

Department of Kinesiology APC Proposals

ACTION ITEMS/SUBSTANTIVE CHANGES INCLUDE:

List proposal(s) with a one line abstract:

Proposal I:

To add KIN 475: Gross Anatomy-Dissection of the Spine and Extremities (3) as an upper division elective in the Applied Health Science major (summer offering only). *Note: this course is currently offered as KIN 490 Special Studies in Kinesiology.*

Proposal II: To change the degree earned in the Applied Health Science major from a Bachelor of Arts to a Bachelor of Science.

Proposal IIIa: To delete BIO 470: Neuroscience and PSY 308: Developmental Psychology from the menu of course options within the Upper Division Elective requirement in the Applied Health Science major.

Proposal IIIb: To add another menu of elective course options within the Applied Health Science major from which students will be required to select 8 units (see catalog copy for details).

Proposal III:

To change ATR 102: Risk Management and Emergency Response (2) to ATR 102: Risk Management and Emergency Response (1) and ATR 102L: Risk Management and Emergency Response Skills Laboratory (1).

Proposal IV:

To change ATR 415: Therapeutic Modalities and Pharmacology (4) to ATR 415: Therapeutic Modalities (3) and **ATR 420: Pharmacology in Sports Medicine** (1) - Online offering.

Proposal V:

To change PED 100 Fitness Through Movement (GE) from 1 unit to 2 units.

Proposal VI:

To change the catalog language in two sections of the Exercise and Sports Science major (i.e. Required Concentration and Professional Experience sections) from segmented requirements to a more unified explanation of the Required Concentrations and Practicum/Internship requirements as follows:

Required Concentration:

Choose at least six (6) units from one concentration below and two (2) units of Professional Experience for a total of eight (8) units. Other Upper Division units leading to a credential or minor such as teaching or nutrition may be substituted upon approval by the department chair.

Practicum and/or Internship:

At least 2 units of professional experience are required in Practicum and/or Internship.

Proposal VII:

To add BUS 313: Administrative Communication (3 units) as an option for both concentrations within the Exercise and Sport Science major (i.e., Fitness Professional and Physical Education and Sports Performance Concentration) in the Upper Division Electives area.

Proposal VIII:

To change PED 102 - Selected Activities in Physical Education sections 1, 2 and 3 to PED 110 - Martial Arts and Self Defense, PED 112 - Yoga Sculpt and PED 114 – Cheerleading, respectively. (Note: PED 102 – Selected Activities will remain in the catalog.)

II. Rationale:

1. How has assessment data informed the proposed change and how recently has your department or school completed a program review?

Proposal I: The Kinesiology program review was completed 2 years ago at the time that this course was first offered as a special studies course. As such external reviewers did not form opinions about the course becoming a free standing course in the curriculum. Based upon enrollments (12 in 2013; 17 in 2014) it seems that the relevance and popularity of the course necessitates it to be numbered and titled as a free standing course.

Proposal II: During the 2012 program review, alumni, current students and external reviewers expressed the desire and need for a change to a Bachelor of Science Degree. Our external reviewers as well as our internal PLNU reviewers advised that the Applied Health Science major warrants the B.S. degree based upon the basic science components of the major and the need to add additional courses for enhanced graduate school preparation. We also discovered that the B.S. is the standard for comparator schools for pre-Allied Health degrees that are comprised heavily of basic science courses which serve as prerequisites for graduate school in mid-level healthcare fields.

Proposal III: With the inception of the EXSS major last year, and the increased interest for ATR 102 from students outside Kinesiology, we have increased the cap of the course and/or added sections. However, increasing the cap is not sustainable since the American Red Cross mandates a 10:1 Student-Faculty ratio in this course due to the heavy lab skills component. Splitting the class into an online lecture component and 1-unit skills labs allows for an increased cap for lecture while maintaining the cap size of 10 for the lab courses. In this model, more students can enroll in the lecture course without increasing the number of sections offered per semester. Then the lab sections will be adjusted based on demand for the course (not all students taking the lecture course will need to take the lab skills course).

Proposal IV: Feedback from our Athletic Training students is that ATR 415: Therapeutic Modalities and Pharmacology should be two separate classes since the topics are disparate and involve substantially different course content. Therapeutic Modalities involves primarily lecture with a moderate lab portion, while the Pharmacology lends itself to a separate format in which content can be covered online. Creating separate courses allows for sufficient

lecture and lab experiences in the use of Therapeutic Modalities (i.e. electrical and thermal modalities) as well as a distinct 1-unit quad experience in pharmacology. Further, a separate online course in Pharmacology will likely be beneficial to other majors (i.e. Applied Health Science) as an elective.

Proposal V: Through the prioritization process, the Cabinet had two recommendations for Kinesiology in spring 2014: 1) that we should eliminate 4.5 units from a combination of ATR and PED courses as a cost saving measure, and 2) that we should proceed with our recommendation to increase PED 100: Fitness through movement from 1 unit to 2 units to make the GE offerings consistent within the Fitness and Personal Health category (i.e., this proposal allows PED 100 and PED 200 to be consistent at 2 units; FCS 315 remains a 3-unit GE option within the category). We have accomplished the first recommendation by reducing our course offerings by 4.5 units. This proposal aims to address the second recommendation and will eliminate approximately 9 units of unfunded load (0.4 FTE) by matching faculty load with the number of units for which students register.

From a pedagogical standpoint, we contend that PED 100 necessitates 2 units for students because it requires significantly more coursework from students, as well as preparation from faculty, than a typical 1 unit physical activity course. The requirements for students include outside readings, quizzes, and activity logs that blend the theory and practice of personal fitness, principles of conditioning, nutrition and stress management; participation in pre- and post-fitness assessments; production of a reflection paper on individual fitness goals; and completion of a Nutrition Analysis project. Therefore, increasing the unit load reflects the significant work by students and faculty in PED 100 and makes it consistent with PED 200.

From a financial standpoint, this strategy is an additional step by Kinesiology to decrease unfunded load. It is important to note that while this proposal increases department units by 9 units, we have made cuts in Kinesiology through program review and prioritization that exceed 9 units. We eliminated the PE major in 2013 which decreased overall units by 7, cut 6 units of load release time in 2012, and cut an additional 3 units of PE activity courses (i.e. PED 130, PED 160).

Further, while this proposal will increase the units for one course option within the GE curriculum, it does not represent an overall increase in GE since there are already 2 and 3 unit course options within this category. The proposal changes the *range* of units within the category from 2-4 units to 3-4 units but does not raise the upper limit of GE units.

Proposal VI: These proposed catalog changes clarify and refine the requirements for the two concentrations within the newly established Exercise and Sport Science major which have been misinterpreted by students due to lack of clarity in the catalog.

Currently, students choose at least 8 Upper Division units from one of two concentrations. Included in these 8 UD units, students are required to choose professional experience in Internship or Practicum. In this proposal, the 8 UD unit requirement will remain the same, but how the various options are explained to students will be changed.

During the grad check process, both students and the Records Office staff have viewed the required Internship and Practicum experiences as a separate requirement from the UD concentration because the current catalog language states that the requirement is both a

course and a unit requirement. In fact, our intent was to insure that all students included either KIN 484 (Practicum) or 488 (Internship) in their studies, and that these units count toward fulfilling the 8-unit requirement in their concentration.

In addition, an editorial correction is needed, changing the Internship/Practicum requirement from 3 units to 2 units. A reduction of 1 unit from the requirement better allows students to take elective options outside of Kinesiology. For example, this proposal will require 2 units of Internship/Practicum and the student can meet the additional 6 units required in the concentration by taking two courses from either EDU, PSY, FCS, or other departments as approved by the Kinesiology chair. Depending on individual student's career goals, some students will choose to fulfill requirements for a minor or credential and we want to allow as much flexibility to accomplish this as possible. We expect students not choosing a minor or credential to take more units of Internships/Practicums or Special Studies (Professional Experience).

Proposal VII: The major academic requirements for our new major Exercise and Sports Science is serving our students very well. As we are living through our first year of advising we have identified an area in both our Fitness Professional and Physical Education and Sports Performance concentrations that will benefit by having the option to be exposed to the world of business, professional communication, and entrepreneurship. After consulting with the Business Department, Dr. Kim Hogelucht recommended BUS 313 Administrative Communication (3 units) as a good potential option for our students.

- A. BUS 313 course description: With an emphasis on speaking and writing in the business field, this course is designed to help students improve and polish their professional communication skills in the workplace. Students will learn the skills needed to effectively secure employment and communicate effectively in a professional business setting. In this course, students will create an impressive resume, write and deliver various professional reports, effectively interview for employment, compose professional routine and persuasive letters, conduct informational interviews, and create a professional portfolio. Students exit the course with the professional communication skills needed to stand out in the business world and in the job search process.

Proposal VIII: The department has historically utilized the *PED 102 - Selected Activities in PE* course designation to beta test new activities to meet the physical activity GE requirement. We have sought to keep the activities current and relevant to student interest and faculty expertise. The topics of Self Defense/Martial Arts and Yoga Sculpt were introduced as part of this process and have demonstrated strong student interest and enrollment for a number of years. In addition, the Cheerleading course meets the GE requirement for students on the cheer team, similarly to the way in which varsity sport participation meets the GE requirement for student-athletes. Due to these factors, and because of sustained interest and enrollment, we would like to make these courses permanent in the catalog.

3. Is the change related to stipulations imposed by outside accrediting agencies (addressing standards, etc.)?

None of these proposals are related to external accreditation.

4. How does the proposed change relate to the mission of the university?

We contend that the proposed changes will contribute toward the refinement of our curriculum which develops students as whole persons: the proposal to change Applied Health Science from BA to BS acknowledges the foundational sciences that inform the allied healthcare professions; the proposal for a capstone course in Kinesiology will encourage students to reflect deeply on their vocation as professionals in the health, fitness, teaching and coaching professions and will challenge them to live lives of service to the public as modeled by Christ; the proposal to include an option within Exercise and Sport Science to take a Business course affirms our liberal arts approach to higher education; and the proposal to add one unit to PED 100 will introduce students to the natural and social sciences--including physical fitness and nutrition--as tools for exploring an interdependent world. Students are influenced in PED 100 toward Biblical stewardship principles via their physical bodies (i.e., healthful eating and promotion of physical activity) and are asked to reflect on these principles through various assignments.

Specific mission-focused aspects of each proposal are further explained here:

Proposal I: Minds are engaged and challenged as students do the novel tasks (they have never dissected) associated with studying human anatomy in 3 dimensions. Since our studies are done in teams we are an example of a learning community which require grace and truth to function. Studying the complexities of the body puts us all in contact with the Divine.

Proposal II: The B.S. degree is consistent with the institutional mission in that students are engaged in a more efficient and contemporized learning community as students prepare together for graduate studies.

Proposal III: Separating ATR 102: Emergency Response into a lecture and skills lab will lead to holistic learning that prepares our students to make a positive difference on campus via their emergency response skills, and will also benefit the community in which they live. A stand alone lab will develop students' skills more proficiently and afford our students an opportunity to collaborate with healthcare professionals outside of the realm of Kinesiology, creating an interprofessional approach to patient care during a potential emergency situation.

5. How does the change accommodate the department or school's learning outcomes for the major, minor, concentration, etc.? For instance, does the change help balance out the curriculum, or does it fill in a missing gap that would help strengthen the program? Does it add breadth or depth, etc.?

Proposal I: Kinesiology Department Learning Outcome 1 (Students will explore, engage and demonstrate competence in current knowledge in human movement, physical fitness and allied healthcare; evidenced by the ability to critically evaluate, creatively apply and effectively communicate essential information in their discipline.) is being partially fulfilled by this most vivid study of the structures, functions and clinical applications of human body, which is vitally important to the students of human movement and rehabilitation.

Proposal II: The additional courses selected for the B.S. Degree in Applied Health Science allow students to prepare and compete for the post baccalaureate programs to which they aspire. The degree change values and brands more appropriately what the major is currently accomplishing by specifically listing a menu of 8 elective units afforded to them in

departments outside of Kinesiology. This change will codify what most students in the AHS major are already doing with their elective units. Further, by structuring course options from 2 menus of courses, students make choices which tailor their undergraduate degree. In light of the fact that comparable undergraduate programs predominantly offer a B.S. degree it seems beneficial to do likewise. Perceptions of the value of the BS degree will be viewed by students and graduate schools as positive. While we are not aware of any students being negatively influenced by the current B.A. degree, we are aware that graduate program personnel that review our students' applications from schools not familiar with PLNU Applied Health Science will likely view the BS degree more favorably than the BA.

Proposal III: The separation of the lecture and lab for ATR 102 recognizes the importance of the skills component of the course. In the past it has been very difficult to devote a significant amount of time to the skills components of the course because the content for this course takes up approximately 80% of the class and lecture typically superseded the lab components. In the proposed model, students would have a separate class dedicated to the lab components that will enhance clinical skills and better prepare students to respond to emergency situations.

Proposal IV: With the separation of the two components of ATR 415 into Therapeutic Modalities and Pharmacology, each component will be more clearly delineated and strengthened. Lecture and lab components can be instructed separately to improve student engagement, and pharmacology will be offered in a separate and integrated online delivery rather than in an abbreviated fashion along with other unrelated content.

Proposal V: Kinesiology Department Learning Outcome #4 ...learn and grow in personal wholeness by being stewards of the human body is unchanged. This class is GE and Kines. majors are not enrolled. The 1 unit to 2 unit proposal does help eliminate unfunded load. Data collected is ongoing and demonstrates a clear improvement in the Health-Related components of physical fitness.

6. What impact will it have on the size of the major, minor, etc.?

Proposals I, III, IV, and VI-VII: No impact.

Proposal II: The BA in Applied Health Science will become a BS degree, increasing from 47 units to 56-57.

Proposal V: There will be minimal impact on the Kinesiology Dept. These changes will support other department's offerings by allowing the intended flexibility for students to pursue teaching credentials, minors etc.

7. Will the change(s) be sustainable with human and financial resources?

Proposal I: Yes as demonstrated over the last 2 years during which the course was offered as a special studies course. We will be increasing the lab fees from \$90 to \$200 to cover the lab material costs.

Proposal II: Courses which are electives in this proposal are already being taken by AHS students; however, with the clear listing of courses in the catalog and on advising guides, they may experience some mild enrollment increase (10-25%). Biology (BIO 345 Genetics; BIO 470 Neuroscience), MICS (MTH 203 Intro to Statistics; MTH 144 Calculus with Applications), Physics (PHY 141&142 General Physics), Psychology (PSY 308 Developmental Psy); Family Consumer Science (FCS 150 Human Development; FCS 305 Life Cycle Nutrition), Kinesiology

(ATR 415 Therapeutic Modalities/Pharmacology; EXS 330 Nutrition for Exercise and Sport). In as much as any courses are offered in the summer revenue could be realized.

Proposal III: Yes this change will be sustainable and may generate revenue given the summer offering.

Proposal IV: Yes, this change will be sustainable and will decrease the cap since ATR 420 will become an online offering.

Proposal V: Yes, this change matches faculty load to student load.

Proposal VI-VIII: No impact

8. How does the proposal(s) address the PLNU strategic plan?

Proposal I: The course has gone above enrollment projections during summer school the last 2 summers.

Proposal II: The proposal streamlines the Applied Health Science program, which is among the fastest growing programs on campus at PLNU. As such, it responds to a need expressed by our students to recognize the significant course work in the basic sciences via the BS degree, and to offer additional electives that are more relevant for preparing this growing number of students for careers in allied healthcare.

Proposal III: By separating ATR 102: Emergency Response into lecture and lab components we allow various student populations to take the course without having to increase the number of lecture sections being offered.

Proposal IV: Separating ATR 415 into a 3-unit lecture/lab and 1-unit online course allows students that are not athletic training majors to take pharmacology as a 1 unit elective, or therapeutic modalities as a 3 unit elective, which improves efficiency.

Proposal V: Changing PED 100 from 1 to 2 units recognizes the course requirements that warrant 2 units, decreases unfunded load in the department, and does not expand the overall units within GE but rather decreases the range of units possible for students.

9. State other rationale that you deem appropriate.

Proposal I: Previously the summer school course was simply listed in the course offerings as KIN 490 Special Topics in Kinesiology with nothing specifically indicating that it was a Gross Anatomy course. With this proposed change we make the content and aim of the course clear to students. The second summer we offered 2 sections and the popularity of the course projects to continuing to offering 2 sections and entertaining offering 3 sections in the future. This redounds to increased summer school revenue.

Note: this course will also be cross listed as KIN 670 in the newly approved Master of Science in Kinesiology, which will further expand enrollment.

Proposal II: No course additions are required to meet the immediate need to take the Applied Health Science major to the B.S. degree. There is no perceivable financial cost to this proposal and the benefit is that our students are better served by focusing course choices. Internal and external perceptions of this major will be enhanced by elucidating “science” in the degree name.

III. Tentative Syllabus/Course Learning Outcomes: If you are proposing new courses, please include a tentative syllabus with course learning outcomes.

For Proposal I, III and IV see Appendices A-C.

IV. Catalog Copy:

New Courses:

Proposal I:

Catalog Copy (Present)	Catalog Copy (New)
<p>KIN 490 - Special Studies in Kinesiology (1-3)</p> <hr/> <p>An intensive study by an individual or group under the direction of a faculty member of a topic in kinesiology not otherwise studied in the curriculum. Intended for junior or senior students in strong academic standing. May be repeated up to a total of six units.</p> <p>Prerequisite(s): Consent of instructor and departmental chair.</p>	<p>KIN 475 - Gross Anatomy: Dissection of the Spine and Extremities (3)</p> <hr/> <p>An intensive study of human neuromusculoskeletal structures through cadaveric dissection. Intended for students in advanced standing as applied biomechanical functions and clinical ramifications are examined critically and prospectively. (Offered only in summer session)</p> <p>Prerequisite: BIO 130 and BIO 140 or Consent of instructor.</p>

Proposal II:

<p><i>Catalog Copy (Present)</i></p> <p><i>Applied Health Science, B.A.</i></p> <p><i>Program Learning Outcomes</i></p> <p><i>Students who complete the program in Applied Health Science will be able to:</i></p> <ul style="list-style-type: none"><i>• Demonstrate cognitive and psychomotor competence in the assessment of structure and function of the body including typical, anomalous, and pathological states.</i><i>• Write technically in the context of the review and synthesis of professional literature.</i><i>• Communicate orally to a target audience in topics of medicine and exercise science.</i><i>• Conceptualize, exhibit, and teach from art they create, reflecting the structure and function of the human body and/or the implements manipulated by or acting upon the body.</i><i>• Demonstrate ethical behavior, whether undergraduate students or alumni through volunteer or professional settings, and treat others as they wish to be treated as per the example of Jesus Christ.</i><i>• Demonstrate preparation to articulate their post-graduate educational and career callings in light of their life purposes.</i> <p><i>Lower-Division Requirements</i></p>	<p><i>Catalog Copy (New)</i></p> <p><i>Applied Health Science, B.S.</i></p> <p><i>Program Learning Outcomes</i></p> <p><i>Students who complete the program in Applied Health Science will be able to:</i></p> <ul style="list-style-type: none"><i>• Demonstrate cognitive and psychomotor competence in the assessment of structure and function of the body including typical, anomalous, and pathological states.</i><i>• Write technically in the context of the review and synthesis of professional literature.</i><i>• Communicate orally to a target audience in topics of medicine and exercise science.</i><i>• Conceptualize, exhibit, and teach from art they create, reflecting the structure and function of the human body and/or the implements manipulated by or acting upon the body.</i><i>• Demonstrate ethical behavior, whether undergraduate students or alumni through volunteer or professional settings, and treat others as they wish to be treated as per the example of Jesus Christ.</i><i>• Demonstrate preparation to articulate their post-graduate educational and career callings in light of their life purposes.</i> <p><i>Lower-Division Requirements</i></p>
<ul style="list-style-type: none"><i>• <u>KIN 101 - Orientation to Kinesiology, Physical Education, Athletic</u></i>	<ul style="list-style-type: none"><i>• <u>KIN 101 - Orientation to Kinesiology, Physical Education, Athletic Training (1)</u></i>

- [Training \(1\)](#)
- [KIN 280 - Introduction to Athletic Training \(2\)](#)
- [BIO 130 - Human Anatomy and Physiology I \(GE\) \(4\)](#)
- [BIO 140 - Human Anatomy and Physiology II \(4\)](#)
- [BIO 210 - Cell Biology and Biochemistry \(GE\) \(4\)](#)
- [BIO 220 - Microbiology of Infectious Diseases \(4\)](#)
- [CHE 152 - General Chemistry I \(GE\) \(4\)](#)
- [CHE 153 - General Chemistry II \(4\)](#)
- [PSY 103 - General Psychology \(GE\) \(3\)](#)
- [PED 200 - Optimal Health \(GE\) \(2\)](#)
- Certification in First Aid and CPR

Total: 32 Units

Upper-Division Requirements

- [ATR 385 - Pathology of Injury and Illness \(3\)](#)
- [KIN 312 - Motor Learning and Motor Development \(3\)](#)
- [KIN 325 - Structural Kinesiology \(2\)](#)
- [KIN 327 - Applied Biomechanics \(2\)](#)
- [KIN 340 - Physiology of Exercise \(3\)](#)
- [KIN 440 - Measurement, Statistics, and Evaluation of Human Performance \(3\)](#)
- [PSY 321 - Abnormal Psychology \(3\)](#)

Two additional upper-division electives in the Department of Kinesiology from the following:

- [KIN 280 - Introduction to Athletic Training \(2\)](#)
- [BIO 130 - Human Anatomy and Physiology I \(GE\) \(4\)](#)
- [BIO 140 - Human Anatomy and Physiology II \(4\)](#)
- [BIO 210 - Cell Biology and Biochemistry \(GE\) \(4\)](#)
- [BIO 220 - Microbiology of Infectious Diseases \(4\)](#)
- [CHE 152 - General Chemistry I \(GE\) \(4\)](#)
- [CHE 153 - General Chemistry II \(4\)](#)
- [PSY 103 - General Psychology \(GE\) \(3\)](#)
- [PED 200 - Optimal Health \(GE\) \(2\)](#)
- Certification in First Aid and CPR

Total: 32 Units

Upper-Division Requirements

- [ATR 385 - Pathology of Injury and Illness \(3\)](#)
- [KIN 312 - Motor Learning and Motor Development \(3\)](#)
- [KIN 325 - Structural Kinesiology \(2\)](#)
- [KIN 327 - Applied Biomechanics \(2\)](#)
- [KIN 340 - Physiology of Exercise \(3\)](#)
- [Kin 440 - Measurement, Statistics, and Evaluation of Human Performance \(3\)](#)
- [PSY 321 - Abnormal Psychology \(3\)](#)

Two additional upper-division electives in the Department of Kinesiology from the following:

- [KIN 430 - Clinical Exercise Physiology \(3\)](#)
- [ATR 387 - Assessment of Lower Extremity Pathology \(3\)](#)
- [ATR 388 - Assessment of Head, Spinal, and Upper Extremity Pathology \(3\)](#)
- [ATR 410 - Therapeutic Exercise \(3\)](#)
- [ATR 415 - Therapeutic Modalities and Pharmacology \(4\)](#)
- [KIN 488 - Internship in Kinesiology 3 Units required](#)
- [BIO 470 - Neuroscience \(3\)](#)
- [PSY 308 - Developmental Psychology – Birth Through Adolescence \(4\)](#)

Total: 25-26 Units Upper Division

TOTAL UNITS FOR APPLIED HEALTH SCIENCE: 57-58 (-10 GE) = 47 units

- [ATR 387 - Assessment of Lower Extremity Pathology \(3\)](#)
- [ATR 388 - Assessment of Head, Spinal, and Upper Extremity Pathology \(3\)](#)
- [ATR 410 - Therapeutic Exercise \(3\)](#)
- [ATR 415 - Therapeutic Modalities\(3\)](#)
- [ATR 420 – Pharmacology in Sports Medicine \(1\)-online](#)
- [KIN 488 - Internship in Kinesiology \(3\)](#)
- [KIN 430 - Clinical Exercise Physiology \(3\)](#)
- [KIN 475 - Gross Anatomy \(3\)](#)

Take a minimum of 8 units of electives from the following options:

- [ATR 415 - Therapeutic Modalities \(3\)](#)
- [ATR 420 – Pharmacology in Sports Medicine \(1\)-online](#)
- [BIO 345 – Genetics \(4\)](#)
- [BIO 470 - Neuroscience \(3\)](#)
- [CHE 294 – Organic Chemistry \(4\)](#)
- [EXS 330 - Nutrition for Exercise and Sport Performance \(3\)](#)
- [FCS 150 - Human Development \(3\)](#)
- [MTH 203 – Introduction to Statistics \(3\)](#)
- [PHY 141 – General Physics I \(4\)](#)
- [PHY 142 – General Physics II \(4\)](#)
- [PSY 308 –Developmental Psychology – Birth Through Adolescence \(4\)](#)

Recommended for students taking Physics

- [MTH 144 – Calculus With Applications \(4\)](#)

Total: 26-35 Units Upper Division

TOTAL UNITS FOR APPLIED HEALTH SCIENCE: 66-67 (-10 GE) = 56-57 units

Proposal III:

<p>ATR 102 - Risk Management and Emergency Response (2)</p> <p>Prevention, recognition and management of health emergencies</p>	<p>ATR 102 - Risk Management and Emergency Response (1) Prevention, recognition and management of health emergencies Corequisite(s) KIN 101</p> <p>ATR 102L - Risk Management and Emergency Response Laboratory (1) Skill acquisition in the techniques required of the emergency medical responder. Laboratory instruction on techniques of first aid, cardiopulmonary resuscitation, oxygen administration and emergency care for illness and spine injured patients. Required of Athletic Training Majors. Special Fee</p> <p>Corequisite(s) ATR 102, KIN 101</p>
--	---

Proposal IV:

<p>Old Descriptions</p> <p>ATR 415 - Therapeutic Modalities and Pharmacology (4)</p> <p>Use, physiological effects and contraindications of thermal, electrical, acoustic, and cryogenic modalities. Study of drug classifications and medico-legal aspects of therapeutic and</p>	<p>New Descriptions</p> <p>ATR 415 - Therapeutic Modalities (3) This course examines the use, physiological effects and contraindications of thermal, electrical, acoustic, and cryogenic modalities. Lab fee</p> <p>ATR 420 - Pharmacology in Sports Medicine (1)</p>
---	--

pharmacological treatments. Special Fee.	The study of drug classifications and medico-legal aspects of therapeutic and pharmacological treatments of various diseases and conditions, with emphasis on desired effects, side effects and contraindications.
--	--

Proposal VI:

<p>Old Descriptions</p> <p>Practicum and/or Internship Requirements</p> <hr/> <p><i>Two courses totaling at least three units are required in Practicum and/or Internship. Each course may be repeated for up to six units.</i></p> <ul style="list-style-type: none"> ● KIN 484 - Practicum in Kinesiology (1-3) ● KIN 488 - Internship in Kinesiology (1-3) <p>Required Concentration</p> <hr/> <p><i>Choose at least eight (8) units from one concentration below, or other upper division units as approved by the department chair.</i></p> <p>Fitness Professional Concentration</p> <hr/> <ul style="list-style-type: none"> ● ATR 385 - Pathology of Injury and Illness (3) ● ATR 410 - Therapeutic Exercise (3) ● FCS 305 - Life Cycle Nutrition (4) ● FCS 315 - Personal, Family, and Community Health (GE) (3) ● KIN 430 - Clinical Exercise Physiology (3) ● KIN 484 - Practicum in Kinesiology (1-3) ● KIN 488 - Internship in Kinesiology (1-3) ● KIN 490 - Special Studies in Kinesiology (1-3) <p>Physical Education and Sport Performance</p>	<p>New Descriptions</p> <p>Required Concentration</p> <hr/> <p><i>Choose at least six (6) units from one concentration below and two (2) units of Professional Experience for a total of eight (8) units. Other Upper Division units leading to a credential or minor such as teaching or nutrition may be substituted upon approval by the department chair.</i></p> <p>Fitness Professional Concentration</p> <hr/> <ul style="list-style-type: none"> ● ATR 385 - Pathology of Injury and Illness (3) ● ATR 410 - Therapeutic Exercise (3) ● FCS 305 - Life Cycle Nutrition (4) ● FCS 315 - Personal, Family, and Community Health (GE) (3) ● KIN 430 - Clinical Exercise Physiology (3) ● KIN 484 - Practicum in Kinesiology (1-3) ● KIN 488 - Internship in Kinesiology (1-3) ● KIN 490 - Special Studies in Kinesiology (1-3) <p>Physical Education and Sport Performance Concentration</p> <hr/> <ul style="list-style-type: none"> ● EDU 302 - Foundations of Education and Learning Theory (3) ● FCS 305 - Life Cycle Nutrition (4) ● FCS 315 - Personal, Family, and
--	--

<p>Concentration</p> <ul style="list-style-type: none"> ● EDU 302 - Foundations of Education and Learning Theory (3) ● FCS 305 - Life Cycle Nutrition (4) ● FCS 315 - Personal, Family, and Community Health (GE) (3) ● PED 308 - Methods of Teaching Physical Education (3) ● KIN 484 - Practicum in Kinesiology (1-3) ● KIN 488 - Internship in Kinesiology (1-3) ● PED 350 - Foundations and Techniques of Coaching (4) ● PSY 308 - Developmental Psychology – Birth Through Adolescence (4) <p>Total: 36 Units</p>	<ul style="list-style-type: none"> ● Community Health (GE) (3) ● PED 308 - Methods of Teaching Physical Education (3) ● KIN 484 - Practicum in Kinesiology (1-3) ● KIN 488 - Internship in Kinesiology (1-3) ● PED 350 - Foundations and Techniques of Coaching (4) ● PSY 308 - Developmental Psychology – Birth Through Adolescence (4) <p>Professional Experience Requirements</p> <p><i>Two units are required in Practicum and/or Internship and/or Special Studies. Each course may be repeated for up to six units.</i></p> <ul style="list-style-type: none"> ● KIN 484 - Practicum in Kinesiology (1-3) ● KIN 488 - Internship in Kinesiology (1-3) ● KIN 490 - Special Studies in Kinesiology (1-3) <p>Total: 36 Units</p>
--	---

Proposal VII:

Old Catalog Description	New Catalog Description
<p>Fitness Professional Concentration</p> <hr/> <ul style="list-style-type: none"> ● ATR 385 - Pathology of Injury and Illness (3) ● ATR 410 - Therapeutic Exercise (3) ● FCS 305 - Life Cycle Nutrition (4) ● FCS 315 - Personal, Family, and Community Health (GE) (3) ● KIN 430 - Clinical Exercise Physiology (3) ● KIN 484 - Practicum in Kinesiology (1-3) ● KIN 488 - Internship in Kinesiology (1-3) ● KIN 490 - Special Studies in Kinesiology (1-3) <p>Physical Education and Sport Performance Concentration</p> <hr/> <ul style="list-style-type: none"> ● EDU 302 - Foundations of Education and Learning Theory (3) ● FCS 305 - Life Cycle Nutrition (4) ● FCS 315 - Personal, Family, and Community Health (GE) (3) ● PED 308 - Methods of Teaching Physical Education (3) ● KIN 484 - Practicum in Kinesiology (1-3) ● KIN 488 - Internship in Kinesiology (1-3) ● PED 350 - Foundations and Techniques of Coaching (4) ● PSY 308 - Developmental Psychology – Birth Through Adolescence (4) 	<p>Fitness Professional Concentration</p> <hr/> <ul style="list-style-type: none"> ● ATR 385 - Pathology of Injury and Illness (3) ● ATR 410 - Therapeutic Exercise (3) ● BUS 313: Administrative Communication (3) ● FCS 305 - Life Cycle Nutrition (4) ● FCS 315 - Personal, Family, and Community Health (GE) (3) ● KIN 430 - Clinical Exercise Physiology (3) ● KIN 484 - Practicum in Kinesiology (1-3) ● KIN 488 - Internship in Kinesiology (1-3) ● KIN 490 - Special Studies in Kinesiology (1-3) <p>Physical Education and Sport Performance Concentration</p> <hr/> <ul style="list-style-type: none"> ● BUS 313: Administrative Communication (3) ● EDU 302 - Foundations of Education and Learning Theory (3) ● FCS 305 - Life Cycle Nutrition (4) ● FCS 315 - Personal, Family, and Community Health (GE) (3) ● PED 308 - Methods of Teaching Physical Education (3) ● KIN 484 - Practicum in Kinesiology (1-3) ● KIN 488 - Internship in Kinesiology (1-3) ● PED 350 - Foundations and Techniques of Coaching (4) ● PSY 308 - Developmental Psychology – Birth Through Adolescence (4)

Proposal VIII:

<p>Current Descriptions:</p> <p>PED 102 - Selected Activities in Physical Education (GE) (1) Development of fundamental skills through participation in selected activities. (Activity not offered in other courses; to be announced in the schedule.) May be repeated up to a total of 2 units. May have a special fee.</p>	<p>New Descriptions:</p> <p>PED 102 - Selected Activities in Physical Education (GE) (1) Same description.</p> <p>PED 110 - Martial Arts and Self Defense (GE) (1) An introductory course for the general student covering mixed martial arts (Karate/Tae Kwon Do, Jujitsu/Aikido) and Self Defense.</p> <p>PED 112 - Yoga Sculpt (GE) (1) Development of personal fitness through a variety of activities including Yoga, Pilates, core stability ball, light weights, resistance bands, and mat work.</p> <p>PED 114 - Cheerleading (GE) (1) <i>Prerequisite: Consent of instructor.</i></p>
---	--

V. Recorded Department/School Vote:

Please state the number and percentage of department school faculty who voted for the proposal. If other departments are affected, please inform the committee how those departments voted.

The department voted on these proposals on 11/5/14
The vote total was 8-0 in favor of the proposals.

VI. Library Impact:

What new library acquisitions, if any, will be needed to support the proposed changes? (If none, please state that.) Please consult the check off list at the end of the template.

None

VII. Technological Impact:

What additional or new software, hardware, lab space or tech supported space will be needed to support the proposed changes? (If none, please state that.) For hybrid, online or video conferencing proposals, please answer questions at the end of the template.

No additional technical support is needed for these proposals.

VIII. WASC Credit Hour Standards:

As of spring 2013, all courses within the Kinesiology department meet the standards as set by the United States Department of Education with regard to the credit hour definition. Therefore, all Kinesiology courses within these proposals meet the following minimum requirements for direct instructional hours:

- 1 credit hour =750 minutes instructional time
- 2 credit hours=1,500 minutes
- 3 credit hours=2,250 minutes
- 4 credit hours=3000 minutes
- 5 credit hours=3750 minutes

IX. Final Summary: Review course and staffing impact with your College Dean or appropriate administrator.

Total course additions: 0

Total course deletions: 0

Total unit additions: 0

Total unit deletions: 0

Rotation of courses or deletion of sections to accommodate additions: no additions.
Deletions = 1 section of PED 130 and 1 section of PED 160.

Staffing impact/increase or decrease: none

Appendix A: Syllabus_KIN 475: Gross Anatomy



Gross Anatomy-

Neuromusculoskeletal Dissection of the Spine and Extremities

Summer 2015

Section 1 and 2

Course Credit - 3 units

Meeting days: Monday through Thursday	Professor: Leon M. Kugler Ph.D.
Meeting times: Section 1- 7:30-9:40am Section 2- 9:45-11:40am	Phone: Office 619.849.2376 Cell 619.993.1727
Meeting location: Rohr Science 119	E-mail: lkugler@pointloma.edu
Course Dates: May 11 to June 11	Office location: Kinesiology #6
Final Exam: June 11 at course meeting times	Pre-requisite: BIO 130 Human Anatomy and Physiology

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

Through cadaveric dissection of axial and appendicular neuromusculoskeletal structures, biomechanical functions and clinical ramifications are examined critically and prospectively.

COURSE LEARNING OUTCOMES

At the conclusion of this course, students will possess the following:

1. The psychomotor skills to dissect safely, effectively and efficiently.
2. The capacity to palpate, identify, describe the function of the neuromusculoskeletal structures of the axial and appendicular human body
3. The capacity to recognize typical anatomy contracted with anomalous or variant anatomy and to articulate/teach the ramifications of the atypical anatomy on movement and organismic health
4. The wonder of the complexity of the human body as the residence of spirit and soul as designed by God.
5. The satisfaction of collaborating with a team of peer, lab techs and mentor in pursuit and acquisition of knowledge through processes of diligent study, critical thinking and humility.

COURSE CREDIT HOUR INFORMATION

For these 2 sections of the summer only course 2250 minutes are required per week. The course is taught in the first summer session. Minutes met per week equal 450. Minutes required each of the 4 days the course meets per week equals 112.5. Section 1 meets 7:30-9:25 am and Section 2 meets 9:45-11:40am.

COURSE OUTLINE

Course Outline

- Language, Tools and Techniques of Gross Anatomy
 - Directional Terms
 - Tools by use, utility, operator safety and cadaver preservation
 - Daily dissection routine
 - Typical Anatomy and Variations/ Anomalies
- The Back
 - Surface Anatomy
 - Skeleton of the Back
 - Skin Incisions and Flaps
 - Superficial, Intermediate and Deep Muscles and Nerves
 - Vertebral Canal, Spinal Cord and Meninges
- The Upper Limb
 - Surface Anatomy

- Superficial Veins and Cutaneous Nerves
- Skin Incisions and Flaps
- Scapular Region
 - Muscles, Nerves, Skeleton
- Pectoral Region
 - Fasciae, Muscles, Nerves, Skeleton
- Axillary Region
 - Fasciae, Lymphatics, Muscles, Nerves, Skeleton
- Arm and Cubital Fossae
 - Muscles, Nerves, Skeleton
- Flexor Region of the Forearm
 - Superficial/Deep Muscles, Nerves, Skeleton
- Palm of the Hand
 - Tarsal Tunnel, Superficial/Deep Muscles, Nerves, Skeleton
- Extensor Regions of Forearm, Dorsum of Hand
 - Superficial/Deep Muscles, Nerves, Skeleton
- Joints of the Upper Limb
- The Thorax
 - Surface Anatomy
 - Skeleton
 - Pectoral Muscles
 - Intercostal Spaces/Muscles
- The Abdomen
 - Surface Anatomy
 - Superficial Fascia Abdominal Wall
 - Muscles of the Anterolateral Abdominal Wall
- The Pelvis
 - Skeleton
 - Sites of Interface with Spine and Femur
- The Lower Limb
 - Surface Anatomy
 - Superficial Veins and Cutaneous Nerve
 - Anterior Compartment of Thigh
 - Femoral Triangle, Fascia, Muscles, Nerves, Skeleton
 - Medial Compartment of Thigh
 - Fascia, Muscles, Nerves, Skeleton
 - Gluteal Region
 - Fascia, Muscles, Nerves, Skeleton
 - Posterior Compartment of Thigh
 - Popliteal Fossa, Fascia, Muscles, Nerves, Skeleton

- Cruris Skeleton
- Superficial and Deep Posterior Compartments of Cruris
Fascia, Muscles, Nerves, Skeleton
- Lateral Compartment of Cruris
Fascia, Muscles, Nerves, Skeleton
- Anterior Compartment of Cruris
Fascia, Retinaculae, Muscles, Nerves, Skeleton
- Dorsum of Foot
Muscles, Nerves, Skeleton
- Sole of Foot by Layer
Muscles, Nerves, Skeleton
- Joints of Lower Limb

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

- Moore KL, Dalley AF, Agur AMR. Clinically Oriented Anatomy 6th Edition . Philadelphia: Wolter Kluwer; 2010.
- Agur AMR, Dalley AF. Grant’s Atlas of Anatomy 12th Edition. Philadelphia: Wolter Kluwer; 2009.
- Tank PW. Grant’s Dissector 14th Edition. Philadelphia: Wolter Kluwer; 2009.

ASSESSMENT AND GRADING

Note: Clearly define a grading policy to avoid any confusion concerning expectations. It is most helpful if at least two things are present: 1) a point distribution and 2) a grading scale.

<p><u>Sample</u> assignment distribution by percentage:</p> <ul style="list-style-type: none"> · Weekly Quizzes 20% · Lab Practical #1 20% · Lab Practical #2 20% · Lab Practical #2 20% Final Exam 20% 	<p><u>Sample</u> grade scale:</p> <p>A=93-100 C-=70-72 A-=92-90 D+=67-69 B+=87-89 D=63-66 B=83-86 D-=60-62 B-=80-82 F=0-59 C+=77-79 C=73-76</p>
--	--

ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Eclass.

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

FERPA POLICY

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given

information about your progress in this class unless you have designated others to receive it in the “Information Release” section of the student portal. See [Policy Statements](#) in the (undergrad/graduate as appropriate) academic catalog.


FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

Appendix B: Syllabus for ATR 420 – Pharmacology in Sports Medicine

	Department of Kinesiology ATR 420: Pharmacology
FALL 2015	

Instructor: Susan Ganz, PhD, ATC, FMSC

Office Phone: 619-849-2629

Cell Phone: 619-701-2567

Email: sganz@pointloma.edu

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION AND AIM

This course will provide an overview of drug classifications and medical-legal aspects of therapeutic and pharmacological treatments.

This course provides an in-depth study and eventual mastery of the knowledge and skills you will need as a health professional to utilize the appropriate OTC and prescription medication to treat pain, inflammation and other illnesses and disorders. Students will gain a working knowledge of pharmacological principles in athletic training:

<ul style="list-style-type: none"> • OTC's • Indication/contraindication • Side effects of drugs 	<ul style="list-style-type: none"> • Prescription drugs • Pharmacology of drugs
---	---

In the process, you will develop an emerging mastery of the *Educational Competencies* of the NATA's Educational Council (See Appendix D for details on these Competencies in preparation for the Board of Certification Examination for Athletic Trainers)

To be successful in this course, students must synthesize information presented in the lecture and laboratory and apply it to the clinical setting. Specifically, this means that studying for quizzes and tests should involve reviewing and integrating the essential ideas contained in both the lectures and the textbook. Where possible, we will do activities in class or have study sessions to improve your retention. Graded assignments (e.g., tests, quizzes, assessment outlines and review of literature paper) will be used to help students identify, recall, synthesize and apply the key concepts in therapeutic modalities and pharmacology.

STUDENT LEARNING OUTCOMES

Upon completing this course, you will be able to:

- Describe and understand the indications, contraindications, precautions, and adverse reactions of medications commonly used to treat athletes.
- Explain the general therapeutic strategy, including drug categories used for treatment, desired treatment outcomes, and typical duration of treatment for various diseases and conditions.
- Identify the common methods used to administer medication and their advantages and disadvantages.
- Explain the concepts related to bioavailability, half-life, and bioequivalence (including the relationship between generic and brand name drugs) and their relevance to the patient, the choice of medication, and the dosing schedule.
- Review and adhere to a policies-and-procedures manual as it relates to medications.
- Understand the laws, regulations, and procedures that govern storage, transportation, dispensation, and recording prescription and nonprescription medications.

- Recognize the signs of drug abuse/dependency and explain the proper approach to intervention and referral

CREDIT HOUR INFORMATION: In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 1 unit class delivered over 5 weeks.

Example: It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their course work. The time expectations for this course are shown below:

Assignments	Total Hrs
Reading & Videos	12
Online Participation in forums, groups, etc	8
Web assignments	5
Journals	2
Group Projects	6.5
Exams & Quizzes	4
Total	37.5

REQUIRED TEXTS AND RECOMMENDED RESOURCES

Textbook:

Websites:

- Center for Disease Control: [www.cdc.gov]
- Drug Free Sport [www.drugfreesport.com]
- Food and Drug Administration:[www.fda.gov]
- MEDLINEplus website:[<http://medlineplus.gov>]

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

ASSESSMENT AND GRADING

Your grades will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the feedback provided in the gradebook as these comments are intended to help you improve your work. Final grades will be posted within ten days of the end of the class. Multiple measures of evaluation are used in the course, allowing students opportunities to demonstrate their learning in more than one way, and giving consideration to individual learning styles. Course components that will be evaluated include:

Discussion Boards:

Students will participate in online discussions with classmates to expand upon the topics raised during the week from the videos and readings. You will have the opportunity, via the Discussion Boards, to interact with your fellow students and with me and to discuss topics of interest to you. You are invited to become engaged with others in this class as you debate issues raised in the questions, examine and analyze case studies related to the content, and respond to the comments of your classmates.

For each Discussion Board topic, you will be required to post one response of your own and to post one reply to a classmate's response. Thus, you must respond at least twice to each Discussion Board topic on canvas. Your response to a classmate's post may include one or more of the following:

- Ask a probing question
- Share an insight from having read your classmate's post

- Offer and provide evidence to support an opinion
- Validate a classmate's idea with reference to your own experiences
- Make a suggestion for improvement
- Expand on your classmate's post.

To receive full credit for your participation, your posts **MUST** also be **MADE IN A TIMELY WAY**. Specifically, this means that you must post a response during the week after we first encounter a new chapter or topic. Discussions represent 30% of the overall course grade.

Web Assignments:

Each week you will be given specific organization to look up on the web with scenarios included that you will complete. Web assignments represent 12% of the overall course grade.

NATA Position Statement Discussion Questions:

You will be assigned four NATA position statements to read and complete discussion questions related to each article. Discussion questions will represent of the overall grade

Journal Article Review:

You will be asked to find an article on specific topics. The article will contain important findings or conclusions relative to current topics discussed in lecture. The reviews should be 1-2 pages in length (double spaced, 12 pt. font, Times New Roman or equivalent). Journal article reviews should include the following information:

<ul style="list-style-type: none"> · Purpose · Hypothesis · Purpose · Methods · Results · Conclusions 	<ul style="list-style-type: none"> · what were the significant findings and implications · Strengths and weakness of the article · Would you recommend this article
---	--

Journals represent 9% of overall course grade

Pharmacology project:

With a partner you will be assigned specific over-the-counter medications (OTC). You will compare and contrast brand name and store name medications for each drug. A detailed guideline will be provided. Pharmacology project represents 8% of overall course grade.

Group Project - Service Announcement:

Students will be assigned to groups and given a specific prescription or over-the-counter analgesic medication. After reading the article by the FDA " A guide to safe use of pain medication", students will create a service announcement video on safety guidelines for their particular medication. The video should include: How that medication works as an analgesic; dosage; Indications/contraindications, active ingredients and misuse/abuse of drug.

Resources: Smart Phone App - Epocrates, Website - www.fda.gov. Submission of assignment: Video needs to be uploaded onto youtube and the link sent to the professor. Group project represents 8% of overall course grade.

Quizzes

The quizzes will be designed to test the students' comprehension of the material presented via lectures and independent studying of the textbook. Questions will include: multiple choice, fill in the blank, matching, true/false, short answer, and essay formats. Quizzes represent 18% of overall course grade.

Final Exam

The final exam will be cumulative and summative. Information from the entire semester will be tested. Final exam represents 15% of overall course grade.

ATTENDANCE

Regular and punctual attendance is considered essential to optimum academic achievement. As a student in this course, you will have a minimum attendance requirement of three days each week. This means you will need to log into Canvas and post an assignment or response on at least three days in each week. Any day missed below this minimum requirement will count as an absence. Students may be dropped from the course if two such absences are recorded during the class and will be dropped if four such absences occur or if a student fails to attend class in any given week.

INCOMPLETE AND LATE ASSIGNMENTS

All assignments are to be submitted by the due dates posted. There will be a 10% reduction of possible points for each day an assignment is late. If missing assignments result in the your failure to meet learning outcomes, this instructor may give up to a letter grade reduction on the

final grade in addition to the loss of points for missing work. No assignments will be accepted after midnight on Sunday night, the last day of class.

While there are due dates for weekly assignments, you are welcome to post your work earlier in the week. In our discussions, late work means that others may not have the opportunity to respond to your comments. It also means that you will not have the benefit of as much interaction with other students as you will have if your assignment is posted on time. If you know you will be away on the day your assignment is due, please post your work before you leave.

Assignments will be considered late if posted after midnight Pacific Standard Time on the day they are due.

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the result of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. An instructor who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal using the procedure in the university catalog. See [Academic Policies](#) for further information.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At PLNU, students must request academic accommodations by filing documentation with the [Disability Resource Center \(DRC\)](#) located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student.

SPIRITUAL CARE

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. You'll find faith integration activities throughout this course. In addition, there are resources for your Christian faith journey available on the [Graduate Student Life](#) webpage.

FERPA POLICY

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This course will meet the federal requirements by posting grades and returning assignments via the Canvas gradebook. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the “Information Release” section of the student portal.

ACTIVE LEARNING AND EVIDENCE BASED MEDICINE

Your active participation in this class will be required. You will be responsible for your own learning by reviewing class material before and after class. I will guide you in this process; however, in the end the onus of learning will be your responsibility. Become intrinsically motivated to improve yourself and your understanding of prescription and OTC medication and application of; if you do this you will succeed every time.

Here are some KEYS to success:

- EFFORT (Work hard)
- APPROACH (Work smart)
- ATTITUDE (Think positively)

Evidence based medicine (EBM) is the integration of clinically relevant research, clinical skills and experience, and patient preferences and values (Sackett et al 2000). The increased awareness and focus on the practice of Evidence Based Medicine comes from our daily need for valid information about diagnosis, prognosis, therapy, and prevention. We want to ask local questions about the effectiveness of therapeutic modalities and design ways to find answers. The EBM portion of this course is designed so students can explore therapeutic modalities commonly used in the athletic training setting and determine what evidence is available to support their current uses.

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* information located in the [Important Course Information](#) Module.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

COURSE REQUIREMENTS

**Please Note: The PLNU Catalog states that 1 semester unit represents an hour of class per week, and 2 hours of preparation are normal for each hour of class. Therefore, if you spend about 6 hrs per week outside of class in preparation, you will significantly increase your chances of doing well!*

ASSIGNMENTS AT-A-GLANCE

The table below lists our assignments and their due dates. Click on any assignment to review it.

Appendix C: ATR 102L - Risk Management and Emergency Response Skills Laboratory

Fall 2015

Meeting days: Mondays	Instructor: Nicole Cosby, PhD, ATC
Meeting times:	Office phone: 1-619-849-2901
Meeting location:	E-mail: nicolecosby@pointloma.edu
Any additional info:	Office hrs:
Final Exam:	Canvas Login: canvas.pointloma.edu

COURSE DESCRIPTION and AIM

This course aims to provide you with clinical practice eventual mastery of the emergency based skills that you will need as a health professional to perform treatment in emergency situations. Students will be prepared to act as first responders in health related situations and be prepared with the following skills:

Cardiopulmonary Resuscitation

Spine Boarding

Emergency Airway Care

Oxygen Administration

First Aid Care

In the process, you will develop an emerging mastery of the Educational Competencies of the NATA's Educational Council (See Appendix D for details on these Competencies in preparation for the Board of Certification Examination for Athletic Trainers)

To be successful in this course, students must synthesize information presented in the lecture and laboratory and apply it to the clinical setting. Specifically, this means that studying for quizzes and tests should involve reviewing and integrating the essential ideas contained in both the lectures and the textbook. Where possible, we will do activities in class or have study sessions to improve your retention. Graded assignments (e.g., tests, quizzes, and group projects) will be used to help students identify, recall, synthesize and apply the key concepts in risk management and emergency response

STUDENT LEARNING OUTCOMES

Upon completing this course, you should be able to:

1. Students will be able to perform a physical assessment on an (un)conscious patient in an emergency situation
2. Students will be able to recognize the need to apply supplemental oxygen in an emergency situation
 - a. Students will be able to determine which delivery device to use based on patient's level of responsiveness
3. Student will be able to recognize the signs and symptoms associated with cardiac arrest
 - a. Students will be able to determine treatment regime based on the patients levels of responsiveness
4. Student will be able to perform CPR on a patient in need
5. Students will be able to assess patients with head injury and determine what treatment is necessary during their assessment.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of this course, students with disabilities may require academic accommodations. To request academic accommodations, you'll need to file documentation with the [Disability Resource Center \(DRC\)](#), located in the Bond Academic Center. Once documentation is filed, the DRC will contact your instructors and provide written recommendations for reasonable and appropriate accommodation to meet your needs. If you have questions or would like to discuss those or any learning problems, please feel free to contact me. See [Academic Policies](#) for full text.

FERPA POLICY

As a student at Point Loma, you have a legal right to privacy as outlined in the federal FERPA (Family Educational Rights and Privacy Act) legislation. If I post grades or return assignments, I'll do so in a way that does not publically reveal your name, PLNU student ID, or social security number without your written permission. See [Policy Statements](#) for full text.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

USE OF TECHNOLOGY

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. In this course, we will rely on Canvas for accessing course materials, submitting assignments, and collaborating in discussion boards and blogs. We will also use cell phone polling when it enhances our in-class activities. You'll want to make sure you are comfortable with these tools, so take advantage of our computer LabTechs to answer questions and help you with any technology issues. You may also call the Help Desk at x2222.

You are welcome to bring your laptop, iPad, and/or cell phone to class—but please make sure you use them appropriately and responsibly. *If a tech tool becomes a distraction or disruption while class is in session, I will ask you to put it away or invite you to no longer bring it to class.*

ACADEMIC DISHONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated in the university catalog, "Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course." See [Academic Policies](#) for full text.

ACTIVE LEARNING AND EVIDENCE BASED MEDICINE

Active Learning

Your active participation in this class will be required. You will be responsible for your own learning by reviewing class material before and after class. I will guide you in this process; however, in the end the onus of learning will be your responsibility. **Become intrinsically motivated to improve yourself and your understanding of therapeutic modality treatments and techniques**; if you do this you will succeed every time.

Here are some KEYS to success:

- o EFFORT (Work hard)
- o APPROACH (Work smart)
- o ATTITUDE (Think positively)

Evidence Based Medicine

Evidence based medicine (EBM) is the integration of clinically relevant research, clinical skills and experience, and patient preferences and values (Sackett et al 2000). The increased awareness **and focus on the practice of Evidence Based Medicine comes from our daily need for valid information about diagnosis, prognosis, therapy, and prevention.** We want to ask local questions about the effectiveness of therapeutic modalities and design ways to find

answers. The EBM portion of this course is designed so students can explore therapeutic modalities commonly used in the athletic training setting and determine what evidence is available to support their current uses.

COURSE REQUIREMENTS

**Please Note: The PLNU Catalog states that 1 semester unit represents an hour of class per week, and 2 hours of preparation are normal for each hour of class. Therefore, if you spend about 2 hrs per week outside of class in preparation, you will significantly increase your chances of doing well!*

Course Assignments

A. Group Project (100 points each)

Students will be split up into groups of three. Each group will be assigned 3-4 skill(s) sections to cover. This project should include video which includes:

(1) step by step instructions on how to perform their assigned skill(s); (one student will read the script as the other students are performing the task)

(2) each student in the group MUST participate and contribute to the performance of the skill(s) and/or the writing of the script

(3) Within each skill video please provide safety tips and/or precautions that first responders should take prior to performing skill or encountering a patient.

Please perform your assigned skill(s) as if you were trying to sell your video to online buyers. Once you have your videos complete please insert your videos and/or still shots into windows movie maker (pc) or iMovie (mac).

ONE STUDENT IN EACH GROUP MUST CREATE A YOUTUBE ACCOUNT AND UPLOAD THE VIDEO TO YOUTUBE. THIS LINK MUST BE SENT TO THE PROFESSOR BY THE DUE DATE (please see course schedule for due dates).

B. Individual Skills (15@15 pts each)

These skills are designed to test the student's practical knowledge of the material. In order to participate in hands-on work and labs students should dress in or bring a change of comfortable clothes to class. Please do not wear excessive make-up or jewelry. A pocket mask and gloves to are required to participate in skill practice testing and in class labs. These materials will be provided by the professor.

Course Exams

Lab Practicals (5@50 points each)

The exam will be comprised practical skills testing.

ASSESSMENT AND GRADING

A. Group Project	100
B. Individual Skills	225
C. Lab Practicals (5@50 pts each)	250
TOTAL	575

All assignments are due at the beginning of the class period in which they were assigned. Classes missed due to athletic events, planned family functions or athletic training assignments must be planned and arranged with the professor before class.

NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), you have responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university), not the instructor.

Course Outline

Date	Lab Topic	Due
Week 1	Glove Removal/Initial Assessment	
Week 2	Physical Examination/SAMPLE	
Week 3	Blood Pressure	
Week 4	Rescue Breathing	
Week 5	Rescue Breathing	
Week 6	Oxygen Admin	
Week 7	CPR	
Week 8	CPR	
Week 9	CPR	

Week 10	CPR/AED	
Week 11	Choking	
Week 12	Choking	
Week 13	Lifting and Moving Patients	
Week 14	Spine Boarding/Splinting	
Week 15	Spine Boarding/Splinting	