 2012

## ATTR 665: Clinical Examination and Diagnosis-Upper Extremity Lab

### Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Range of Motion of the Upper Extremity and C-Spine</td>
<td><em><strong>See below</strong></em></td>
</tr>
<tr>
<td>2</td>
<td>Manual Muscle Testing of the Upper Extremity and C-Spine</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>EXAM I</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Cervical Spine Evaluation and Management</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Face Evaluation and Management</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Head and Neck Evaluation and Management</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>EXAM II</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Shoulder Evaluation and Management</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Shoulder Evaluation and Management</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>EXAM III</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Elbow and Forearm Evaluation and Management</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Hand and Wrist Evaluation and Management</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Functional Assessment of UE</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>EXAM IV</td>
<td></td>
</tr>
</tbody>
</table>

*** You are responsible for reading the applicable chapters for each body part before lab from course texts. These books should always be brought to class.

*Lab examinations may be scheduled outside of laboratory hours to accommodate the number of students in the course.*
MEMORANDUM

To: Dr. Jim Kracht, Executive Associate Dean for Academic Affairs  
College of Education and Human Development

From: Dr. Richard Kreider, Head  
Department of Health & Kinesiology

RE: New course proposals for our MS in Athletic Training Program

Date: June 10, 2011

We have submitted 19 new course proposals for approval in support of this new master’s degree program in Athletic Training. Approvals for this new degree program have been secured up to the Faculty Senate level, and we anticipate Board of Regents approval in July. So that we may be prepared to submit for accreditation with the national agency [Commission on Accreditation of Athletic Training Education (CAATE)] governing athletic training programs next summer, it is important for us to promptly advance these new course proposals so they can be included in the 2012 course catalog.

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We will appreciate your conveying this explanation along with our course proposals to the Graduate Council for their approval in their July meeting.

Course description for ATTR 651, 652, 653, 654, 655 and 656: “Integration of clinical competencies with classroom instruction and a supervised field-based experience in athletic training to link theory into practice.”

cc: Dr. Lori Greenwood  
Dr. Sue Bloomfield
Texas A&M University  
Departmental Request for a New Course  
Undergraduate ♦ Graduate ♦ Professional  
Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Health and Kinesiology

2. Course prefix, number and complete title of course: ATTR 666; Physical Rehabilitation

3. Catalog course description (not to exceed 50 words): The study of physical rehabilitation theory and techniques used as a therapeutic intervention for orthopedic injuries and conditions

4. Prerequisite(s): Enrollment in MS Athletic Training Program

5. Is this a variable credit course?  □ Yes  ☒ No  If yes, from ________ to ________

6. Is this a repeatable course?  □ Yes  ☒ No  If yes, this course may be taken ________ times.

Will this course be repeated within the same semester?  □ Yes  ☒ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   Master of Science in Athletic Training

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix  Course #  Title (excluding punctuation)  
   ATTR 666  PHYSICAL REHAB

   Lect. Lab SCH CIP and Fund Code
   0 0 0 3 1 0 9 1 3 0 0 0

   Admin. Unit  Acad. Year  FGE Code
   2 1 4 0 2 1 2 - 1 3 0 0 3 6 3 2

Approval recommended by:

Richard Kreider  
Department Head or Program Chair (Type Name & Sign)  Date

James B. Kintrei  
Chair, College Review Committee  Date

Mark Z. Presley  
Dean of College  Date

Submit to Coordinating Board by:

Associate Director, Curricular Services  Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu  Curricular Services – 3/10
FALL 2012

ATTR 666: Physical Rehabilitation
Texas A&M University
Department of Health and Kinesiology

Instructor: Lori Greenwood, PhD, ATC, LAT
Office: TBA
Phone: 979-845-3409
E-mail: lgreenwood@hlkn.tamu.edu
Office Hrs: TBA
Classroom: TBA
Day/Time: TBA

Course Description:
The study of physical rehabilitation theory and techniques used as a therapeutic intervention for orthopedic injuries and conditions. Prerequisite: Enrollment in MS athletic training program.

Required Text and Reading:

Supplemental Text:
Brotzman SB, Wilk KE. *Clinical Orthopaedic Rehabilitation*. Mosby; 2003

Course Objectives:
1. Recognize and formulate a physical rehabilitation plan of care for common orthopedic injuries to the lower extremity, upper extremity, and spine.
2. Design rehabilitation programs and interventions for the lower extremity, upper extremity, and spine based on the findings of an orthopedic evaluation.
3. Discuss pathophysiology as it relates to clinical decision making and establishment of rehabilitation.
4. Determine the criteria for the safe return of a patient to activity.
5. Prescribe therapeutic exercise interventions in relation to static and dynamic postural alignment deficiencies.
6. Demonstrate specific plan for appropriate staging or progression of treatments during the execution of a management plan based on signs, symptoms, and pathophysiological status.
7. Relate signs of the inflammatory process to clinical decision making.
8. Discuss the effect and consequences of surgical procedures, inactivity, and immobilization and implications for rehabilitation.
9. Demonstrate the principles of injury prevention and prophylactic application regarding orthopedic injuries and illnesses.
10. Demonstrate absolute and relative contraindications for various interventions and procedures in the management of orthopedic and athletic injuries.
11. Demonstrate the ability to apply nomenclature and effectively document physical rehabilitation procedures and prescription for clients with orthopedic and athletic injuries.
12. Write meaningful, functional, and measurable clinical goals for clients based on assessments and prognosis.
13. Integrate evidence-based practice into clinical assessment, decision-making and therapeutic exercise application.
14. Maintain and promote knowledge of current trends in athletic training and evolution.

Evaluation Procedures:
Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 written exams: 100 points each</td>
<td>300</td>
</tr>
<tr>
<td>Final Comprehensive exam</td>
<td>150</td>
</tr>
<tr>
<td>3 Rehabilitation plans: 25 points each</td>
<td>75</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100</td>
</tr>
<tr>
<td>Research Paper Presentation</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>650</strong></td>
</tr>
</tbody>
</table>

Grading System:
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

Course Policies:

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**FALL 2012**

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**ATTR 666: Physical Rehabilitation**

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENTS DUE: Fill in as Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome Back!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rehabilitation Process</td>
<td>Chap. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rehabilitation Considerations</td>
<td>Chap. 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tissue Healing and Rehabilitation</td>
<td>Chap. 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tissue Healing and Rehabilitation</td>
<td>Chap. 2</td>
<td>READ Chp. 3, No lecture on Physics</td>
</tr>
<tr>
<td></td>
<td>Tendinitis</td>
<td>Chap. 15</td>
<td>PAPER TOPIC DUE</td>
</tr>
<tr>
<td>3</td>
<td>Evaluation and Assessment for Rehabilitation</td>
<td>Chap. 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Range of Motion and Flexibility</td>
<td>Chap. 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ROM</td>
<td>Chap. 5</td>
<td></td>
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<tr>
<td>4</td>
<td>Manual Therapy</td>
<td>Chap. 6</td>
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<tr>
<td></td>
<td>Joint Mobilization and Traction</td>
<td>Chap. 6</td>
<td></td>
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<tr>
<td></td>
<td><strong>EXAM 1</strong></td>
<td></td>
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<tr>
<td>5</td>
<td>Muscle Strength/Power/Endurance</td>
<td>Chap. 7</td>
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<td></td>
<td>Isokinetics</td>
<td>Chap. 7</td>
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<td></td>
<td>Isokinetics</td>
<td>Chap. 7</td>
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<td>6</td>
<td>Open vs. Closed Chain Activity</td>
<td>Chap. 7</td>
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<tr>
<td></td>
<td>PNF</td>
<td>Chap. 7, 8</td>
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<td></td>
<td>Proprioception</td>
<td>Chap. 8</td>
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<tr>
<td>7</td>
<td>Plyometrics</td>
<td>Chap. 9</td>
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<tr>
<td></td>
<td>Functional Exercise</td>
<td>Chap. 10</td>
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<tr>
<td></td>
<td>Part IV: Specific Applications</td>
<td>p. 469-476</td>
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<tr>
<td></td>
<td>Aquatic Exercise</td>
<td>Chap. 13</td>
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</tr>
<tr>
<td>8</td>
<td><strong>EXAM 2</strong></td>
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<tr>
<td></td>
<td>Posture and Body Mechanics</td>
<td>Chap. 11</td>
<td></td>
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<tr>
<td></td>
<td>Spine and SI joint</td>
<td>Chap. 16</td>
<td>Spine and SI Quiz</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
<td>Notes</td>
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<tr>
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<td>------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>Spine and SI joint</td>
<td>Chap. 16</td>
<td>Spine and SI Quiz</td>
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<tr>
<td>10</td>
<td>Core Stabilization</td>
<td></td>
<td>Supplemental Reading</td>
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<tr>
<td>11</td>
<td>Shoulder and Arm</td>
<td>Chap. 17</td>
<td>Shoulder Quiz</td>
</tr>
<tr>
<td>11</td>
<td>Elbow and Forearm</td>
<td>Chap. 18</td>
<td>Elbow/Forearm Quiz</td>
</tr>
<tr>
<td>11</td>
<td>Wrist and Hand</td>
<td>Chap. 19</td>
<td>Wrist/Hand Quiz</td>
</tr>
<tr>
<td>12</td>
<td>Wrist and Hand</td>
<td>Chap. 19</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>EXAM 3</td>
<td></td>
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</tr>
<tr>
<td>13</td>
<td>Foot, Ankle and Lower Leg</td>
<td>Chap. 20</td>
<td>Foot/Ankle/Leg Quiz</td>
</tr>
<tr>
<td>13</td>
<td>Foot, Ankle and Lower Leg</td>
<td>Chap. 20</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Knee and Thigh</td>
<td>Chap. 21</td>
<td>Knee/Thigh Quiz</td>
</tr>
<tr>
<td>13</td>
<td>Knee and Thigh</td>
<td>Chap. 21</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Hip</td>
<td>Chap. 22</td>
<td>Hip Quiz</td>
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<tr>
<td>14</td>
<td>EXAM 4</td>
<td>+ Chap. 12</td>
<td></td>
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<tr>
<td>14</td>
<td>Paper presentations</td>
<td>10 minutes</td>
<td>Powerpoint presentations due to instructor</td>
</tr>
<tr>
<td>15</td>
<td>FINAL EXAM TBA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MEMORANDUM

To: Dr. Jim Kracht, Executive Associate Dean for Academic Affairs  
College of Education and Human Development

From: Dr. Richard Kreider, Head  
Department of Health & Kinesiology

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Date: June 10, 2011

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cc: Dr. Lori Greenwood  
Dr. Sue Bloomfield
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name):
   Health and Kinesiology

2. Course prefix, number and complete title of course:
   ATTR 667; Physical Rehabilitation Lab

3. Catalog course description (not to exceed 50 words):
   Laboratory to accompany ATTR 666; application of theories and skill practice.

4. Prerequisite(s):
   Concurrent Enrollment in ATTR 666; Enrollment in MS Athletic Training Program

Cross-listed with: __________________________ Stacked with: __________________________

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes □ No If yes, from ________ to ________

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? □ Yes □ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Master of Science in Athletic Training
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.
   Attach approval letters.

9. Prefix   Course #   Title (excluding punctuation)  Attr   Phys ical   Rehab ial  Lab

   Lec  Lab  SCH   CRP and Fund Code  Admin Unit  Acct Year  HCE Code
   0  0  2  0  0  1  5  1  0  9  1  3  0  0  0  2  1  4  0  2  1  2  -  1  3  0  0  3  6  3  2

Approval recommended by:

Richard Kreider
Department Head or Program Chair (Type Name & Sign)  Date

Janet H. Boehm
Chair, College Review Committee  Date

Richard H. Atlas
Dean of College  Date

Mark Zoran
Chair, GC or UCC  Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Level 5

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
ATTX 667: Physical Rehabilitation Lab
Texas A&M University
Department of Health and Kinesiology

Instructor: Lori Greenwood, PhD, ATC, LAT
Office: TBA
Phone: 979-845-3409
E-mail: lgreenwood@hlkn.tamu.edu
Office Hrs: TBA
Classroom: TBA
Day/Time: TBA

Course Description:
Laboratory to accompany ATTX 666; application of theories and skill practice. Prerequisite: Enrollment in MS athletic training program.

Required Text and Reading:


Supplemental Texts:

Brotzman SB, Wilk KE. Clinical Orthopaedic Rehabilitation. Mosby; 2003


Hoppenfeld, S. Physical examination of the spine and extremities. Norwalk, CT; Appleton & Lange; 1976.


Course Objectives:
Upon completion of this course students will be able to:
1. Recognize and formulate a therapeutic exercise plan of care for common orthopedic injuries to the lower extremity, upper extremity, and spine.
2. Design rehabilitation programs and interventions for the lower extremity, upper extremity, and spine based on the findings of an orthopedic evaluation.
3. Discuss pathophysiology as it relates to clinical decision making and establishment of rehabilitation.
4. Determine the criteria for the safe return of a patient to activity.
5. Prescribe therapeutic exercise interventions in relation to static and dynamic postural alignment deficiencies.
6. Demonstrate specific plan for appropriate staging or progression of treatments during the execution of a management plan based on signs, symptoms, and pathophysiological status.
7. Relate signs of the inflammatory process to clinical decision making.
8. Discuss the effect and consequences of surgical procedures, inactivity, and immobilization and implications for rehabilitation.
9. Demonstrate the principles of injury prevention and prophylactic application regarding orthopedic injuries and illnesses.
10. Demonstrate absolute and relative contraindications for various interventions and procedures in the management of orthopedic and athletic injuries.
11. Demonstrate the ability to apply nomenclature and effectively document therapeutic exercise procedures and prescription for clients with orthopedic and athletic injuries.
12. Write meaningful, functional, and measurable clinical goals for clients based on assessments and prognosis.
13. Integrate evidence-based practice into clinical assessment, decision-making and therapeutic exercise application.
14. Maintain and promote knowledge of current trends in athletic training and evolution.

Evaluation Procedures:
Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 oral/practical exams @ 100 pts. each</td>
<td>300</td>
</tr>
<tr>
<td>Critical Thinking Questions 6 @ 20 pts.</td>
<td>120</td>
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<tr>
<td>3 Rehabilitation Protocols: 25 points each</td>
<td>75</td>
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<tr>
<td>Ambulatory Aids Day</td>
<td>20</td>
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</table>

Total = 520 points
FALL 2012

Grading System:
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

Course Policies:

Dress Code: All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero "0" for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.

Attendance Policy: Attendance requirements will be as described in the Texas A&M University Student Rules handbook (http://student-rules.tamu.edu/rule07). TAMU views class attendance as an individual student's responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. Absences will be authorized for reasons deemed sufficient by the instructor or by the university. When an absence is authorized, the instructor must either provide the student an opportunity to make up tests, assignments and other work missed or provide a satisfactory alternative to be completed within 30 days of the excused absence. The manner in which make-up work is administered remains the prerogative of the instructor. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of unauthorized absence. The student may appeal the instructor's decision that an absence is unauthorized.

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FALL 2012

Section 20 should consult the instructor of this course. All work to be completed for this class is to be individual work unless otherwise noted. “An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Plagiarism: As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, consult the latest issue of the Texas A&M University Student Rules, under the section concerning Scholastic Dishonesty.

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Additional Notes: The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modifications.

ATTR 667: Physical Rehabilitation Lab
Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Range of Motion</td>
<td>Hougulum Chp. 5; Norkin chps.</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Joint Mobilization</td>
<td>Hougulum Chp. 6; Video</td>
<td>Lab 1: ROM due</td>
</tr>
<tr>
<td>Week 3</td>
<td>Muscular Strength/ Endurance</td>
<td>Hougulum Chp. 7; Hislop chps.</td>
<td>Lab 2: Joint Mob. due</td>
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<tr>
<td>Week 4</td>
<td>PNF (flexibility and strengthening)</td>
<td>Hougulum Chp. 5, 7</td>
<td>Lab 3: Strength/Endurance due</td>
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<tr>
<td>Week 5</td>
<td>Practice/Review</td>
<td></td>
<td>Lab 4: PNF due</td>
</tr>
<tr>
<td>Week 6</td>
<td>TEST 1</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Neuromuscular Control and Balance</td>
<td>Hougulum Chp. 8</td>
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<tr>
<td>Week 8</td>
<td>Functional Exercise and</td>
<td>Hougulum Chp. 10</td>
<td>Lab 5: Neuromuscular</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading</td>
<td>Notes</td>
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<tr>
<td>9</td>
<td>Spine – SI Joint</td>
<td>Hoglund Ch. 16</td>
<td>Control due Rehab Plan 1 assigned</td>
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<tr>
<td>10</td>
<td>Spine – SI Joint</td>
<td>Hoglund Ch. 16 plus supplemental reading</td>
<td>Lab 6: Functional Exercise due Rehab Plan 1-spinal DUE Rehab Plan 2 assigned</td>
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<tr>
<td>11</td>
<td>TEST 2</td>
<td></td>
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<td>12</td>
<td>Upper Extremity Rehabilitation</td>
<td>Hoglund Ch. 17, 18, 19</td>
<td>Rehab Plan 2- UE DUE Rehab Plan 3 assigned</td>
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<td>13</td>
<td>Lower Extremity Rehabilitation Ambulatory Aids Week</td>
<td>Hoglund Ch. 20, 21, 22</td>
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<td>Lower Extremity Rehabilitation Ambulatory Aids Week</td>
<td>Hoglund Ch. 20, 21, 22</td>
<td>Rehab Plan 3-LE DUE</td>
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<tr>
<td>15</td>
<td>TEST 3</td>
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</table>
MEMORANDUM

To: Dr. Jim Kracht, Executive Associate Dean for Academic Affairs
   College of Education and Human Development

From: Dr. Richard Kreider, Head
       Department of Health & Kinesiology

RE: New course proposals for our MS in Athletic Training Program

Date: June 10, 2011

We have submitted 19 new course proposals for approval in support of this new master’s degree program in Athletic Training. Approvals for this new degree program have been secured up to the Faculty Senate level and we anticipate Board of Regents approval in July. So that we may be prepared to submit for accreditation with the national agency [Commission on Accreditation of Athletic Training Education (CAATE)] governing athletic training programs next summer, it is important for us to promptly advance these new course proposals so they can be included in the 2012 course catalog.

One important explanation is required given that ATTR 651 - Clinical Education I through ATTR 656 - Clinical Education VI all have the same course description (listed below). All these courses will have a didactic component and a field-based component as stated in the description. Each course has different course content (as can be viewed in the syllabi) and each semester students will rotate to a different field-based experience, which will be determined based on individual needs and accreditation requirements. However, more specific content information is not being given in the course descriptions in order to assure that this program can gain national accreditation from CAATE next year with these course descriptions in our 2012 catalog.

The lists of competencies and required field experiences that must be included in the program are published in the 4th edition of the NATA Education Competencies at this point in time. However, in the summer of 2012, the 5th edition will be coming out which may have changes to terminology and field based experience requirements. Therefore, Dr. Lori Greenwood, director of our graduate athletic training curriculum, chose to keep the course descriptions somewhat general because there will be no time for updates to the course catalog after the 5th edition of the NATA Education Competencies is published and in time for submission of accreditation application documents.

We will appreciate your conveying this explanation along with our course proposals to the Graduate Council for their approval in their July meeting.

Course description for ATTR 651, 652,653,654,655 and 656: “Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.”

cc: Dr. Lori Greenwood
    Dr. Sue Bloomfield
**Texas A&M University**  
**Departmental Request for a New Course**  
Undergraduate + Graduate + Professional  
- Submit original form and attach a course syllabus.

### Form Instructions

1. Request submitted by *(Department or Program Name):*  
   **Health and Kinesiology**

2. Course prefix, number and complete title of course:  
   **ATTR 668: Therapeutic Modalities**

3. Catalog course description (not to exceed 50 words):  
   A detailed study of modern therapeutic devices used in the treatment and rehabilitation of orthopedic injuries and conditions.

4. Prerequisite(s):  
   **Enrollment in MS athletic training program.**

5. Is this a variable credit course?  
   - [ ] Yes  
   - [x] No  
   If yes, from ______ to ______

6. Is this a repeatable course?  
   - [ ] Yes  
   - [x] No  
   If yes, this course may be taken ______ times.

   Will this course be repeated within the same semester?  
   - [ ] Yes  
   - [x] No

7. This course will be:  
   a. required for students enrolled in the following degree program(s) *(e.g., B.A. in history)*
   - Master of Science in Athletic Training

   b. an elective for students enrolled in the following degree program(s) *(e.g., M.S., Ph.D. in geography)*

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.  
   Attach approval letters.

### Course Information

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<td>668</td>
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<td>0</td>
<td>21</td>
<td>40</td>
<td>212 - 1</td>
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</tbody>
</table>

Approval recommended by:  
- Richard Kreider  
  - [ ] Department Head or Program Chair *(Type Name & Sign)*  
  - Date  

- Chair, College Review Committee  
  - [ ] Date  

- Dean of College  
  - [ ] Date  

- Mark Zoran  
  - [ ] Chair, GC or SCC  
  - Date  

Submitted to Coordinating Board by:  
- [ ] Date  
  - Effective Date

---

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu

Curricular Services – 3/10
SPRING 2012

ATTR 668: Therapeutic Modalities
Texas A&M University
Department of Health and Kinesiology

Instructor: Lori Greenwood, PhD, ATC, LAT
Office: TBA
Phone: 979-845-3409
E-mail: lgreenwood@hlkn.tamu.edu
Office Hrs: TBA
Classroom: TBA
Day/Time: TBA

Course Description:
A detailed study of modern therapeutic devices used in the treatment and rehabilitation of orthopedic injuries and conditions. Prerequisite: Enrollment in MS athletic training program.

Required Text and Reading:

Course Objectives:
Upon completion of this course students will be able to:

1. Determine goals and objectives in selecting therapeutic modalities.
3. Compute limb edema/effusion with volumetric and anthropometric measurements to determine effectiveness of treatment outcomes.
4. Understand physiological responses of the body during and following application of therapeutic modalities.
5. Identify precautions in the case of surgical implants, prosthetics, and hardware as they relate to selection of therapeutic modalities.
6. Understand the role and function of common prescription and non-prescription pharmacological agents utilized in conjunction with therapeutic modalities. (topical, phonophoresis, iontophoresis).
7. Understand the basic therapeutic pharmacology and the mechanism of the common medicine used to treat athletic related injuries/illnesses
8. Understand principles of electrophysics including basic concepts associated with the electromagnetic and acoustic spectra. (Frequency, wavelength, etc.)
9. Interpret terminology, principles, and basic concepts associated with electrical units. (Amperes, volts, watts, ohms, etc.)
10. Identify prevailing pain control theories.
11. Describe the psychosocial factors that affect persistent pain perception and identify multidisciplinary approaches for managing patients with persistent pain.
12. Assess the selection and use of therapeutic modalities for the control of acute and chronic pain.
13. Understand electrophysiology, biophysics, and specific physiological effects associated with the use of:
   a. Electrical stimulating currents
   b. Thermotherapy
   c. Cryotherapy
   d. Diathermy
   e. Ultrasound
   f. Intermittent compression
   g. Cervical and lumbar traction
   h. EMG and bio-feedback
   i. Massage
   j. Other contemporary therapeutic modalities.
14. Understand typical physiological and psychological response to trauma relative to utilization and application of therapeutic modalities.
15. Interpret local, state, and federal standards related to operation and safety standards of therapeutic modalities.

Evaluation Procedures:
Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

4 Unit Examinations: 100 points each = 400 points = 51%
1 Comprehensive final exam = 100 points = 13%
2 Individual Care Plans: 25 points each = 50 points = 6%
1 Group Care Plan = 50 points = 6%
Abstracts@ 10 points each = 60 points = 8%
Research paper = 100 points = 13%
Presentation = 25 points = 3%
785 points

Grading System:
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

Course Policies:

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at any time. Students will receive verbal notification of such modifications.

ATTR 668: Therapeutic Modalities
Tentative Course Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENTS DUE</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
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<tr>
<td></td>
<td>The Injury Response Cycle</td>
<td>Chap. 1</td>
<td></td>
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<td>The Injury Response Cycle</td>
<td>Chap. 1</td>
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<td>The Injury Response Cycle</td>
<td>Chap. 1</td>
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</tr>
<tr>
<td></td>
<td>Physiology and Psychology of Pain</td>
<td>Chap. 2</td>
<td>Topics DUE</td>
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<td>Chap. 2</td>
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<tr>
<td>3</td>
<td>Physiology and Psychology of Pain</td>
<td>Chap. 2</td>
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<tr>
<td></td>
<td>Development of a Treatment Plan</td>
<td>Chap. 3</td>
<td>Abstract 1</td>
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<td>Administrative Considerations</td>
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<td>Development of a Treatment Plan</td>
<td>Chap. 3</td>
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<td>4</td>
<td>Physical Properties Governing Therapeutic Modalities</td>
<td>App. B</td>
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<td>EXAM #1</td>
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<td>Cold Modalities</td>
<td>Chap. 5</td>
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<td>6</td>
<td>Principles of Therapeutic Ultrasound</td>
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<td>Ultrasound Techniques</td>
<td>Chap. 7</td>
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<td>Clinical Application of Ultrasound</td>
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<td>Chap. 8</td>
<td>Care Plan #1</td>
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<td>Shortwave Diathermy</td>
<td>Chap. 9,10</td>
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<td>Chap. 9,10</td>
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<td>Principles of Electrical Stimulation</td>
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<td>Principles of Electrical Stimulation</td>
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<td>10</td>
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<td>Clinical Application of Electrical Agents</td>
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<td>11</td>
<td>Clinical Application of Electrical Agents</td>
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<td>Therapeutic Massage</td>
<td>Chp.16</td>
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<td>Therapeutic Traction</td>
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<td>EMG Biofeedback</td>
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<td>Intermittent Compression Devices</td>
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<td>Continuous Passive Motion</td>
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<td>Therapeutic Magnets</td>
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<td>Abstract 6</td>
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<td>Research Paper Presentations</td>
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<td>Paper and PPT slides DUE</td>
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<tr>
<td>15</td>
<td>FINAL EXAM: TBA</td>
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MEMORANDUM

To: Dr. Jim Kracht, Executive Associate Dean for Academic Affairs  
   College of Education and Human Development

From: Dr. Richard Kreider, Head  
       Department of Health & Kinesiology

RE: New course proposals for our MS in Athletic Training Program

Date: June 10, 2011

We have submitted 19 new course proposals for approval in support of this new master’s degree program in Athletic Training. Approvals for this new degree program have been secured up to the Faculty Senate level and we anticipate Board of Regents approval in July. So that we may be prepared to submit for accreditation with the national agency [Commission on Accreditation of Athletic Training Education (CAATE)] governing athletic training programs next summer, it is important for us to promptly advance these new course proposals so they can be included in the 2012 course catalog.

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We will appreciate your conveying this explanation along with our course proposals to the Graduate Council for their approval in their July meeting.

Course description for ATTR 651, 652,653,654,655 and 656: “Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.”

cc: Dr. Lori Greenwood  
    Dr. Sue Bloomfield
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Health and Kinesiology

2. Course prefix, number and complete title of course: ATTR 669; Therapeutic Modalities Lab

3. Catalog course description (not to exceed 50 words): Laboratory to accompany ATTR 668; application of theories and skill practice.

4. Prerequisite(s): Concurrent Enrollment in ATTR 668; Enrollment in MS athletic training program.

5. Is this a variable credit course? □ Yes ☑ No If yes, from _______ to _______.

6. Is this a repeatable course? □ Yes ☑ No If yes, this course may be taken _______ times.
Will this course be repeated within the same semester? □ Yes ☑ No

7. This course will be:
a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
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b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.


   ATTR 6 6 9 THER MODAL LAB
   0 0 2 0 1 5 1 0 9 1 3 0 0 2 1 4 0 2 1 2 - 1 3 0 0 3 6 3 2

   Approval recommended by:
Richard Kreider 6/6/01
Department Head or Program Chair (Type Name & Sign) Date

   James B. Knight 6-10-11
Chair, College Review Committee Date

   James B. Knight 6-10-11
Dean of College Date

   Mark Zoran 7-15-11
Chair, GC or UCC Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/10

Attachment B 127 of 188 B
**SPRING 2012**

**ATTR 669: Therapeutic Modalities Lab**  
Texas A&M University  
Department of Health and Kinesiology

**Instructor:**  Lori Greenwood, PhD, ATC, LAT  
**Office:**  TBA  
**Phone:**  979-845-3409  
**E-mail:**  lgreenwood@hlkn.tamu.edu  
**Office Hrs:**  TBA  
**Classroom:**  TBA  
**Day/Time:**  TBA

**Course Description:**  
Laboratory to accompany ATTR 668; application of theories and skill practice.  
Prerequisite: Enrollment in MS athletic training program.

**Required Text and Reading:**  

**Course Objectives:**  
The major objectives of this course are to enable students to:  
1. demonstrate proper safety procedures in the use of therapeutic modalities.  
2. demonstrate proper application procedures in the use of therapeutic modalities and the recording of treatment sessions according to established guidelines.  
3. demonstrate professional communication between the clinician and client.  
4. apply clinical decision making in the proper selection and application of therapeutic modalities.  
5. conduct laboratory experiments in order to understand the physiological and psychological effects of therapeutic modalities

**Evaluation Procedures:**  
Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>2 Practical Exams @ 100 pts. Ea.</td>
<td>200</td>
<td>43%</td>
</tr>
<tr>
<td>13 Laboratory Assignments @ 20 pts. ea</td>
<td>260</td>
<td>57%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>460 points</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Grading System:**  
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

**Lab Assignments:**  
In order to complete the write-ups for your lab assignments the following is required:
Attachment B

SPRING 2012

1. Cover page should include the following: lab or activity number, course name and number, instructor's name, student's name and date.

2. Tables and graphs to support your work should be included, properly labeled and identifying legends provided so that tables and graphs can easily be referred to in the narrative.

3. The lab question should be included followed by the answer for all lab write-ups.

4. Answers to lab questions should include a description of the lab methods and lab findings with reference to supporting tables and graphs to explain findings as well as a minimum of 2 references per question, properly cited to support your results. Only one reference may be from a textbook. If your lab results differ from the references, you must explain your results and theorize why differences may have occurred. Be careful, do not plagiarize your reference materials.

Course Policies:

Dress Code: All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero “0” for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.

Attendance Policy: Attendance requirements will be as described in the Texas A&M University Student Rules handbook (http://student-rules.tamu.edu/rule07). TAMU views class attendance as an individual student’s responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. Absences will be authorized for reasons deemed sufficient by the instructor or by the university. When an absence is authorized, the instructor must either provide the student an opportunity to make up tests, assignments and other work missed or provide a satisfactory alternative to be completed within 30 days of the excused absence. The manner in which make-up work is administered remains the prerogative of the instructor. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of unauthorized absence. The student may appeal the instructor's decision that an absence is unauthorized.

Professional Conduct: Students are expected to conduct themselves professionally at all times and to adhere to the guidelines published in the Texas A&M University Student Rules Handbook. Professional conduct entails but is not limited to attending classes on time, showing respect for the instructor and fellow classmates, being prepared for class, dressing appropriately and turning completed assignments in on time.

Cell Phones (and other IM Devices) and iPods: Cell phones, iPods, and other IM devices should be turned OFF during class – not in silent/vibrate or other mode.
SPRING 2012

Students must not answer incoming calls or text (or other mode of communication) during class. These are to be turned off and put away before entering the classroom. If you have a situation (family illness, etc.), and you need to be contacted, notify the instructor to acquire permission to keep the device on vibrate and then step out of the room before answering.

**Academic Integrity Statement and Policy:** The handling of possible incidents of academic dishonesty will be as described in the Texas A&M University Student Rules handbook. Students are encouraged to review Section 20 at [http://student-rules.tamu.edu/search/rule20.htm](http://student-rules.tamu.edu/search/rule20.htm) of the Texas A&M University Student Rules as well as [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu). Students who do not understand any part of Section 20 should consult the instructor of this course. All work to be completed for this class is to be individual work unless otherwise noted. "An Aggie does not lie, cheat, or steal, or tolerate those who do."

**Plagiarism:** As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, consult the latest issue of the Texas A&M University Student Rules, under the section concerning Scholastic Dishonesty.

**Americans with Disabilities Act (ADA) Policy Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Additional Notes:** The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modifications.

**ATTR 669: Therapeutic Modalities Lab**

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Wk#</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Patient communication and proper positioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Pain perception during ice immersion</td>
<td>Chp.2</td>
<td>Activity 1-3</td>
</tr>
<tr>
<td></td>
<td>Cold: Changes in Heart Rate, Blood Pressure, and Skin Appearance</td>
<td>Chp.5</td>
<td>Activity 1-4</td>
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<td>Chapter(s)</td>
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<tr>
<td>3</td>
<td>Skin temperature decrease</td>
<td>Chap.5</td>
<td>Activity 1-1</td>
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<td>4</td>
<td>Effects of Insulating Media and Compression on Skin Temperature Decrease</td>
<td>Chap.5</td>
<td>Activity 1-2</td>
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<tr>
<td>5</td>
<td>Superficial Heat: Skin Temperature Increase Superficial Heat: Changes in Heart Rate, Blood Pressure, and Skin Appearance</td>
<td>Chap.5</td>
<td>Activity 2-1 Activity 2-2</td>
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<tr>
<td>6</td>
<td>Coupling Ability of Various U.S. Media</td>
<td>Chap. 7, 8</td>
<td>Activity 5-2</td>
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<tr>
<td>7</td>
<td>Ultrasound – Thermal and Non-thermal Treatments</td>
<td>Chap. 7, 8</td>
<td>Activity 5-3</td>
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<td>8</td>
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<td>9</td>
<td>Selective Stimulation of Nerves</td>
<td>Chap.11,12,13</td>
<td>Activity 4-2</td>
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<td>10</td>
<td>Influence of Varying Electrical Stimulation Parameters</td>
<td>Chap.11,12,13</td>
<td>Activity 4-7</td>
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<td>11</td>
<td>Neuromuscular Strength Augmentation</td>
<td>Chap.11,12,13</td>
<td>Activity 4-9</td>
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<tr>
<td>12</td>
<td>Iontophoresis</td>
<td>Chap. 13</td>
<td>Activity 9</td>
</tr>
<tr>
<td>13</td>
<td>Strength of Biofeedback-Augmented Muscle Contractions</td>
<td>Chap. 19</td>
<td>Activity 6-2</td>
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<tr>
<td>14</td>
<td>Open lab practice</td>
<td></td>
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</tr>
<tr>
<td>15</td>
<td>EXAM 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MEMORANDUM

To: Dr. Jim Kracht, Executive Associate Dean for Academic Affairs
   College of Education and Human Development

From: Dr. Richard Kreider, Head
      Department of Health & Kinesiology

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cc: Dr. Lori Greenwood
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Departmental Request for a New Course
Undergraduate ✷ Graduate ✷ Professional
* Submit original form and attach a course syllabus. *

Form Instructions

1. Request submitted by *(Department or Program Name)*: Health and Kinesiology

2. Course prefix, number and complete title of course: **ATTR 670; General Medical Conditions and Therapeutic Medication**

3. Catalog course description (not to exceed 50 words): Pathophysiology, assessment, and appropriate intervention and referral for general medical conditions and disabilities; common diagnostic tests and imaging assessment tools including commonly used therapeutic medications.

4. Prerequisite(s): **Enrollment in MS athletic training program.**

5. Is this a variable credit course? □ Yes ☑ No If yes, from _____ to _____

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9. Prefix: Course #: Title (excluding punctuation): ATT R 67 0: GEN MED COND & THER MED

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCI</th>
<th>CH</th>
<th>Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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<td>5 1 0 9 1 3 0 0</td>
<td>2 1 4 0 2 1</td>
<td>2 - 1 3 0 0 3</td>
</tr>
</tbody>
</table>

Approval recommended by:

Richard Kreider
Department Head or Program Chair *(Type Name & Sign)* Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
FALL 2012

ATTR 670  General Medical Conditions and Therapeutic Medication
Texas A&M University
Department of Health and Kinesiology

Instructor: Adjunct Physician
Office: TBA
Phone: TBA
E-mail: TBA
Office Hrs: TBA
Classroom: TBA
Day/Time: TBA

Course Description:
Pathophysiology, assessment, and appropriate intervention and referral for general medical conditions and disabilities; common diagnostic tests and imaging assessment tools including commonly used therapeutic medications. Prerequisite: Enrollment in MS athletic training program.

Required Text and Reading:

Recommended:

Course Objectives:
The student will:
- Understand the pathophysiology, signs, symptoms and treatment of general medical conditions that active participants may suffer including disordered eating.
- Demonstrate the ability to conduct an evaluation of a general medical condition.
- Gain knowledge regarding referral criteria for general medical conditions, disordered eating and drug dependence problems.
- Gain knowledge of and identify common resources used to identify indications, contraindications, precautions, and adverse reactions for prescription and nonprescription medications.
- Understand the pharmacokinetics and drug metabolism of medications commonly utilized by an active population.

Evaluation Procedures:
Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

- Exam I (Chapters 1-5) 30%
- Exam II (Chapters 6-11) 30%
FALL 2012

Exam III (Chapters 12-16) 30%
Proficiencies/Participation 10%

Total 100%

* Quizzes and additional assignments as would benefit learning process.

Grading System:
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

Course Policies:

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ATTR 670 General Medical Conditions and Therapeutic Medication
Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Medical Evaluation</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>2</td>
<td>General Principles of Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Pharmacokinetics and Drug Metabolism</td>
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<tr>
<td>4</td>
<td>Respiratory Disorders</td>
<td>4</td>
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<tr>
<td>5</td>
<td>Cardiovascular Disorders</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>EXAM I; Gastrointestinal Disorders</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Genitourinary and Gynecological Disorders</td>
<td>7</td>
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<tr>
<td>----</td>
<td>-----------------------------------------</td>
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</tr>
<tr>
<td>8</td>
<td>Neurological Disorders</td>
<td>8</td>
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<tr>
<td>9</td>
<td>Disorders of the EENT</td>
<td>9 &amp; 10</td>
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<tr>
<td>10</td>
<td>Systemic Disorders</td>
<td>11</td>
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<tr>
<td>11</td>
<td>EXAM II; Infectious Diseases</td>
<td>12</td>
</tr>
<tr>
<td>12</td>
<td>Dermatological Conditions</td>
<td>13</td>
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<tr>
<td>13</td>
<td>Musculoskeletal Disorders</td>
<td>14</td>
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<tr>
<td>14</td>
<td>Mental Health Conditions and Special Populations</td>
<td>15 &amp; 16</td>
</tr>
<tr>
<td>15</td>
<td>FINAL EXAM/ EXAM III</td>
<td></td>
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cc: Dr. Lori Greenwood
    Dr. Sue Bloomfield
Texas A&M University
Departmental Request for a New Course
Undergraduate ★ Graduate ★ Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Health and Kinesiology

2. Course prefix, number and complete title of course: ATTR 671; Organization and Administration in Athletic Training

3. Catalog course description (not to exceed 50 words): Organization and administration of athletic training services including financial, human resources, facility, information technology and risk management.

4. Prerequisite(s): Enrollment in MS athletic training program.

5. Is this a variable credit course? ☒ Yes □ No If yes, from ________ to ________

6. Is this a repeatable course? □ Yes ☒ No If yes, this course may be taken ________ times.

Will this course be repeated within the same semester? □ Yes ☒ No

7. This course will be:
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<tr>
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<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>ECE Code</th>
<th>Level</th>
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<td>0</td>
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<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

Approval recommended by:

Richard Kreider
Department Head or Program Chair (Type Name & Sign) Date 6/6/11

Chair, College Review Committee Date

Dean of College Date

Mark Zorn Date

Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845.8201 or sandra.williams@tamu.edu

Curricular Services – 3/10
FALL 2011

ATTR 671: Organization and Administration in Athletic Training
Texas A&M University
Department of Health and Kinesiology

Instructor: Lori Greenwood, PhD, ATC, LAT
Office: 158D Read
Phone: 979-845-3409
E-mail: lgreenwood@hlkn.tamu.edu
Office Hrs: TBA
Classroom: TBA
Day/Time: TBA

Course Description:
Organization and administration of athletic training services including financial, human
resources, facility, information technology and risk management. Prerequisite:
Enrollment in MS athletic training program.

Required Text and Reading:
athletic training: Concepts to practice. Slack.

Course Objectives:
1. Apply concepts of planning, organizing, directing, controlling, and evaluating the
resources and procedures by which needs and demands are met for health care
services to individuals, organizations, and communities.
2. Apply concepts of marketing and public relations to the provision of sports medicine
care.
3. Design and maintain a fiscal management plan for athletic health care.
4. Recognize personnel and/or patient conflict and accept responsibility for its
resolution.
5. Assume responsibility for ethical practice.
6. Develop effective interviewing skills and principles for employment or hiring staff.
7. Demonstrate mastery of health care management concepts.

Evaluation Procedures:
Grades awarded in this class will be calculated as a simple percentage of the total
number of points possible. The specific point values for each of the various evaluative
criteria appear below, as well as the grading scale to be applied to earned percentage
values.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Value</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic training room design</td>
<td>50 pts</td>
<td>12%</td>
</tr>
<tr>
<td>Athletic training room budget (3 parts)</td>
<td>50 pts</td>
<td>12%</td>
</tr>
<tr>
<td>AT job descriptions (5 points each)</td>
<td>20 pts</td>
<td>5%</td>
</tr>
<tr>
<td>Emergency action plan</td>
<td>20 pts</td>
<td>5%</td>
</tr>
</tbody>
</table>
FALL 2011

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>PowerPoint presentation</td>
<td>25 pts</td>
<td>6%</td>
</tr>
<tr>
<td>Diagnostic codes (5)</td>
<td>5 pts</td>
<td>1%</td>
</tr>
<tr>
<td>Quizzes or other assignments</td>
<td>40 pts</td>
<td>10%</td>
</tr>
<tr>
<td>Written Exams (2 x. 100 points each)</td>
<td>200 pts</td>
<td>45%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>410 points</strong></td>
<td></td>
</tr>
</tbody>
</table>

* Quizzes and additional assignments as would benefit learning process.

**Grading System:**
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

**Course Policies:**

**Attendance Policy:** Attendance requirements will be as described in the Texas A&M University Student Rules handbook (http://student-rules.tamu.edu/rule07). TAMU views class attendance as an individual student's responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. Absences will be authorized for reasons deemed sufficient by the instructor or by the university. When an absence is authorized, the instructor must either provide the student an opportunity to make up tests, assignments and other work missed or provide a satisfactory alternative to be completed within 30 days of the excused absence. The manner in which make-up work is administered remains the prerogative of the instructor. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of unauthorized absence. The student may appeal the instructor's decision that an absence is unauthorized.

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Plagiarism: As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, consult the latest issue of the Texas A&M University Student Rules, under the section concerning Scholastic Dishonesty.

Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Additional Notes: The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modifications.

ATTR 671: Organization and Administration in Athletic Training

Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week (Date)</th>
<th>Topic</th>
<th>Text-1</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction; Resume, Cover letter</td>
<td></td>
<td>Work on Resume, Cover letter</td>
</tr>
<tr>
<td>2</td>
<td>Interviewing</td>
<td></td>
<td>Resume, Cover letter due Tues.</td>
</tr>
<tr>
<td>3</td>
<td>Management</td>
<td>1</td>
<td>Job hunting preparation assignment due Tues.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>T – Ch 1 worksheet</td>
</tr>
<tr>
<td>4</td>
<td>Program management</td>
<td>2</td>
<td>T – Ch 2 worksheet H – Ch. 1 quiz due</td>
</tr>
</tbody>
</table>
| 5 | Human resource management | 3 | T – Ch 3 worksheet  
H – Ch. 2 quiz due; Logo design due |
| 6 | Financial management | 4 | T – Ch 4 worksheet  
H – Ch. 3 quiz due; Hiring practices assign due |
| 7 | Budgeting | 4 | Work on Budget assignment |
| 8 | Facility planning | 5 | T – Ch 5 worksheet  
H – Ch. 4 quiz due; EPP due |
| 9 | Information management | 6 | T – Ch 6 worksheet  
H – Ch. 5 quiz due; Budget due |
| 10 | Reimbursement | 7 | T – Ch 7 worksheet  
H – Ch. 6 quiz due |
| 11 | Legal issues | 8 | T – Ch 8 worksheet  
H – Ch. 7 quiz due  
Licensure/liability issues assignment due |
| 12 | Ethics | 9 | T – Ch 9 worksheet  
H – Ch. 8 quiz due |
| 13 | PPE and drug testing | 10 | T – Ch. 10 worksheet  
H – Ch. 9 quiz due |
| 14 | Student Presentations | 10 | H – Ch. 10 quiz due  
Book review due |
| 15 | Student Presentations and Course Evals | | Procedures manual due |
| 16 | Final exam (comprehensive) | | |
MEMORANDUM

To: Dr. Jim Kracht, Executive Associate Dean for Academic Affairs  
College of Education and Human Development

From: Dr. Richard Kreider, Head  
Department of Health & Kinesiology

RE: New course proposals for our MS in Athletic Training Program

Date: June 10, 2011

We have submitted 19 new course proposals for approval in support of this new master’s degree program in Athletic Training. Approvals for this new degree program have been secured up to the Faculty Senate level and we anticipate Board of Regents approval in July. So that we may be prepared to submit for accreditation with the national agency [Commission on Accreditation of Athletic Training Education (CAATE)] governing athletic training programs next summer, it is important for us to promptly advance these new course proposals so they can be included in the 2012 course catalog.

One important explanation is required given that ATTR 651 - Clinical Education I through ATTR 656 - Clinical Education VI all have the same course description (listed below). All these courses will have a didactic component and a field-based component as stated in the description. Each course has different course content (as can be viewed in the syllabi) and each semester students will rotate to a different field-based experience, which will be determined based on individual needs and accreditation requirements. However, more specific content information is not being given in the course descriptions in order to assure that this program can gain national accreditation from CAATE next year with these course descriptions in our 2012 catalog.

The lists of competencies and required field experiences that must be included in the program are published in the 4th edition of the NATA Education Competencies at this point in time. However, in the summer of 2012, the 5th edition will be coming out which may have changes to terminology and field based experience requirements. Therefore, Dr. Lori Greenwood, director of our graduate athletic training curriculum, chose to keep the course descriptions somewhat general because there will be no time for updates to the course catalog after the 5th edition of the NATA Education Competencies is published and in time for submission of accreditation application documents.

We will appreciate your conveying this explanation along with our course proposals to the Graduate Council for their approval in their July meeting.

Course description for ATTR 651, 652, 653, 654, 655 and 656: “Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.”

cc: Dr. Lori Greenwood  
Dr. Sue Bloomfield
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
- Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Health and Kinesiology

2. Course prefix, number and complete title of course: ATTR 672; Professional Preparation and Issues in Athletic Training

3. Catalog course description (not to exceed 50 words): Knowledge and skills for successful pursuit of athletic training credentials, employment and continuing professional competencies; emphasis on current topics and issues contributing to the professional preparation of athletic training.

4. Prerequisite(s): Enrollment in MS in athletic training program.

5. Is this a variable credit course? ☑ Yes ☐ No If yes, from _____ to _____

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _____ times.

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   Master of Science in Athletic Training

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefixed Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Lect</th>
<th>Lab</th>
<th>SCH</th>
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<th>Acad. Year</th>
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<td>6</td>
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</table>

Approval recommended by:

Richard Kreider

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee 6-10-11

Dean of College Date

Mark Zornes

Chair, GC or UCC 7-15-11

Submitted to Coordinating Board by:

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu

Curricular Services – 3/10
SPRING 2013

ATTR 672: Professional Preparation and Issues in Athletic Training
Texas A&M University
Department of Health and Kinesiology

Instructor: Lori Greenwood, PhD, ATC, LAT
Office: TBA
Phone: 979-845-3409
E-mail: lgreenwood@hlkn.tamu.edu
Office Hrs: TBA
Classroom: TBA
Day/Time: TBA

Course Description:
Knowledge and skills for successful pursuit of athletic training credentials, employment and continuing professional competencies; emphasis on current topics and issues contributing to the professional preparation of athletic training. Prerequisite: Enrollment in MS in athletic training program.

Required Text and Reading:

NATA (2006). Competencies in athletic training. Dallas, TX: NATA.

Course Objectives:
1. demonstrate mastery of NATA Athletic Training Competencies in preparation for the BOC Certification Examination.
2. demonstrate knowledge of employment seeking skills which includes resume creation, networking, and job interviewing strategies.
3. differentiate the essential documents of the national governing, certifying, and accrediting bodies for athletic training.
4. describe the process of attaining and maintaining national and state athletic training professional credentials.
5. describe the current professional development requirements for the continuing education of athletic trainers and how to locate continuing education opportunities.
6. describe the role and function of the professional organizations and credentialing agencies that impact the athletic training profession.
7. summarize current requirements for the professional preparation of the athletic trainer.
8. identify and access available educational materials and programs in health-related subject matter areas (audiovisual aids, pamphlets, newsletters, computers, software workshops, and seminars).
9. summarize the principles of planning and organizing workshops, seminars, and clinics in athletic training and sports medicine for health care personnel, administrators, other appropriate personnel, and the general public.
10. collect and disseminate injury prevention and health care information to health care professionals, patients, parents/guardians, other appropriate personnel, and the general public.
11. access by various methods the public information policy-making and governing bodies used in the guidance and regulation of the profession of athletic training.
12. develop and present material for an athletic training-related topic.
13. exhibit knowledge of basic principles of learning and motivation as they apply to classroom instruction.
14. possess knowledge of current professional topics and contemporary issues.

**Evaluation Procedures:** Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

**Module 1:** BOC Exam Preparation ........................................... 250 points
   Musculoskeletal Anatomy Assignment (50 points)
   Written Review Exam (150 points)
   Simulation Examination Practice (no points)
   Computer Examination Practice (no points)
   Modalities Review—Written Exam (50 points)

**Module 2:** Professional Development ................................. 100 points
   Competency Self-Review (30 points)
   BOC ATC Information and Role Delineation Exam (70 points)

**Module 3:** Job Seeking ....................................................... 135 points
   Application Letter (15 points)
   Resume (15 points)
   Mock Job Interview (65 points)
   Background Sheet (15 points)
   Thank you letter (10 points)
   Letter of recommendation (15 points)

**Module 4:** Teaching and Learning ...................................... 100 points
   Examination Creation (50 points)
   Teaching Practicum (50 points)

**Module 5:** Current Issues .................................................. 50 points
   Current Topics Paper (40 points)

**Module 6:** Stress Management .......................................... 50 points
   Attendance (25 points)
   Time Values Exercise (25 points)

**Module 7:** Financial Management Module ............................ 40 points
   Personal Finance Exercise (40 points)

**Module 8:** Special Populations ......................................... 70 points
   Quiz on readings and presentation (40 points)
   Special Olympics Tournament or other practicum (30 points)

**Final Comprehensive Examination** (1 at 150 points) ............ 150 points

**TOTAL** ................................................................. 935 points
SPRING 2013

Grading System: 90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

Course Policies:

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SPRING 2013

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ATTR 672: Professional Preparation and Issues in Athletic Training
Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, Review Syllabus and Schedule</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written Review Examination</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SIMS Master Examinations Exam Master III</td>
<td>Musculoskeletal Assignment due</td>
</tr>
<tr>
<td></td>
<td>Old program exams review</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Cover letters, resumes, references, letters of recommendation</td>
<td>Competencies Self-Review due Bring resume draft to class</td>
</tr>
<tr>
<td></td>
<td>Cover letters, resumes, references, letters of recommendation</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Job Pursuit Process (Networking) Job seeking sources (Internet, Chronicle of Higher Educ. NATA, Listserves)</td>
<td>Bring list of professional/personal strengths and weaknesses to class</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>5</td>
<td>Athletic Training Professional Domains Competencies in Athletic Training BOC Certification Exam Preparation TX Licensure Exam Preparation</td>
<td>Letter of recommendation due Bring NATA Competencies to class Bring Role Delineation to class</td>
</tr>
<tr>
<td>6</td>
<td>Modalities and Review Modalities and Review</td>
<td>• BOC and Role Delineation Exam due</td>
</tr>
<tr>
<td>7</td>
<td>Theories and Techniques of Teaching Evaluation of Learning Test Construction</td>
<td>• Modalities Review Exam due • Application/cover letter due • Resume/References due • Background Sheet due</td>
</tr>
<tr>
<td>8</td>
<td>MOCK JOB INTERVIEWS – no class</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Keeping Your Job – Strategies for Success in the Work Place Current Topics</td>
<td>• Thank you note due</td>
</tr>
<tr>
<td>10</td>
<td>Stress Management Techniques for Managing Stress Life Balance and Athletic Training Burnout</td>
<td>Supplemental Reading</td>
</tr>
<tr>
<td>11</td>
<td>Personal Financial Management</td>
<td>• Financial Assignment due</td>
</tr>
<tr>
<td>12</td>
<td>BOC Exam (Tentative) – no class BOC Exam (Tentative) – no class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Working with Special Populations Pre-lecture Quiz</td>
<td>• Time Values Exercise due Supplemental Reading</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Mock Practical for TX License</td>
<td></td>
</tr>
<tr>
<td></td>
<td>View student videos – interviews and presentations</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>FINAL EXAM: TBA</td>
<td></td>
</tr>
</tbody>
</table>
MEMORANDUM

To: Dr. Jim Kracht, Executive Associate Dean for Academic Affairs
    College of Education and Human Development

From: Dr. Richard Kreider, Head
       Department of Health & Kinesiology

RE: New course proposals for our MS in Athletic Training Program

Date: June 10, 2011

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Course description for ATTR 651, 652, 653, 654, 655 and 656: “Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.”

cc: Dr. Lori Greenwood
    Dr. Sue Bloomfield
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Department of Economics

2. Course prefix, number and complete title of course: ECON 633: Energy Markets and Policy

3. Catalog course description (not to exceed 50 words): Economics of energy markets and energy regulation with emphasis on implications for optimal energy policy; sectors include gasoline, oil, electricity, natural gas, renewables, nuclear; economic theory integrated with empirical applications from American and international experience; new energy markets, energy trading, and interaction with environmental policy.

4. Prerequisite(s):
   Cross-listed with:
   Stacked with: ECON 433
   Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes □ No □ No
   If yes, from ______ to ______

6. Is this a repeatable course? □ Yes □ No □ Yes
   If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester? □ Yes □ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

Electricity Sustainability Engineering Certificate Program

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix | Course # | Title (excluding punctuation) | Lec. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code
--- | --- | --- | --- | --- | --- | --- | --- | --- | ---
ECON | 633 | ENERGY MARKETS | 0 | 3 | 0 | 0 | 3 | 4 | 5 | 0 | 6 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 8 | 1 | 0 | 1 | 2 | - | 1 | 1 | 0 | 0 | 3 | 6 | 3 | 2

Approval recommended by:
Timothy Gronberg
Department Head or Program Chair (Type Name & Sign) 6/7/2011

Patricia A. Hurley
Chair, College Review Committee 6-10-11

Department Head or Program Chair (Type Name & Sign) Date

Dean of College 7-15-11

Chair, GCC UCC 3/10

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu

Curricular Services – 3/10
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Department of Economics


3. Catalog course description (not to exceed 50 words):

Economics of energy markets, energy finance, and energy regulation with emphasis on implications for optimal energy policy; sectors include gasoline, oil, electricity, natural gas, renewables, nuclear; economic theory integrated with empirical applications from American and international experience; new energy markets, energy trading, and interaction with environmental policy.

4. Prerequisite(s): Graduate major

Cross-listed with: Stacked with: ECON 433

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes ✓ No

If yes, from ________ to ________

6. Is this a repeatable course? □ Yes ✓ No

If yes, this course may be taken ________ times.

Will this course be repeated within the same semester? □ Yes ✓ No

7. This course will be:

a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

Electricity Sustainability Engineering Certificate Program

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation) Lec Lab SCH CP and Fund Code Admin Unit Acad Year ECEE Code

| ECON | 633 | ENERGY MARKETS |

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<th>Lect.</th>
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Attachment Head or Program Chair (Type Name & Sign) Date

Timothy Gronberg 3/26/11

Chair, College Review Committee Date

Patricia A. Khury 4.25.11

Dean of College Date

Patricia A. Khury 5-13-11

Chair, GC or UCC Date

Mark Moran

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10

158 of 188 B
Econ 433/633 (Fall 2011)
Energy Markets and Policy

Professor Steve Puller
T/TH 3:05-4:20 pm (ALLN 1003)

Overview and Course Objectives:

The course provides an in-depth survey of recent changes in energy markets and regulatory policy. New energy markets are developing, and environmental regulation is targeting the energy sectors. As a result, it is critical to understand the fundamentals of how these markets operate so that optimal energy policy can be designed. This course uses basic economic theory as a framework to analyze the real-world operation of energy sectors including gasoline, oil, electricity, and natural gas. Empirical research in these areas draws upon the experiences in the U.S. and elsewhere so that theoretical discussions are informed with evidence from actual experience. The theory and empirical analysis will explore the optimal design of energy policy in areas such as gasoline taxes, fuel economy regulations, electricity markets, cap-and-trade programs to reduce CO2 emissions, and policies to develop renewable sources of energy. At the end of the course, you should be able to apply economic tools to critically analyze the design of efficient policy to various energy sectors.

Required Text: The source materials for this course will be contemporary academic and policy papers. All readings are assembled in a course reader available from Notes N Quotes (701 W. University, 846-2255). For refreshment on the basic tools of microeconomics, see Microeconomics by Pindyck and Rubinfeld.

Class Web Page: http://econweb.tamu.edu/puller/econ489689.htm

Office Hours: Allen 3046, (979) 845-7349, puller@econmail.tamu.edu, Tues 4:30-5pm, Wed 1:30-3pm, or by appointment.

Course Expectations: We will discuss a variety of important contemporary energy issues. We will draw upon the toolkit of applied microeconomics to provide our analytical framework. Class discussion is required by everyone; participating in classroom discussion will help you clarify your own thinking. At the end of each lecture, I will tell you the reading material for the next lecture. I expect you to complete the readings before lecture — this will improve your understanding of the material, facilitate class discussion, and very likely raise the grade you receive in the course.

Prerequisites for ECON 433: ECON 323 (or equivalent) and STAT 303/211 (or equivalent), or permission of instructor; junior or senior classification.

Prerequisite for ECON 633: Graduate major

Evaluation: This is a stacked course with some students taking the course as ECON 433 and others taking it as ECON 633. All students are required to come and participate in class, take all exams, and participate in the OPEC strategy game (see details below). Classroom attendance is encouraged but not required. All assignments must be turned in on time. Late work and missed exams will be governed by university rules on university-excused absences (see http://student-rules.tamu.edu/rule07).
Students taking the class as ECON 433 will be evaluated on: 2 Midterm Exams (30% each), Final Exam (30%), and participation in class discussion and OPEC strategy game (10%).

Students taking the course as ECON 633 will be evaluated on: 2 Midterm Exams (25% each), Final Exam (25%), participation in class discussion and OPEC strategy game (10%), and a 2500 word research paper (15%) that argues for the best design of sustainable energy policy. The paper should be written in the style of a policy opinion analysis for a regulator or decisionmaker. More details will be provided in class.

The tentative dates for the midterm exams are Thursday October 14 and Tuesday November 9. After averaging all grades, the final course grade will be based upon the following scale:

90-100=A, 80-89=B, 70-79=C, 60-69=D, and below 60=F.

Let me be clear that students taking the course as 433 are not competing against students taking the course as 633. I will assign grades for those taking the course as 433 separately from those taking the course as 633.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/

Schedule for Course (see more detailed schedule below)

Week 1: Introduction & Review of Perfect Competition
Week 2: Review of Market Failures & Tradeoffs in Economic Regulation
Week 3: Inefficiencies of Price Controls: Case of Natural Gas
Week 4: Benefits of Price Controls: Case of Electricity
Week 5: Energy Trading & Arbitrage
Week 6: Review of Oligopoly Pricing Games
Week 7: Renewable Resources & OPEC
Week 8: Retail Gasoline Pricing
Week 9: Fuel Economy Standards
Week 10: Optimal Pollution Control
Week 11: Case Studies in Pollution Control in Energy Sector
Week 12: Effect of Regulation on Economic Activity
Week 13: Tradeoffs in Design of Climate Change Policy
Week 14: Climate Change Policy and the Electricity Sector
OPEC Strategy Game:

It is crucial to understand the operation of markets in order to appreciate the forces that determine prices and production levels in energy markets. In class, we will study a variety of theories of energy markets and analyze empirical research that has investigated these theories. However, one can appreciate the operation of markets even better if one "participates". To this end, students will "simulate" the world market for oil using an interactive strategy game developed by Severin Borenstein and James Bushnell (2004). Students will be divided into teams, and each team will represent one member country of OPEC. Each team will make bi-weekly decisions on the country’s production, which will determine the world oil price and country profits. This game will reinforce principles of strategic interaction in oligopoly, the pricing of an exhaustible resource, and decisionmaking under uncertainty.

Each student will be evaluated using a team grade that is based on two factors: a written assignment turned in by the team and the team’s performance compared to an objective standard. Further details will be provided in class.

COURSE OUTLINE

Note: This is a tentative schedule of the topics of the course. I will make every effort to follow this schedule, however, depending upon student interest on individual topics, I may adjust the time spent on some of the topics. You are responsible for all material covered in class, even if the timing differs from this outline.

I. Course Introduction (Lecture 1)

II. A Review of the Basic Economic Tools Used to Study Energy Markets and Policy

- Model of Perfect Competition (Lecture 2)
  - Walters, Ch. 2, pp. 24-45, Enterprise, Government, and the Public.
- Models of Market Failures (monopoly, oligopoly, and externalities) (Lecture 3)
  - Walters, Ch. 3, pp. 55-69, Enterprise, Government, and the Public.
- Tradeoffs in Economic Regulation (Lecture 3)

III. Price Controls in Energy Markets

Questions to Address: Price controls are often advocated in energy markets, especially when prices get high. In which market situations are price controls potentially good economic policy, and in which situations are they not? These issues are addressed both theoretically and by drawing upon US regulatory experience in the natural gas and electricity sectors.

- Theory: When is Price Regulation Welfare-Improving and When Is it Not?
- The Case of Natural Gas Markets
  - “The Allocative Cost of Price Ceilings: Lessons to be Learned from the U.S. Residential Market for Natural Gas”, Davis and Kilian, pp. 4-11, 2007. (Lectures 4 and 5)
- The Case of Electricity Markets
  - "Electricity Restructuring: Deregulation or Reregulation?", Borenstein and Bushnell, POWER Working Paper PWP-074, 2000. (Lecture 6)
IV. Oligopoly Pricing and OPEC Simulation

Preliminaries for the OPEC Strategy Game:
- Tietenberg, sections on pricing of an exhaustible resource, Environmental and Natural Resource Economics, 2006. (Lecture 13)
- OPEC Simulation Game – Handout in class (Lecture 13)

V. Gasoline and the Transportation Sector

- Retail Gasoline.
  Questions: Gasoline prices play a large role in the politics of energy policy in the United States, largely because everybody is aware and affected by gas prices. Legislation is often proposed to regulate retail prices and the vertical supply chain from refining to retailing. Both economic theory and a wealth of empirical studies offer important insights on the effectiveness and shortcomings of the regulation of gasoline prices. What policies are and are not effective at making gasoline markets competitive?


- Fuel Economy Standards and Gasoline Taxes
  Questions: Do consumers respond to higher gasoline prices by reducing consumption or buying more fuel efficient cars? What policies are effective and not effective at reducing gasoline consumption, oil dependence, and tailpipe emissions? Are there untaxed externalities?

  - “CAFE Changes, By the Numbers”, Kleit, Regulation, 2002. (Lecture 18)

VI. Environmental Policy and the Energy Sector

Questions: What policies do economists prescribe to reduce emissions at least cost? How have such schemes performed in practice? What are the economic costs of these policies?

- Economic prescriptions for optimal pollution control: Pigouvian taxes and Permit trading schemes.
• “Tools of the Trade: A Guide to Designing and Operating a Cap and Trade Program for Pollution Control”, Environmental Protection Agency (2003), June, chapters 1-2. (Lecture 21)

• Empirical studies of the performance of economic prescriptions (Lecture 22)

• Effect of Regulation on Economic Activity

• Energy policy targeting consumer behavior

VII. Climate Change Policy (and the Electricity Sector)

Questions: Suppose that it is decided that CO2 emissions should be reduced by X% (we will remain agnostic as to what the correct number for X is). Given what we have learned from other cap-and-trade programs, how should US regulation be designed? Should US policy depend upon what developing nations do? Should firms/sectors that are not regulated be allowed to generate “carbon offsets”? What safety valves should be put in place to protect against unexpected outcomes? And how should policy towards renewable sources of electricity be designed?


• “Designing Climate Mitigation Policy”, Aldy et al, Journal of Economic Literature, forthcoming. (Lecture 23)
Brynildsen, Suzanne

From: Sam Kirkpatrick <skirkpatrick@bushschool.tamu.edu>
Sent: Monday, June 06, 2011 11:39 AM
To: Patricia 'Hurley
Cc: Jim Griffin; Jeryl Mumpower; Karen Farnsworth; Tim Gronberg (tjf@econmail.tamu.edu); Brynildsen, Suzanne; 'mjzoran@tamu.edu'
Subject: RE: ECON 633

Thanks, Pat.

Neither the faculty member normally teaching PSAA 640 on energy policy and finance nor the program director have objections to ECON 633 as proposed. The Bush School is approaching its course as complementary to the Economics course.

Sam

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From: Hurley, Patricia [mailto:pat-hurley@tamu.edu]
Sent: Thursday, June 02, 2011 2:51 PM
To: Kirkpatrick, Sam
Subject: ECON 633

Sam – here is an electronic version of ECON 633. Pat

Patricia A. Hurley  
Associate Dean and Professor of Political Science  
College of Liberal Arts  
Texas A&M University  
301 Coke Bldg.  
4223 TAMU  
College Station, TX 77843-4223  
Phone: 979-845-5141  
e-mail: pat-hurley@tamu.edu
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Educational Psychology

2. Course prefix, number and complete title of course: EPSY 655 - Item Response Theory

3. Catalog course description (not to exceed 50 words): Advanced measurement topics in item response models; theoretical foundations and practical applications of IRT models; dichotomous and polychotomous IRT models including Rasch model (IPL model), 2-PL model, 3-PL model, rating scale model, partial credit model, and graded response model; analysis based on each model illustrated using BILOG-MG, PARSSCALE, and M-plus.

4. Prerequisite(s): EPSY 625

5. Is this a variable credit course? □ Yes □ No If yes, from _______ to _______

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken _______ times.

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

     Ph.D. in EPSY with specialization in Research, Measurement, and Statistics

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix  Course #  Title (excluding punctuation)  Lect.  Lab  SDL  CIP and Fund Code  Admin. Unit  Acad. Year  EDC Code
   EPSY  6 5 5  ITEM RESPONSE THEORY  0 3 0 0 0 3 1 3 0 6 0 3 0 0 0 4 0 9 2 0 1 2 - 1 3 0 0 3 6 3 2

   Approval recommended by:
   Dr. Victor Williams
   Department Head or Program Chair (Type Name & Sign) Date

   Department Head or Program Chair (Type Name & Sign) Date (if cross-listed course)

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

   Chair, College Review Committee
   Date

   Dean of College
   Date

   Chair, OS or UCO
   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
EPSY 655 Item Response Theory

Instructor: Myeongsun Yoon
Office: Rm 719, Harrington Tower
Phone: 862-3515
E-mail: myoon@tamu.edu
Office Hours: 11:30 - 1:30 Tuesdays and by appointment

Required Texts:


Course Description:
This course will cover advanced measurement topics in item response models. In the first half of the semester, we will focus on theoretical foundations of IRT models. We will discuss both dichotomous and polytomous IRT models including Rasch model (1PL model), 2-PL model, 3-PL model, rating scale model, partial credit model, and graded response model. The analysis of data based on each model will be illustrated using BILOG-MG, PARSCALE, and M-plus. In the second half, we will focus on practical applications of IRT models. The main topics for the applications of IRT models include test construction and item analysis, computerized adaptive testing, measurement bias and differential item functioning, and test score equating.

Prerequisite: EPSY 625 - Advanced Psychometric Theory

Course Objectives:
1) To understand essential concepts and theoretical backgrounds of IRT as an alternative measurement theory to classical test theory (CTT)
2) To be able to analyze empirical data using adequate IRT models.
3) To be able to read the published literature on IRT.
4) To be able to apply IRT models to practical problems in relevant area of study.

Online Course Materials:
All course materials including lecture notes will be accessed through the internet at https://courses.cehd.tamu.edu. You can use your university net id and password to log into the course website to download and print the materials prior to each class meeting.
Teaching Assistant:
Myunghee Im will be the teaching assistant for the course. She will hold office hours on Mondays from 1 to 3pm in the EREL (Rm. 718, Harrington Tower). Email: myunghee.im@gmail.com

Evaluation:
1) **Class participation** (10%): Attendance to each class is required. Questions and comments are greatly encouraged.

2) **Homework assignments** (60%): There will be several homework assignments over the course of the semester. Some of the assignments will require use of statistical computer programs such as Mplus, BILOG, and PARSCALE.

3) **Final project** (30%): The project will include the application of the IRT models discussed in class to your data. At the end of the semester (11/30), you will need to give a presentation on the results of the project.

**Course Grades:**
Your grade will be based on weighted composite scores of class participation, exams, homework, and final project. Final letter grades will be assigned according to the following scale: 90-100 = A, 80-89 =B, 70-79 = C, 60-69 = D, <60 = F.

**Tentative Schedule of Topics**

**Week 1:**
**Introduction to item response theory:** comparisons with CTT; concepts and mathematical models; assumptions in IRT; nonlinear IRT models.

**Reading:** Chapters 1-3 in E & R; Chapters 1-2 in H, S, & R;

**Week 2-3:**
**Item response theory for dichotomous data:** the Rasch model and its properties; two and three parameter logistic models; relations with factor analytic models.

**Reading:** Chapter 4 in E & R; Chapter 2 in H, S, & R.

**Week 4:**
**Item parameter estimation:** likelihood functions; maximum likelihood estimation; properties of estimates; Bayesian estimation; parameter identification issues.

**Reading:** Chapter 8 in E & R; Chapter 3 in H, S, & R.

**Week 5:**
**Latent variable score estimation and the latent variable scale:** concepts of score estimates; score estimates in the Rasch model; estimates under marginal maximum likelihood; posterior distributions in marginal maximum likelihood; properties of score estimates; indeterminacy; uses for score estimates.

**Reading:** Chapters 6 and 7 in E & R; Chapters 3 and 5 in H, S, & R.
Week 6:
Fit evaluation for IRT models: concepts of model fit; Pearson chi-square fit statistics; residuals; testing dimensionality assumptions; likelihood-ratio fit procedures; graphical plots; person fit in IRT.
Reading: Chapter 9 in E & R; Chapter 4 in H, S, & R.

Week 7:
Analyzing Dichotomous IRT models using BILOG-MG

Week 8-9:
Item response theory for polytomous data: Rasch-family models (partial credit and rating scale models); the graded-response model; the nominal response model; category response curves; interpretation of parameters; relation to non-linear factor models.
Reading: Chapter 5 in E & R.

Week 10:
Analyzing Polytomous IRT models using PARSCALE

Week 11:
Applications of IRT: Test construction and item analysis: comparison with traditional item analysis; item and test information functions; dimensionality assessment; characteristics of good items; limitations of IRT approach; use of IRT in computerized adaptive testing (CAT).
Reading: Chapters 6 and 7 in H, S, & R; Chapters 10 and 12 in E & R.

Week 12:
Applications of IRT: Item and test bias: measurement bias; differential item functioning (DIF); practical problems in bias assessments; additional approaches to bias assessment.
Reading: Chapter 8 in H, S, & R; Chapters 10 and 12 in E & R.

Week 13:
Applications of IRT: Test score equating: traditional methods of equating; IRT equating; data collection strategies; linking strategies.
Reading: Chapter 9 in H, S, & R; Chapter 10 in E & R.

Week 14:
Presentation of your final project
Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Handouts:
The handouts used in this course are copyrighted. By "handouts" I mean all materials generated for this class. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Academic Dishonesty:
Academic Integrity Statement: An Aggie does not lie, cheat, or steal or tolerate those who do. As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues, without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Department of Health and Kinesiology

2. Course prefix, number and complete title of course: HLTH 645 Health Education Research and Program Evaluation

3. Catalog course description (not to exceed 50 words): Design and conduct health education and health promotion research and evaluation, provide an overview of program evaluation and research theory, methodology, and application

4. Prerequisite(s): Graduate classification; accepted to E-Master's program in Health Education.

5. Is this a variable credit course? □ Yes □ No If yes, from ___ to ___

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ___ times.

Will this course be repeated within the same semester? □ Yes □ No

7. This course will be:

   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   E-Masters in Health Education

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation) Lect. Lab SCH CHP and Fund Code Admin. Unit Acad. Year FIIE Code

   HLTH HLTH ED R SCH & EVAL

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   Approval recommended by:

   Richard Kreider
   Department Head or Program Chair (Type Name & Sign) Date

   Department Head or Program Chair (Type Name & Sign) Date

   if cross-listed course

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Date □ Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/10
SYLLABUS

E-Master of Health Education
Course number 6

Course title and number: HLTH 645 – Health Education Research and Program Evaluation
Term Summer 2011
Number of Learning Modules 15

Instructor Information:
Name E. Lisako Jones McKyer, Ph.D., MPH
Telephone number 979-845-9280
Email address* elimckyer@tamu.edu
*Make sure you include "HLTH 645 Health Education Research and Evaluation" in the subject line of your email to ensure a prompt response.
Office hours** Tuesdays 10-11 am and by appointment
**You can expect a response to your emails during office hours. You can also call anytime during office hours to ask any questions.
Office location Dulie Bell Bldg, Room 217

Catalog Description of Course:
Design and conduct health education and health promotion research and evaluation; overview of program evaluation and research theory, methodology, and application.

Course Description:
This course covers for the experienced practitioners, the research underpinnings critical to program evaluation. Procedures for planning and conducting evaluations of health education programs are specified. This include introduction to concepts and methods of measurement, evaluation designs, data collection, management and analyses, etc. Guidelines for compiling, analyzing, summarizing, and reporting the results of evaluations are covered.

Prerequisites:
Graduate Classification and must be accepted to the E-Masters program in Health Education

Learning Goals or Course Goals:
This course is designed to provide students with the knowledge and skill set to conduct valid evaluations of health-related programs. Specifically, special attention is given to meeting the following goals:

Upon successful completion of the course, the student will be able to...
1. Search, identify, compile, review and assess the usefulness of resource materials required for a successful program evaluation.
2. Work in concert with program planners in preparing measurable program goals and objectives.
3. Interpret logic models as part of the process and outcome evaluation purposes.
4. Demonstrate the ability to select the appropriate evaluation designs within a given context.
5. Identify existing, and develop tailored instruments and data collection protocols for given programs.
6. Prepare and manage data collected for the evaluation.
E-Master in Health Education

7. Interpret results of evaluation data analysis.
8. Present evaluation results and recommendations using strategies/medium appropriate for the intended audience(s).

Course Textbook and/or Resource Materials:

- **Required Text:**

- **Recommended Texts:**

- All video lectures, notes, and additional readings will be available on the course website.

Course Website:
This section of HLTH 645 is the on-line version of the course and is designed for students to work independently to master course content and skills. The lectures, notes, and materials for this course are provided on the course website: [http://courses.cehd.tamu.edu](http://courses.cehd.tamu.edu) (please book mark this site). To access the course content please follow these steps:

1. Go to [http://courses.cehd.tamu.edu](http://courses.cehd.tamu.edu)
2. Click “Login for Texas A&M Faculty, Staff, and Students”
3. When prompted, enter your NetID and password
4. Then click on the link for "HLTH 645 - Health Education Research and Evaluation"
5. Once logged into the course you will use the links located in the course menu on left side of the homepage to navigate through the course content.

Required Software:

- Internet Browser such as Explorer or Firefox
- Flash Plug-in
- Window Media Player
- NEO Email Account (Note: All course emails will be sent to your NEO account)
- Adobe Reader
- Access to Skype (including Webcam and microphone)

**A link is provided on the course website in the “Course Menu” under “Required Materials.”**

Technical Support:
If you are experiencing any technical problems with the website or the course lectures please contact Amber Muenzenberger at atm@hlkn.tamu.edu. In your email make sure you include which course you are having problems with and a short description of the problem. Amber will get with you within 24 hours to assist with the problem. This is the quickest way to receive technical assistance regarding issues with the website or software required for the course.

Grading Policies:

The *Health Research and Evaluation* course contains evaluation measures which consist of quizzes (135 points), midterm exam (50 points), final exam (50 points), and uploads (165 points) uploads. All assignments are posted on the course website and must be submitted no later than 5:00 pm on the due date. Assignments emailed to the course instructor will NOT be accepted for credit. Completion of all assignments is up to you. Please make a note of all due dates and times with the course outline located below. No late assignments will be accepted unless a
E-Master in Health Education

university excuse has been submitted and approved by the instructor. Note: All course assignments are to be completed individually and security precautions have been taken on the course website to uphold the “Aggie Code of Honor.

Indicates that the assignment should be uploaded into your Electronic Portfolio

Quizzes: These assignments are designed to help assess your mastery of chapter materials including the lectures, readings, and notes posted on the course website. Once you have clicked on the link for the quiz, you will see a brief message about the material that will be covered on the quiz. To begin the quiz, click on “Attempt quiz now”. When the quiz appears you will click on the correct answer choice. When you are ready to submit your quiz, you must click “Save all and finish”. If you click on the “save without submitting” button the timer will continue to count down and at the end of 30 minutes your quiz will automatically be submitted even if you log off the course website. When you complete the quiz, you will see your quiz score.

- For the Quizzes you will be given 2 attempts with 30 minutes each to answer the quiz questions. To obtain the full amount of time on a quiz, make sure you do not start later than 4:30 pm on the due date. You will be able to see your score after completing the quiz, but the questions and answers will not be released until the quiz closes. If you attempt the quiz more than once, your grades for the quizzes will be averaged. To review your quiz, you will need to click on the quiz. Then you will click on the grade or marks, as this number will be a link. The next page that appears will show your quiz questions, answers, and any feedback from the graduate assistant. The quizzes are:

- Learning Module 6.1 (15 points) due Friday 6/3/11 by 5pm CST
- Learning Module 6.2 & 6.3 (15 points) due Thursday 6/9/11 by 5pm CST
- Learning Module 6.4 & 6.5 (15 points) due Thursday 6/16/11 by 5pm CST
- Learning Module 6.6 (15 points) due Tuesday 6/21/11 by 5pm CST
- Learning Module 6.7 & 6.8 (15 points) due Wednesday 6/29/11 by 5pm CST
- Learning Module 6.9 (15 points) due Thursday 7/7/11 by 5pm CST
- Learning Module 6.10 & 6.11 (15 points) due Friday 7/15/11 by 5pm CST
- Learning Module 6.12 & 6.13 (15 points) due Friday 7/22/11 by 5pm CST
- Learning Module 6.14 (15 points) due Thursday 7/28/11 by 5pm CST

NOTE: Due to summer terms being 10 weeks in length, the days (of the week) for which quizzes are due vary weekly. Please pay special attention to deadlines and due dates.

- For the Midterm and Final Examinations you will be given 1 attempt with 60 minutes for 100 questions. To obtain the full amount of time on a quiz, make sure you do not start later than 4pm on the due date. For exams you will not be able to see the questions and answers you missed. If you are curious about which topic you did not do well on, you will need to contact the instructor of the course. The exams are:

  - Midterm Examination (50 points) will open on Thursday 6/30/11 at 8:00 am CST and will close on Friday 7/1/11 at 5:00 pm CST.
  - Final Examination (50 points) will open on Thursday 8/4/11 at 8:00 am CST and will close on Friday 8/5/11 at 5:00 pm CST.

Uploads: These assignments are designed to assess your knowledge and application skills associated with health education (specific directions for each upload can be found on the course website). To upload an assignment, click on the “Browse...” button then find the document on your computer and click the
E-Master in Health Education

Syllabus: Course Title

8"Open" button. Lastly, you will need to click on the “Upload this file” button. When a document is successfully uploaded the file name will appear under the “Submission” section of the assignment page.

- Evaluation Ethics Case Study (30 points) due Monday 6/6/11 by 5pm CST
- Validity & Data Sources Exercise (30 points) due Thursday 6/23/11 by 5pm CST
- Evaluation Matrix & Data Exercise (30 points) due Monday 7/18/11 by 5pm CST
- Evaluation Plan Final Project (75 points) due Wednesday 8/3/11 by 5pm CST
  o Optional draft due 7/25/11 by 5pm CST

Contribution to the Electronic Portfolio

In LM 6.15 you will construct an Evaluation Plan (final project) which will be submitted to the Electronic Portfolio.

Points Grading Scale:

Grades in HLTH 645 will be determined according to the following course point structure:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>135</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td>Uploads/Activities</td>
<td>165</td>
</tr>
<tr>
<td>Total Points</td>
<td>400</td>
</tr>
</tbody>
</table>

Letter grades will be assigned according to the following course point structure:

- A = 360 - 400 points
- B = 320 - 359 points
- C = 280 - 319 points
- D = 240 - 279 points
- F = <239 points

Course Outline:

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Topic</th>
<th>Lecture(s)</th>
<th>Required Reading(s)</th>
<th>Assignments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 | Page  
176 of 188 B
• LM 6.2 & 6.3 Quiz (Thurs. 6/9/11 by 5pm)  
• Instructor will post scores for Evaluation Ethics Study by 5 pm |
| --- | --- | --- | --- | --- |
• LM 6.4 & 6.5 Quiz (Thurs. 6/16/11 by 5pm) |
• LM 6.6 Quiz (Tues. 6/21/11 by 5pm) |
- LM 6.7 & 6.8 Quiz (Wed. 6/25/11 by 5pm)  
- Instructor will post scores for Validity & Data Sources Activity by 5 pm |

**Midterm Examination (LM 6.1 – 6.8)** will open on Thursday 6/30/11 at 8am CST and will close on Friday 7/1/11 at 5pm CST.

- Validity & Data Sources (Fri. 7/1/11 by 5pm)  
Quiz:  
- LM 6.9 Quiz (Thurs. 7/7/11 by 5pm) |


- LM 6.10 & 6.11 Quiz (Fri. 7/15/11 by 5pm)  
Upload:  
- Evaluation Matrix & Data Exercise (Mon. 7/18/11 by 5pm) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• LM 6.12 &amp;6.13 Quiz (Fri. 7/22/11 by 5pm)</td>
<td>Upload:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Draft of Evaluation Plan - OPTIONAL (Mon. 7/25/11 by 5pm)</td>
<td>• LM 6.14 Quiz (Thurs. 7/28/11 by 5pm)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• LM 6.14 Quiz (Thurs. 7/28/11 by 5pm)</td>
<td>Upload:</td>
</tr>
<tr>
<td>LM 6.15</td>
<td>The Evaluation Report: Part 2</td>
<td>None</td>
<td>• The Evaluation of the Media-Smart Youth® Curriculum</td>
<td>• Evaluation Plan (Wed. 8/3/11 by 5pm)</td>
</tr>
</tbody>
</table>

Final Examination (LM 6.9 – 6.15) will open on Thurs., 8/4/11 at 8am CST and will close on Fri., 8/5/11 at 5pm CST.

**Academic Honesty:**
The Aggie Honor Code states:

*"An Aggie does not lie, cheat, or steal, or tolerate those who do."

Upon accepting admission to Texas A&M University, individuals immediately assume a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor system. Please think about what this honor code means, and let it shape and guide your behavior. For additional information please visit:

http://www.tamu.edu/aggiehonor/

**Academic Dishonesty Procedures:**
E-Master in Health Education

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Should you be suspected of academic dishonesty, the course instructor will have the option to send the matter to the Honor Council or can adjudicate the case through the department. You will be notified via e-mail of the intent to submit the case to the Honor Council or of the appropriate steps to take to adjudicate the matter through the department. Texas A&M University is required by law to discuss these matters only with the student. The instructors, staff, and graduate assistants of the Office of Health Informatics cannot and will not discuss any academic issues with anyone other than the student including parents and/or guardians.

Student Services for Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

If you are a student that has registered with Disability Services, please make sure we get the required paperwork so that we make proper accommodations for any course assignments.

Student Rules:
Each student has the responsibility to be fully acquainted with and to comply with the Texas A&M University Student Rules. More specific rules, information and procedures may be found in various publications pertaining to each particular service or department. For more information about the rules, please visit, http://student-rules.tamu.edu/.

Copyrighted Materials:
Most of the handouts and lecture materials used in this course are copyrighted (including but not limited to syllabus, exams, notes and any web-based materials). These are legally protected documents. Do not reproduce these materials for any use other than those related to this course.

Disclaimer:
Should you have any problems or comments that you would like to share about the online courses, please contact Ms. Amber T. Muenzenberger, the Director for the Office of Health Informatics, by email at atm@hkn.tamu.edu or by phone at 979-458-2672.

Caveat:
The schedule and procedures in this course are subject to change in the event of extenuating circumstances.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions:

1. Request submitted by (Department or Program Name): Department of Veterinary Integrative Biosciences
2. Course prefix, number and complete title of course: VIBS 616. Advanced Developmental Neurotoxicology
3. Catalog course description (not to exceed 50 words): Study of mechanisms of toxicity of substances potentially devastating to the developing brain and spinal cord including lead, mercury and other heavy metals, alcohol, nicotine (smoking), pesticides, flame retardants and others.

4. Prerequisite(s): Approval of instructor
   Cross-listed with: Stacked with: VIBS 401
   Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course?  No
   If yes, from ________ to ________
6. Is this a repeatable course?  No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester?  No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S. Ph.D. in geography)
      any master's or doctoral program

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix: VIBS 616
    Course #: ADV DEV NEUROTOXICOLOGY
    Title (excluding punctuation): Advanced Developmental Neurotoxicology
    Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICF Code
    0 3 0 0 0 2 6 1 5 0 1 0 0 2 8 7 3 1 2 - 1 3 0 0 3 6 3 2
    Approval recommended by:
    Evelyn Tiffany-Castigioni
    Department Head or Program Chair (Type Name & Sign) Date
    James Herman Chair, College Review Committee Date
    Dean of College Date
    Mark Zoran, Chair, GC Chair, GC or UCC Date
    Submitted to Coordinating Board by:
    Associate Director, Curricular Services Date
    Effective Date

Questions regarding this form should be directed to Sandra Williams at 8-5-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Syllabus

VIBS 616 Advanced Developmental Neurotoxicology

Instructor: Dr. Louise C. Abbott
Credit Hours: 3
Format: lecture/discussion
Meeting Times: Twice a week
Tuesdays and Thursdays
10:10 am to 12:00 pm
Room 306 building 507 (VMS)

Office hours: 10am - 11am Fridays
Office: Building 507 (VMS building)
Room 270A (inner office)
Phone: 845-2828 (Dept. office)
Email: labbott@cvm.tamu.edu

Course Overview:
This course will cover the effects of exposure to toxic substances on the developing central nervous system (CNS), which includes the brain and spinal cord and focus on the proposed mechanisms by which these toxicants act. One out of four Americans will suffer from a CNS-related disorder at some point in their life. The discipline of toxicology is focused on increasing our understanding of the extent, causes and underlying mechanisms of CNS-related disorders that are related to exposure to toxic agents. The developing CNS is even more vulnerable to toxic insult than the mature CNS. The suffering caused by CNS-related disorders that occur in the developing individual must then be endured for a lifetime. 4% to 8% of children born in the US exhibit anatomical and/or functional deficits associated with the CNS, often resulting from developmental exposure to toxic agents such as lead, mercury and alcohol. For these very serious reasons this course will develop awareness of the principles of developmental neurotoxicology. We will focus on the common toxicants that are already known to be potentially devastating to the developing CNS: lead, mercury, alcohol, nicotine (smoking), pesticides, and other heavy metals such as manganese and cadmium. A significant proportion of class time will be devoted to discussing current primary literature that will be assigned by the instructor.

Prerequisites:
Approval of instructor

Resources:

Journal Articles - TBA
Embryology textbooks on reserve at the Medical Sciences Library.
Exams and Assignments:
There will be 1 written exam taken during finals week and a written paper that will be due on the last day assigned for the class.

In addition you will be assigned a minimum of 20 articles from research journals to read for specific classes and you will be expected to be able to answer questions during class discussion of those papers. You also will be asked to prepare written assignments for 11 of the articles based on reading these articles.

A written paper will be due at the end of the course and this paper will follow the format of a synthesis paper. Possible topics and the exact format an handout provided and will be discussed during the second or third week of class.

I reserve the right to provide extra questions on the exams, give pop quizzes or provide additional work that would provide BONUS POINTS to students taking the class. Because these mechanisms are BONUS points, these points are NOT reflected in the point totals. The number of possible bonus points that will be made available will not exceed 5% of the point total. Therefore, the maximum number of bonus points that I could offer will be 25. I do not guarantee that I will offer that many bonus points throughout the course. There could be less than 25 bonus points, but there will NOT be more than 25 bonus points made available throughout the course.

<table>
<thead>
<tr>
<th>Point totals:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>150</td>
</tr>
<tr>
<td>Written paper</td>
<td>150</td>
</tr>
<tr>
<td>Written Assignments during the semester</td>
<td>165</td>
</tr>
<tr>
<td>11 @ 15 points each</td>
<td></td>
</tr>
<tr>
<td>Participation in class discussion</td>
<td>35</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
</tr>
</tbody>
</table>

A - 450 - 500
B = 400 - 449
C = 350 - 399
D = 300 - 349
F = < 300

The final grade will be based on the total number of points earned in the class as described above. There will be no curving of the grade distribution but as the instructor I reserve the right to adjust the thresholds for letter grade cut offs based on overall class performance. I WILL NOT adjust the distribution upwards. I will only adjust the distribution downwards, if necessary. (i.e., I will not make the cut off for an A to be greater than 450 points, but I could make it 445 points, JUST AS AN EXAMPLE).
ABSENCES

Please see the university rules for descriptions of EXCUSED absences at http://student-rules.tamu.edu/rule7.htm

Days of religious observance: By state law, if a student misses class due to an obligation of his or her religion, the absence is excused. A list of days of religious obligation for the current academic year can be found at http://dof.tamu.edu/faculty/policies/religiousobservance.php

Additional course work for graduate students (VIBS 616) compared to the stacked undergraduate class (VIBS 401).

1) The undergraduates will read discuss and prepare written summaries of 6 journal articles. The graduate students will read 20 discuss and prepare written summaries of 20 journal articles, which is 14 more articles.

2) The written paper for the graduate students will follow the format of a Synthesis Paper. The student is expected to demonstrate that they understand all the readings included in the assignment, and they are expected to synthesize the readings, to bring them together, in some interesting way around a central question. The student is expected to identify an interesting question that has grown out of the reading and then answer it.

3) In addition the written exam will cover more of the biochemistry and molecular biology mechanisms that underly neurotoxicity and less on the introductory information and concepts covered on the undergraduate exams.
**VIBS 616 - Advanced Developmental Neurotoxicology**  
**Tentative course schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Class topics</th>
<th>Assignments and exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Early development and start neural tube development</td>
<td>Article 1</td>
</tr>
</tbody>
</table>
| 2    | Finish neural tube formation  
The 6 principles of development. | Article 2 + 3 |
| 3    | Neural tissue, synaptogenesis and neurotransmission | Article 4 |
| 4    | Toxicology review | Article 5 + 6 |
| 5    | Introduction to neurotoxic syndromes | Article 7 |
| 6    | Neurotoxicity of various heavy metals (Arsenic and Cadmium) | Article 8 + 9 |
| 7    | Effect of alcohol in the developing CNS | Article 10 |
| 8    | Effect of alcohol in the developing CNS  
Mercury neurotoxicity and Minimata disease | Article 11 + 12 |

**Spring break week**

<table>
<thead>
<tr>
<th>Week</th>
<th>Class topics</th>
<th>Assignments and exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Mercury neurotoxicity and autism</td>
<td>Article 12</td>
</tr>
<tr>
<td>10</td>
<td>Developmental Neurotoxicity of smoking (nicotine)</td>
<td>Article 13 + 14</td>
</tr>
<tr>
<td>11</td>
<td>CNS effects of prenatal lead exposure</td>
<td>Article 15</td>
</tr>
</tbody>
</table>
| 12   | CNS effects of prenatal lead exposure  
Developmental neurotoxicity of manganese | Article 16 + 17 |
| 13   | Developmental neurotoxicity of pesticides | Article 18 |
| 14   | Developmental neurotoxicity of flame retardants  
(PBDEs - polybrominated diphenyl ethers) | Article 19 + 20 |

**Finals week**

- written paper due on last class day  
- examination  
- to be held on the scheduled final exam day
Americans with Disabilities Act (ADA) Policy Statement

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Academic Integrity Statement: AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: http://www.tamu.edu/aggiehonor/

Pledge

On all quizzes and examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student at the time the examination / quiz is taken:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

CLASSROOM COMMUNICATION FORM

The next page is a standard TAMU classroom communication form. Please feel free to use this form should you feel the need to do so during the semester.
CLASSROOM COMMUNICATION CONCERNS

Student Inquiry # __________________________ Date __________________________

Student __________________________ Major Class __________________________

ID# __________________________ Local Phone __________________________

Address _____________________________________________________________

Signature ____________________________________________________________

Professor ___________ Course _______ Section _______ Semester _______

Specific Concerns ______________________________________________________

____________________________________________________________________

____________________________________________________________________

The intent of this policy is to provide a mechanism for improving classroom communication and for this purpose only. It is intended not only to detail how a student may register a specific problem in a class but also to provide a route for a faculty member seeking information on how to improve his or her teaching effectiveness.

The proper procedures for students to follow in registering concerns or praise about classroom communications are:

1. A student first reports concern to the instructor in charge of the course.

2. If the issue is not resolved at this level, the student should report the concerns to the instructor’s Department Head for resolution and complete the Classroom Communication Concerns form. These forms are available in the departmental offices and in each Academic Dean’s office.

3. If the issue is still not resolved or if the issue cannot be discussed with the instructor, the student should then bring the matter to the Academic Dean for Graduate or Undergraduate Programs in the college in which the course is offered. The student is asked to complete a reporting form for the “Classroom Communication Concerns” if one has not been completed.

4. The Academic Dean for Graduate or Undergraduate Programs works with the respective Department Heads to investigate and resolve each complaint about classroom communications in conjunction with the instructor.

5. A ‘Response’ space for the instructor is included in the reporting form for “Classroom Communications Concerns.”

6. The Department Head completes the form describing the investigation and the actions taken. The Academic Dean for Graduate or Undergraduate Programs signs the completed form and forwards a copy to the Provost’s Office. The entire process is to be completed within seven class days from the time that the concern was registered. A summary of action taken will be made available to the student filing the “Classroom Communication Concerns.”

7. If the issue cannot be resolved at the Department Head level through the Academic Dean, an appeal should be made by the student to the Dean. If further appeal becomes necessary, it should be made to the Office of the Provost.

8. See University Regulations for procedures to file complaints for sexual harassment, discrimination, and grade appeals.