Code # 2016G\_NHP24

**New Course Proposal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

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| --- |
| **New Course or**  **Experimental Course (1-time offering) (Check one box)**  *Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.* |

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| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8/30/2016 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8/30/2016 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Susan Hanrahan, PhD, Dean

hanrahan@astate.edu

870-972-3112

2. Proposed Starting Term and Bulletin Year

Spring 2019

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

AT 6803

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Psychology of Sport and Injury

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Through the usage of both real and hypothetical case studies, the course will examine the field of sport/performance psychology and its role in the broader field of sports medicine.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? No
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. Is this course restricted to a specific major? Yes
   1. If yes, which major? Masters in Athletic Training

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Enter text...

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

standard letter

10. Is this course dual listed (undergraduate/graduate)?

No

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

1. If yes, please list the prefix and course number of cross listed course.

Enter text...

1. Are these courses offered for equivalent credit? Choose an item.

Please explain. Enter text...

12. Is this course in support of a new program? Yes

a. If yes, what program?

Masters in Athletic Training

13. Does this course replace a course being deleted? No

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? No

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? Yes

*If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Reading** |
| Week 1 | Introduction | 1 |
| Week 2 | Sociocultural aspects of injury | 2 |
| Week 3 | Psychosocial antecedents to injury | 3 |
| Week 4 | Emotional response to injury | 4 |
| Week 5 | Communication and athlete education skills for the AT | 5 |
| Week 6 | Identification of Psychosocial distress | 6 |
| Week 7 | Overview of Pain | 7 |
| Week 8 | Psychosocial aspects of rehabilitation | 8 |
| Week 9 | Social Support | 9 |
| Week 10 | Psychosocial strategies Application | 10 |
| Week 11 | Return to Play | 11 |
| Week 12 | Case Study application |  |
| Week 13 | Case Study application |  |
| Week 14 | Athlete Project Presentation |  |
|  |  |  |

Enter text...

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Lecture based course

19. Department staffing and classroom/lab resources

See new program proposal.

1. Will this require additional faculty, supplies, etc.?

Enter text...

20. Does this course require course fees? No

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Upon completion of this course students will possess basic knowledge of mental health conditions and illness as well as learn specific psychosocial strategies to manage stress and injury to prepare the athletic training student for the profession. This course will meet the psychosocial competencies as outlined by the accrediting body.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The course contains educational competencies that are required to be met by the Commission on Accreditation of Athletic Training Education.

c. Student population served.

Graduate students admitted to the Masters in Athletic Training program

d. Rationale for the level of the course (lower, upper, or graduate).

Graduate- The proposed athletic training program is a Master in Athletic Training.

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| --- | --- | --- |
| * 1. Global Awareness | * 1. Thinking Critically | * 1. Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**Masters in Athletic Training Program Outcomes**

Students will be able to:

1. Critique research in athletic training and related disciplines as a basis for application to clinical practice.
2. Demonstrate evidence based clinical practice and decision‐making in providing athletic training services
3. Critically analyze, interpret and apply the results of published research and apply the findings to profession practice.
4. Synthesize the principles of biomechanics, anatomy, and neurology to develop therapeutic interventions.
5. Demonstrate the importance of ethical decision-making in patient care decisions.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | Critique research in athletic training and related disciplines as a basis for application to clinical practice. |
| Assessment Measure | Class participation, quizzes, review paper, final exam |
| Assessment Timetable | spring- end of semester |
| Who is responsible for assessing and reporting on the results? | Program Director |
| **Program-Level Outcome 2 (from question #23)** | Demonstrate evidence based clinical practice and decision‐making in providing athletic training services |
| Assessment Measure | Class participation, quizzes, review paper, final exam |
| Assessment Timetable | spring- end of semester |
| Who is responsible for assessing and reporting on the results? | Program Director |
| **Program-Level Outcome 3 (from question #23)** | Critically analyze, interpret and apply the results of published research and apply the findings to profession practice. |
| Assessment Measure | Class participation, quizzes, review paper, final exam |
| Assessment Timetable | spring- end of semester |
| Who is responsible for assessing and reporting on the results? | Program Director |
| **Program-Level Outcome 4 (from question #23)** | Synthesize the principles of biomechanics, anatomy, and neurology to develop therapeutic interventions |
| Assessment Measure | Class participation, quizzes, review paper, final exam |
| Assessment Timetable | spring- end of semester |
| Who is responsible for assessing and reporting on the results? | Program Director |
| **Program-Level Outcome 5 (from question #23)** | Demonstrate the importance of ethical decision-making in patient care decisions. |
| Assessment Measure | Class participation, quizzes, review paper, final exam |
| Assessment Timetable | spring- end of semester |
| Who is responsible for assessing and reporting on the results? | Program Director |

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

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| --- | --- |
| **Outcome 1** | Describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, and patient and social environment interactions as they affect patient interactions |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 2** | Explain the theoretical background of psychological and emotional responses to injury and forced inactivity (eg, cognitive appraisal model, stress response model). |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 3** | Describe how psychosocial considerations affect clinical decision-making related to return to activity or participation (eg, motivation, confidence). |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 4** | Summarize and demonstrate the basic processes of effective interpersonal and cross-cultural communication as it relates to interactions with patients and others involved in the healthcare of the patient |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 5** | Summarize contemporary theory regarding educating patients of all ages and cultural backgrounds to effect behavioral change. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 6** | Explain the importance of educating patients, parents/guardians, and others regarding the condition in order to enhance the psychological and emotional well-being of the patient |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 7** | Describe the psychological techniques (eg, goal setting, imagery, positive self-talk, relaxation/anxiety reduction) that the athletic trainer can use to motivate the patient during injury rehabilitation and return to activity processes |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 8** | Describe psychological interventions (eg, goal setting, motivational techniques) that are used to facilitate a patient’s physical, psychological, and return to activity needs. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 9** | Describe the psychosocial factors that affect persistent pain sensation and perception (eg, emotional state, locus of control, psychodynamic issues, sociocultural factors, personal values and beliefs) and identify multidisciplinary approaches for assisting patients with persistent pain. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 10** | Explain the impact of sociocultural issues that influence the nature and quality of healthcare received (eg, cultural competence, access to appropriate healthcare providers, uninsured/underinsured patients, insurance) and formulate and implement strategies to maximize client/patient outcomes. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 11** | Describe the role of various mental healthcare providers (eg, psychiatrists, psychologists, counselors, social workers) that may comprise a mental health referral network |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 12** | Identify and refer clients/patients in need of mental healthcare |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 13** | Identify and describe the basic signs and symptoms of mental health disorders (eg, psychosis, neurosis; sub-clinical mood disturbances (eg, depression, anxiety); and personal/social conflict (eg, adjustment to injury, family problems, academic or emotional stress, personal assault or abuse, sexual assault or harassment) that may indicate the need for referral to a mental healthcare professional |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 14** | Describe the psychological and sociocultural factors associated with common eating disorders |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 15** | Identify the symptoms and clinical signs of substance misuse/abuse, the psychological and sociocultural factors associated with such misuse/abuse, its impact on an individual’s health and physical performance, and the need for proper referral to a healthcare professional |
| Which learning activities are responsible for this outcome? | Lectures and assignments |

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| --- | --- |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 16** | Formulate a referral for an individual with a suspected mental health or substance abuse problem |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 17** | Describe the psychological and emotional responses to a catastrophic event, the potential need for a psychological intervention and a referral plan for all parties affected by the event. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |
| **Outcome 18** | Provide appropriate education regarding the condition and plan of care to the patient and appropriately discuss with others as needed and as appropriate to protect patient privacy |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | assignments, review paper final exam. 80% or better must be achieved |

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

Paste bulletin pages here...