



COURSE CHANGE PROPOSAL

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

CCP

INSTRUCTIONS: This form is used to make changes to a course number, title, 4-letter designator, credit hours, pre- or co-requisites, description, delivery location or delivery method, or to delete a course. If the change affects the interests of another unit or campus, letters of concurrence from those units must be attached. The form is available online at www.sc.edu/provost/acadprog.

Date: 8/25/2011

Campus: USC-Columbia College/School: Education

Department (if applicable): Physical Ed & Athletic Training

Undergraduate Graduate

OLD COURSE INFORMATION

Course Designation: PEDU 348 L
4-letter Designator Prefix Course Number Suffix

Credit Hours: 1 Variable Fixed # Times Course Can Be Taken: _____

Course Title: Evaluation of Injuries Lab

Cross-listed with which course? _____
4-letter Designator Prefix Course Number Suffix

Course Prerequisites/Corequisites: Coreq: PEDU 348

Course Delivery Location: USC Campus Off-Campus site
(If an off-campus delivery change is being requested, attach a completed Off-Campus Delivery (OCD) form)

Course Delivery Method: Traditional Delivery Distance Technology Delivery (streaming video, web-based, CD/DVD)
(If distance technology delivery is being requested, attach a completed Distance Education Delivery (DED) form.)

Proposed Effective Term for change to database/bulletin:

Year: 2012 Fall Spring May Session Summer I Summer II

PROPOSED CHANGE

Delete Course: Effective Term Year: _____ Fall Spring May Session Summer I Summer II

Change Course Title to: Evaluation and Assessment of Lower Extremity Injuries Lab

Change Course Designator to: _____

Change Course Number to: _____

Change Credit Hours to: _____

Change Prerequisites/Corequisites to: Prereq: PEDU 266; Coreq: PEDU 348

Change Course Description/Content *(Please attach a completed two-column Bulletin Change Form.)*

Add or Change Delivery Location *(Please attach a completed Off-Campus Delivery (OCD) Form.)*

Add or Change Delivery Method to Distance Education *(Please attach a completed Distance Education Delivery (DED) Form.)*

Other Change (Specify): _____

IMPACT ON OTHER ACADEMIC UNITS & CAMPUSES

Does the proposed course affect the curriculum, students or academic interest of any other unit at USC Columbia or on a USC Regional Campus? Yes No

Identify which unit(s)/campus(es) _____

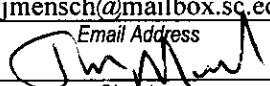
(If yes, please attach letters of concurrence from relevant units and/or the Office of System Affairs.)


REQUIRED ATTACHMENTS (The following documents must be attached to this form before submission)

- Course syllabi (Provide old syllabus and changed syllabus)
- "Before" and "After" bulletin description on two-column Bulletin Change Form (BCH)
- Justification Form (JUS)
- Letters of concurrence (if appropriate)

CONTACT INFORMATION


Contact Person:

 Jim Mensch
Print name
 jmensch@mailbox.sc.edu
Email Address

Signature

 At Program Director
Title
 777-3846
Phone Number

Date

REQUIRED APPROVALS

Department Chair:

~~_____~~ *Linda M. Niles (Charles)*  _____
Print name Signature Date *09/01/11*

Email Address Phone Number

Academic Dean:

Print name Signature Date

Email Address Phone Number

FacSenate Cours&Curric/
 Dean of the Graduate
 School (as appropriate)

Print name Signature Date

Email Address Phone Number

Date of Faculty Governance Approval (if appropriate) Graduate Council Faculty Senate



BULLETIN CHANGE FORM

BCH

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

INSTRUCTIONS: Please attach the proposed language changes exactly as they are to appear in the Bulletin. A two-column format showing both the old wording (left column) and the new wording (right column) is required. This form is available online at www.sc.edu/provost/acadprog.

Date: 8/25/2011

Campus: USC--Columbia College/School: Education

Department (if applicable): Physical Ed & Athletic Training

Proposed Effective Term for change to database/bulletin:

Year: 2012 Fall Spring May Session Summer I Summer II

Bulletin Version: Graduate Undergraduate

Internet or web link to Bulletin Entry: http://bulletin.sc.edu/preview_program.php?catoid=36&poide

CURRENT BULLETIN LANGUAGE

(text to be deleted in new version show as ~~strikethrough~~)

Please note that text should be formatted in Word to show strikethrough. Then, cut and paste the text into the space below.

NEW LANGUAGE OR PROPOSED CHANGE TO BULLETIN

(new text shown as underlined)

~~PEDU 348L - Evaluation of Injuries I Lab~~

~~Provides knowledge and skills for orthopedic/physical assessment of common injuries to the spine and lower body. Restricted to athletic training majors.~~

~~Corequisite: PEDU 348~~

PEDU 348L-Evaluation and Assessment of Lower Extremity Injuries Lab

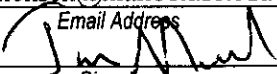
Provides a laboratory setting to enhance knowledge and skills for orthopedic/physical assessment of common injuries to the lower extremities. Study of the lower extremities as they relate to the prevention, recognition, evaluation and assessment, immediate care, and treatment, rehabilitation and reconditioning of injuries and illnesses to athletes and others engaged in physical activity.


Prereq: PEDU 266

Coreq: PEDU 348

CONTACT INFORMATION

Contact Person:

Jim Mensch
Print name
jmensch@mailbox.sc.edu
Email Address

Signature

At Program Director
Title
777-3846
Phone Number

Date

REQUIRED APPROVALS *(for Bulletin Changes not associated with an academic program or curriculum)*

Office for Authority for

Bulletin Section:

Print name
Email Address

Signature
Phone Number

Date



JUSTIFICATION FORM

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

JUS

INSTRUCTIONS: Please attach a statement explaining the justification for the proposed program or course action. This form is available online at www.sc.edu/provost/acadprog.

Date: 8/25/2011

Campus: USC-Columbia College/School: Education

Department (if applicable): Physical Ed & Athletic Training

Undergraduate

Graduate

The athletic training education program is changing its sequence of the 3-courses offered in evaluation and assessment of athletic injuries (PEDU 348,349,350). We are adding a third evaluation course to cover all the content associated with head, neck, spin, abdomen and upper extremity injuries. In all of the evaluation and assessment classes there will be a corresponding lab class. We need to make sure that the current description of content for all the lab courses match the content to be covered, since we now have 3 lab courses, instead of 2. Some of the content from the two labs was an overlap and can now be covered better in the new lab course (PEDU 350L). The new course description of PEDU 348L now accurately reflects the content that needs to be covered as outlined by CAATE and the evaluation and assessment education domain. The change in title will also help students, prospective students, and academic advisors better understand and advise on the three course sequence.

University of South Carolina
Evaluation and Assessment of Lower Extremity Injuries Lab
PEDU 348L – Fall 2011

Instructor: Dawn M. Minton ATC, SCAT
Office: Blatt PE Center Room 216B
Office Hours: Monday 8:00am -10:00am, Tuesday 10:00am-11:00am, or by appointment
Email: dawn.minton@my.athens.edu
Phone: 256-506-7771
Course Info: (1) credit hour
Time: Tuesdays 8:00am - 9:50am
Location: Blatt PE Center, Room 217

COURSE DESCRIPTION:

Provides knowledge and skills for orthopedic/physical assessment of common injuries to the lower body. Study of the lower extremities as they relate to the prevention; recognition, evaluation and assessment; immediate care; and treatment, rehabilitation and reconditioning of injuries and illnesses to athletes and others engaged in physical activity. Prereq: PEDU 266; Coreq: PEDU 348

REQUIRED TEXT:

- Kendall F, McCreary E. *Muscle Testing and Function*. 5th ed. Baltimore, MD: Williams & Wilkins; 2001.
- Norkin C, White DJ. *Measurement of Joint Motion: A Guide to Goniometry*. 3rd ed. Philadelphia, PA: FA Davis; 1994.
- Magee DJ. *Orthopedic Physical Assessment*. 5th Ed. St. Louis, Missouri: Saunders Elsevier. 2008.
- Konin JG, Wiksten DL, Isear JA, Brader H. *Special Test for Orthopedic Examination*. 3rd Ed. Thorofare, NJ: Slack Inc. 2006.

OPTIONAL TEXT:

- Hoppenfeld S. *Physical Examination of the Spine and Extremities*. Appleton-Century-Croft. 1976.

COURSE OBJECTIVES:

The goal of this course is to assist the athletic training student in developing a clear understanding of all components of injuries to the spine and lower extremities. With this knowledge, he/she will be able to conduct evaluations of lower extremity injuries and arrive at clinical diagnoses related to these areas. In addition, he/she will be able to design treatment and rehabilitation protocols for injuries to the lower extremity. Upon completion of the course, students will be able to:

- ATS will be able to apply their mastery of the cognitive, affective, and psychomotor competencies as listed in the teaching objectives of the 4th Edition of the NATA Athletic Training Education Competencies for assessment, clinical diagnosis and management. All educational competencies can be found on the Blackboard site for this course.
- Identify common risk factors and causes of injuries for child, adult, and aging populations.
- Identify common athletic injuries to each lower extremity body part and potential mechanisms for those injuries.
- Identify relationships between signs and symptoms and injury pathologies.
- Identify presented signs and symptoms as either warranting referral to a physician or not.
- Apply commonly accepted techniques and procedures for clinical evaluation of common injuries including (a) history, (b) inspection, (c) palpation, (d) functional testing (range of motion testing, ligamentous/capsular stress testing, manual muscle testing, sensory and motor neurological testing, posture, etc.) and (e) special evaluation techniques (including gait evaluation).
- Identify disabilities, functional limitations and their underlying impairments as part of the examination process.

- Distinguish between primary, cortical and discriminatory forms of sensation.
- Based on a functional assessment and evaluative findings, ATS will formulate a differential diagnosis for a patient's condition.
- Modify an evaluation relative to the circumstances, selecting only necessary features.
- Differentiates the use of diagnostic tests based on their applicability in the assessment of an injury or illness when prescribed by a physician.
- Demonstrate appropriate and accurate medical record keeping strategies.
- Communicate effectively using language appropriate to the situation and audience.
- Apply best evidence to determine the best examination techniques.
- Demonstrate proper diagnosis of the patient's condition and determine and apply immediate treatment and/or referral in the management of the condition.

FORMAT

Classes will consist of an interactive format that consists of structured activities, small and large group discussions/assignments, and in-class presentations.

COMMUNICATION

All students are required to have an active email address and to obtain a Blackboard account for this course. Announcements will be posted via Blackboard and it would be prudent for you to check this site daily. At times assignments and quizzes may be posted on Blackboard for electronic delivery.

ACADEMIC MISCONDUCT

Each student in the class is expected to adhere to the highest standards of academic honesty. Cheating and plagiarism violate the rules of the university and the ethical standards of members in physical education and allied health professions. Violations of the university's rules regarding academic dishonesty can lead to a failing grade in the course and expulsion from the University. Students may view the Student Academic Responsibilities document online at <http://www.sc.edu/policies/staf/staf625.html>. Students must follow the Honor Code for the University of South Carolina. More information can be found at www.sc.edu/academicintegrity.

This **Honor Code** is intended to prohibit all forms of academic dishonesty and should be interpreted broadly to carry out that purpose. The following examples illustrate conduct that violates this Honor Code, but this list is not intended to be an exhaustive compilation of conduct prohibited by the Honor Code:

- Giving or receiving unauthorized assistance, or attempting to give or receive such assistance, in connection with the performance of any academic work.
- Unauthorized use of materials or information of any type or the unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.
- Access to the contents of any test or examination or the purchase, sale, or theft of any test or examination prior to its administration.
- Use of another person's work or ideas without proper acknowledgment of source.
- Intentional misrepresentation by word or action of any situation of fact, or intentional omission of material fact, so as to mislead any person in connection with any academic work (including, without limitation, the scheduling, completion, performance, or submission of any such work).
- Offering or giving any favor or thing of value for the purpose of influencing improperly a grade or other evaluation of a student in an academic program.
- Conduct intended to interfere with an instructor's ability to evaluate accurately a student's competency or performance in an academic program.

Whenever a student is uncertain as to whether conduct would violate this Honor Code, it is the responsibility of the student to seek clarification from the appropriate faculty member or instructor of record prior to engaging in such conduct.

DESCRIPTION OF ASSIGNMENTS, EXAMS, AND GRADING POLICY

The final grade will be determined by your performance in all activities throughout the course. Grades will be based upon two (2) oral practical examinations and one (1) comprehensive oral practical exam, demonstration of proficiency on clinical skills [as evaluated by an ACI in the lab and by Clinical Scenarios], class participation, quizzes, and a final project.

Course Evaluation

Competency Assessment	P/F
Class Participation	P/F
Clinical Scenarios	250 Points (5 @ 50 points each)
Quizzes	50 Points (5 @ 10 points each)
Project	200 Points
Oral Practical Exams (2)	300 Points (2 @ 150 points each)
Final Oral Practical Exam	200 points
Total Points	1000 Points

Letter grades will be assigned on the following scale:

93-100%	A	78-79	C+	60-67%	D
88-92%	B+	70-77%	C	59 ↓	F
80-87%	B	68-69%	D+		

Clinical Scenarios

Students are required to show competency in skills through clinical scenarios completed under the direct supervision of their Approved Clinical Instructor (ACI). Students must score a 1 (Demonstrates COMPETENCE at entry-level) or a 2 (Performed ABOVE entry-level). If you score a 0 (Not Competent) the student will need to be retested with the ACI. Scenarios will NOT be accepted past the DUE DATE.

Quizzes

There will be five (5) quizzes worth ten (10) points each throughout the course. Each quiz will be announced at least one (1) week in advance.

Project

Students are required to complete a project. Details regarding this project will be given later in the semester. The project is due **Tuesday, December 1, 2009**.

Exams/Final Exam

Three (3) oral practical exams will be given and all exams will involve detailed explanation and application of cognitive, psychomotor, and clinical competencies. Details on the format of the exams will be given during the course of the semester. The final **comprehensive** oral practical exam will be given at the end of the semester.

ADMINISTRATIVE COURSE REQUIREMENTS

Class Attendance

According to the University attendance policy, "*students are obligated to complete all assigned work promptly, to attend class regularly, and to participate in whatever class discussions may occur. Absence from more than 10 percent of the scheduled class sessions...is excessive and the instructor may choose to exact a grade penalty for such absences.*" Furthermore, this course attendance policy states that three tardies equals one absence. Absences exceeding 10% (3) of class meetings will result in the student's grade being lowered by one letter grade. If absences exceed 20%, the instructor may request the student withdraw from class. Students who miss a class, whether excused or unexcused, will be responsible for any assignments, quizzes, exams or other material covered on that day. Students who are traveling with a sport and will miss class must notify the instructor prior to missing.

Withdrawals and Incompletes

1. **August 26, 2009** is the last day to change or drop a course without a grade of "W" recorded.
2. **October 1, 2009** is the last day to withdraw from the course without receiving a "WF". No withdrawals will be signed after that date.
3. **It is the student's responsibility** to properly process withdrawals. Students who fail to process withdrawals or who process them after the time that grade report sheets are printed, will receive a grade of F on the official grade sheet.
4. Incomplete (I) grades will be given only in extenuating circumstances and **never** as a replacement for a failing or substandard grade. Any student requesting an incomplete grade must see the instructor, Dr. Toni Torres-McGehee for approval and for additional rules governing incomplete grades.

Required Documentation for Excused Absences

Generally, documentation must be submitted to instructor within **ONE WEEK** of absence. See the "Absence Form" for specific information.

- **Funerals**: will be excused when provided with an obituary or prayer card. (P. I-17 of catalog)
- **Illness**: will be excused by a doctor's completion of the attached form. Medical excuses provided by a parent or other family member are **NOT** acceptable. Additionally, a physician who is also a member of the family (i.e., parent, step-parent, sibling, aunt/uncle, and grandparent) may **NOT** complete the form for the student.
- **University Sponsored Events, Military Obligation, and Religious Holidays**: documentation must be submitted at **PRIOR** to the absence. The documentation must contain the exact dates the student will be gone. No third party documentation is required for religious holidays.
- **Self-handicapping behaviors** – Many students will attend class in a physical condition that is less than adequate to complete the physical demands of this class. As a result, the instructor reserves the right to dismiss the student for his or her own safety. These instances include, but are not limited to: all-night social activities (i.e., dance marathon, all night study sessions), being hung-over due to alcohol or other drug use, and chronic dehydration. Depending on the circumstances and the frequency of these situations, the instructor reserves the right to charge the student with an absence, or allowing the student to make up the class through one of the above stated make-up activities.
- **Observing Surgeries** – If a student plans to observe a surgery, they must schedule the surgery around class time. Observing a surgery will not be an excused absence.

Late Assignments

Assignments submitted after the due date (beginning of class) will not be accepted. Late assignments will result in a zero for the assignment. Assignments should be submitted at the beginning of the class meeting on the due date via blackboard or as otherwise directed.

Religious Holiday Policy

Students, upon prior notification of their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. No major test, major class events or major university activity should be scheduled on a major religious holiday. Professors and university administration shall not penalize students who are absent from academic or social activities because of religious observance. Students shall be permitted a reasonable amount of time to make up material or activities covered in their absence.

Sexual Harassment

Sexual Harassment is not permitted at the University of South Carolina. Please be aware that your statements and actions are being observed by numerous students with very diverse backgrounds. An action that may appear to be harmless in one person's opinion may be interpreted as aggressive pressure or intimidation by another individual. Any concern regarding sexual harassment should be reported to the instructor or Dr. Karen French (PE Department Chairman at 777-3172).

CELL PHONES AND PAGERS ARE REQUIRED TO BE TURNED OFF OR ON VIBRATE/SILENT MODE DURING CLASS.

Professional Point and Professional Membership

Physical Education/Athletic Training majors are required to earn a minimum of five (5) professional points during the academic year and have current membership in one approved professional organization (e.g., SCATSA, SCAHPERD, AAHPERD, NATA). Proof of membership and two (2) of these points are required by **5:00 pm, Friday, December 4, 2009**, or your grade will be lowered one grade level (e.g., an earned A drops to a B+, etc.) in this course and all PEDU courses. Evidence of professional membership and all professional points must be verified on the appropriate form (available on Blackboard) and submitted to Dr. Monsma. Dr. Monsma publishes student status regarding professional points and memberships on Blackboard monthly. Her records are the official guide for determining grade status. It is the obligation of students to confirm that her records are accurate and to provide appropriate evidence to support any disputes of her records. Please check Blackboard regularly and email her about any inconsistencies as soon as possible at eva.monsma@sc.edu.

NOTE: Any student who begins the semester as a PEDU major (as of August 30, 2006), but subsequently changes majors, will still be held accountable for professional points in all PEDU courses.

Tobacco Free USC

The University of South Carolina has a new no-tobacco policy that went into effect, August 1st, 2006. Tobacco use is now prohibited in and around all USC-owned and -occupied buildings, university vehicles and in designated outdoor areas.

Please visit www.sc.edu/healthycarolina to see the complete policy and to learn more about how you can improve your health and encourage healthy behaviors by all members of the Carolina community. Also, this site has listings of the many free resources USC offers to help tobacco-users quit if they so choose.

Proper ID Needed to Enter the Blatt PE Center

You will need a valid USC photo ID card to enter the building. The university is trying to make this a safer campus, and you can help by remembering to have with you and to show at the front door, your USC photo ID. It is the job of the employee at the front door to check your ID and to deny you admission to the building if you do not have it with you. Missing class because you could not gain entry into the building is not an acceptable excuse for absence. Please help to make this a safer building by having and showing your appropriate ID when entering the building.

**Fall - PEDU 348L Evaluation and Assessment of Lower Extremity Injuries Lab
Tentative Course Outline**

DATE	TOPIC	READINGS	QUIZZES	ASSIGNMENTS
8/21/2009	Introduction, Syllabi, & Organize Lab for 2 nd Year ATS			
8/24/2009				Bloodborne Pathogens Quiz Due
8/25/09 Lab	Syllabus, Medical Terminology, SOAP Notes Injury Evaluation Steps			
8/26/2009				
8/28/2009	Lumbar Spine (Anatomy)	Chapter 9, Article 1		
8/31/2009	Lower Extremity			
9/1/09 Lab	Evaluations			
9/2/2009	Lower Extremity Epidemiology			
9/4/2009	Lumbar Spine Conditions	Chapter 9		
9/7/2009	NO CLASS – Labor Day			
9/8/09 Lab	Lumbar Spine – palpation, ROM, MMT			
9/9/2009	Lumbar Spine Conditions	Chapter 9		
9/11/2009	Lumbar Spine Conditions	Chapter 9	Quiz 1	
9/14/2009	Pelvis & Hip Anatomy	Chapter 10,11		
9/15/09 Lab	Lumbar Spine – special tests, neurological assessment			
9/16/2009	Pelvis Conditions	Chapter 10		
9/18/2009	Test 1			
9/21/2009	Dr. Chris Mazoue (Orthopedic Surgeon)	Chapter 10		Abstract 1 Due
9/22/09 Lab	Lumbar Spine – special tests, neurological assessment, differential diagnosis			
9/23/2009	Pelvis (Conditions)	Chapter 10		
9/25/2009	Hip (Conditions)	Chapter 11		
9/28/2009	Dr. Jeff Guy (Orthopedic Surgeon)	Chapter 11	Quiz 2	
9/29/09 Lab	Hip and Pelvis – palpation, ROM, MMT			Scenario 1 Due
9/30/2009	Hip (Conditions)	Chapter 11		
10/2/2009	Pelvis & Hip (EBM)	Chapter 11		
10/5/2009	Knee & Thigh (Anatomy)	Chapter 12		
10/6/09 Lab	Hip and Pelvis – special tests, neurological assessment, lower quarter screen			
10/7/2009	Exam 2			
10/9/2009	No Class Fall Break			
10/12/2009	Knee & Thigh Conditions	Chapter 12		
10/13/09 Lab	Exam Practical 1			
10/14/2009	Knee & Thigh Conditions	Chapter 12		
10/16/2009	Knee & Thigh Conditions	Chapter 12	Quiz 3	
10/19/2009	Knee & Thigh Conditions	Chapter 12		
10/20/09 Lab	Knee – palpation, ROM, special tests			Scenario 2 Due
10/21/2009	Knee & Thigh (Dr. Mazoue)	Chapter 12		
10/23/2009	Lower Leg & Ankle (Anatomy)	Chapter 13		
10/26/2009	Lower Leg (Conditions) (Dr. Guy)	Chapter 13		

10/2/09 Lab	Knee – MMT, neurological assessment, differential diagnosis			
10/28/2009	Lower Leg (EBM)	Chapter 13		
10/30/2009	Ankle (Conditions)	Chapter 13		
11/2/2009	Ankle (Conditions)	Chapter 13		
11/3/09 Lab	Lower Leg, Ankle, and Foot – palpation, ROM, MMT			
11/4/2009	Ankle (Conditions)	Chapter 13	Quiz 4	
11/6/2009	Ankle (Conditions)	Chapter 13		Abstract 2 Due
11/9/2009	Ankle (EBM)	Chapter 13		
11/10/09 Lab	Lower Leg, Ankle, and Foot – MMT, special tests, neurological assessment			Scenario 3 Due
11/11/2009	Foot (Anatomy)	Chapter 13		
11/13/2009	Foot (Conditions)	Chapter 13		
11/16/2009	Foot (Conditions)	Chapter 13		
11/16/09 Lab	Oral Practical 2			Scenario 4 Due
11/18/2009	Foot (Conditions)	Chapter 13	Quiz 5	
11/20/2009	Foot (EBM)	Chapter 13		
11/23/2009	Postural Assessment	Chapter 15		
Lab	NO CLASS – Thanksgiving Break			
11/25/2009	NO CLASS – Thanksgiving Break			
11/27/2009	NO CLASS – Thanksgiving Break			
11/30/2009	Gait Analysis	Chapter 14		
12/1/09	Review for Final			Scenario 5 Due, Project Due
12/2/2009	Gait Analysis	Chapter 14	Quiz 6	
12/4/2009	Review			Notebooks Due
12/7/2009	FINAL EXAM – 9:00AM			
12/8/2009	Final Comprehensive Oral Practical – TIME TBD			