



# 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](http://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 494  
4-letter Designator Prefix Course Number Suffix

# Credit Hours: 2  Variable  Fixed # Times Course Can Be Taken: \_\_\_\_\_

Course Title: Athletic Training Senior Seminar

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

Course Prerequisites/Corequisites: Pre-requisite: PEDU 492,496

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: \_\_\_\_\_

Change Course Designator to: \_\_\_\_\_

Change Course Number to: \_\_\_\_\_

Change Credit Hours to: 3

Change Prerequisites/Corequisites to: Prereq: PEDU 492

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) \_\_\_\_\_

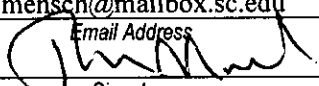
(If yes, please attach letters of concurrence from relevant units and/or the Office of System Affairs.)

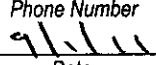
**REQUIRED ATTACHMENTS** (The following documents must be attached to this form before submission)

- 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  
 jimensch@mailbox.sc.edu  
Email Address  
  
Signature

At Program Director  
Title  
 777-3846  
Phone Number  
  
Date

**REQUIRED APPROVALS**

Department Chair:

Linda Nilges - Charles  
Print name  Signature 9/02/11 Date  
 \_\_\_\_\_ 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

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



# 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](http://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&moid](http://bulletin.sc.edu/preview_program.php?catoid=36&moid)

### 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 494 - Athletic Training Senior Seminar~~

~~Credits: 2~~

~~Integrates cognitive learning in conjunction with psychomotor skill development and assessment. Preparation for the BOC exam and professional research.~~

~~Prerequisites: PEDU 492, 496~~

PEDU 494--Athletic Training Senior Seminar

Credits: 3

Preparation for the BOC examination for athletic trainers. Content focus is on advanced skills and integration of athletic training principles and development of athletic training research. This course will also address the professional research and current literature pertaining to relevant topics in athletic training.

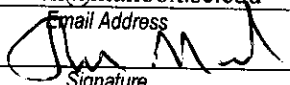
Prerequisites: PEDU 492

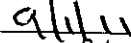
---

**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](http://www.sc.edu/provost/acadprog).

Date: 8/29/2011

Campus: USC--Columbia College/School: Education

Department (if applicable): Physical Ed & Athletic Training

Undergraduate       Graduate

Senior seminar has traditionally been a 2-credit course that covers course content for athletic training students in their final semester in the program. In addition, there was clinical and practical course content that students also need to complete during this last semester (PEDU 492). The changes to the course description and the total number of credits (3) will allow for us to complete all the necessary course content in this one class (PEDU 494-senior seminar) and remove the PEDU 492 course as a requirement. It basically allows us to better sequence course content, by having it in one class rather than two classes. The total amount of content and information is certainly worthy of the 3-credits in this class we are proposing.

## **Athletic Training Senior Seminar PEDU 494**

**COURSE INSTRUCTOR:** Toni M. Torres-McGehee PhD, ATC  
**E-MAIL:** torresmc@mailbox.sc.edu  
**OFFICE:** Blatt PE Center 212  
**OFFICE PHONE:** 803-777-0636  
**OFFICE HOURS:** MWF 11:00-1:00pm  
**COURSE CREDIT:** 3 hours

### **TEXT**

- Arnold B, Gansneder BC, Perrin DH. Research Methods in Athletic Training. FA Davis Company. 2005. (Optional)
- Professional Practice of Athletic Trainers Board of Certification: Role Delineation Study (5<sup>th</sup> Edition) <https://pos.brightdoc.com/store/entrance.asp?CompanyID=4352>
- Must be able to access Journal of Athletic Training. (Will Discuss)
- Long, B.H., Hale, C. W. (2010). *Athletic Training Exam Review*. Philadelphia, PA: Lippincott, Williams, & Wilkins.

### **CATALOG DESCRIPTION**

Prerequisite: PEDU 492. Supervised practicum with a content focus on NATA exam preparation, advanced skills, and professional research.

### **COURSE DESCRIPTION**

This course is designed for senior athletic training students in preparation for the BOC Certification Exam. The content focus is on advanced skills and integration of athletic training principles and development of athletic training research. This course will also address the professional research and current literature pertaining to relevant topics in athletic training. Athletic Training Athletic training students must complete 200 clinical hours with an approved clinical instructor or clinical instructor.

### **COURSE OBJECTIVES**

- Discuss NATA test taking strategies, techniques, and preparation.
- Review current literature and professional research as it relates to athletic training.
- Develop and present a clinical research project for an athletic training topic.
- Demonstrate the ability to conduct an intervention and make the appropriate referral of an individual with a suspected substance abuse or other mental health problem.
- Demonstrate the ability to recognize disordered eating and eating disorders, establish a professional helping relationship with patients, interact through support and education, and encourage vocal discussion and other support through referral to the appropriate medical professions.
- Describe the basic principles of general personality traits, associated trait anxiety, locus of control, and patient and social environments interactions.
- Understand the precautions and risks associated with exercise in special populations.
- The athletic training students will be able to demonstrate their mastery of the cognitive, affective, and psychomotor competencies as listed in the teaching objectives of the 5th 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.
- The student will be able to appropriately synthesize information gained through assessment and effective communication with a diverse patient population.
- Students will be able to describe the proper administrative elements and management practices of athletic training services including safety, emergency management, insurance, budget, record keeping pharmaceutical, and supplements.

- The student will gain supervised clinical experiences that challenge the student's advanced level of competence and allow guided application and integration of those skills.
- Provide supervised clinical experiences that incorporate interactions with peers in athletic training, other health care professionals, and administrators/coaches.

### **COURSES FORMAT**

Classes will consist of an interactive format that consists of structured experiences and activities, lectures, small and large group discussions/assignments, and in-class presentations. All readings will be posted on Blackboard.

### **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](http://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:

1. Giving or receiving unauthorized assistance, or attempting to give or receive such assistance, in connection with the performance of any academic work.
2. 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.
3. Access to the contents of any test or examination or the purchase, sale, or theft of any test or examination prior to its administration.
4. Use of another person's work or ideas without proper acknowledgment of source.
5. 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).
6. 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.
7. 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.

## COURSE EVALUATION

See Course Outline for all assignments and test dates.

Course Evaluation	Points
Examinations (2 @ 150 points each)	300 Points
BOC Review Quizzes (10 @ 10 Points Each)	100 Points
Standardized Patient	50 Points
AT Awareness Project	200 Points
Research Project	350 Points
Clinical Evaluations (2 @ 50 points each)	100 Points
Clinical Report (2 @ 25 points each)	50 Points
South Carolina High School Athletic Training Workshop	200 Points
<i>Research Articles utilized in Literature Matrix (25 Points)</i>	
<i>Lesson Plan (25 Points)</i>	
<i>Presentation Product (25 Points)</i>	
<i>Visual Aide(s) (25 Points)</i>	
<i>Presentation (100 Points)</i>	
Protocol for Appropriate Referral of a Patient	100 Points
<i>Written Document (50 Points)</i>	
<i>2 Peer Reviewed Research Article Critiques (50 Points Each)</i>	
<i>Documented Referral Process (50 Points)</i>	
<i>Presentations (100 Points)</i>	

Proficiency Competency Assessment  
Clinical Hours  
**Total Points**

Pass/Fail  
Pass/Fail  
**1150 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+		

### **ATTENDANCE, MAKE UPS, AND COURSE EVALUATION**

Students are required to attend all scheduled lectures & in class labs. Make ups can be arranged for exams & assignments missed for Religious, Medical, & Athletic Training approved travel. Proper documentation for excused absences must be present on or before the day the student will miss class. Documentation from a physician is needed if you miss class for medical reasons. Once a student has missed **ONE** scheduled class, **50 POINTS** will be subtracted from their final total (points) for each additional missed class. Once a student has been tardy 3 times, each additional tardy will count as an absence. **NOTE: NO UNEXCUSED ABSENCES WILL BE ACCEPTED!** (Only University-related travel and legal obligations such as court appearances will be considered excused). University course evaluation forms will be made available to all enrolled students.

### **WITHDRAWALS & INCOMPLETES**

1. **DATE** is the last day to change or drop a course without a grade of "W" being recorded.
2. **DATE** is the last day to apply for May Graduation.
3. **DATE** is the last day to withdraw from the course without receiving a "WF". No withdrawals will be signed after that date.
4. **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.
5. 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 professor, Dr. Torres-McGehee for approval and for additional rules governing incomplete grades.

### **PROFESSIONAL POINT REQUIREMENTS FOR SPRING 2012**

Physical Education and Athletic Training majors are required to earn a minimum of three professional points per semester for a total of six professional points during the academic year. Proof of three points are required by **5:00 PM, DATE** or your grade will be lowered one grade level (e.g., an earned A drops to a B+) in this course and all PEDU courses. Evidence of professional points must be verified on the appropriate form (available on Blackboard and in office suite 218 Blatt PE Center) and placed in the **PROFESSIONAL POINT BOX** in Suite 218 Blatt PE Center. Student status regarding professional points will be posted on Blackboard monthly. It is the obligation of students to confirm that the records are accurate and to provide appropriate evidence to support any disputes (make copies of all forms turned in). Please check Blackboard regularly and email or see Dr. Panayiotis Doutis (218-J) if you have any concerns or questions ([doutisp@mailbox.sc.edu](mailto:doutisp@mailbox.sc.edu)). **NOTE:** Any student, who begins the semester as a PEDU major, 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 1<sup>st</sup>, 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](http://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 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.

#### **DISABILITY SERVICES**

If you are registered with the Office of Student Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the Office of Student Disability Services, please call (803) 777-6142 for additional information.

## **ASSIGNMENTS AND PROJECTS**

### **Submission Criteria**

All required documentation and assignments for the USC ATEP will be submitted electronically using the following naming constraints: course-year-lastname\_firstinitial-assignment.xxx. Additional documents may be

*Examples: 492-2010-searson\_j-clinical\_hours.doc                      492-2010-mensch\_j-course\_notebook.docx*

When naming files all lower case letters should be utilized and words should be separated using an underscore ( \_ ). All documents that are submitted must follow this criterion. Submissions that fail to meet the established standard will not receive evaluation.

### **South Carolina High School Athletic Training Workshop Presentation**

The students will be responsible for developing, organizing and implementing a presentation for the South Carolina High School Athletic Training Workshop. The cohort will work to produce a lesson plan, develop an interactive presentation, visual aide, and present the information at the workshop. Students will be required to contribute two (2) unique research based articles to the course developed Wiki using the appropriate literature matrix. The topic will be determined by the course instructor.

### **Protocol for Appropriate Referral of a Patient**

The instructor will assign student to a group to complete this assignment. Each group will be required to develop a protocol for an appropriate referral of an individual with a suspected substance abuse or other mental health problem. The protocol must contain all the components including but not limited to detection of case, activation of protocol, referral process, and follow-up procedures. Each group will then present their referral process to the class on a designated date. In addition, each group member must complete two (2) peer assessment of an article critique that is related to the designated topic area of their group. All groups will present their Protocol for Appropriate Referral of a Patient to the course on the designated date.

### **Standardized Patients**

Each student must serve as a standardized patient for one Oral Practical and/or any other scheduled learning experiences in PEDU 293 (Athletic Training Clinical II). A Standardized Patient is an individual who is trained to convincingly portray the physical, historical and emotional features of a specific clinical problem, based on a real patient. This is done in a way that is valid, consistent, reproducible and measureable. Roles may vary in their complexity and sometimes Standardized Patients are required to give feedback to the students. Student will be required to be familiar with the exam or learning experiences as well as all pertinent patient information prior to participation as a Standardized Patient.

### **BOC Exam Review**

Each student will be required to purchase and complete the *Athletic Training Exam Review* as designated by the syllabus. In addition each student must complete the required online review exams by the designated date. Students may take the exam as many times as desired until the due date, at that time the score will be finalized. The review exams will remain open until the end of the course.

### **Student SEATA – Bonus Opportunity**

Advance registration for the symposium is \$85. To qualify for the pre-registration price, online registration must be submitted by Friday, Jan. 21, 2011 via <https://www.SignUp4.net/Public/ap.aspx?EID=SEAT60E>. Please make every effort to register online. If you choose to send a check or register as a group, please register online and mail a list of the names registered or a copy of your registration confirmation with your check to Jim Mackie, SEATA Treasurer, 12133 Cheyenne Trail, Jacksonville, FL 32223. Mail-in registration forms at [www.seata.org/11atsreg.doc](http://www.seata.org/11atsreg.doc) must be postmarked no later than midnight, Friday, January 14. Based on availability, registration on-site will posted as "AVAILABLE" on the symposium's website, and will be on a first-come; first available basis at \$110.00 each. Early registration packet pickup is Thursday from

5:00 pm - 6:30 pm in Ravinia Lobby. [SEATA Refund Policy](#) [SEATA Website Privacy Policy](#). The conference will start at 7:00pm February 2, 2012 and end February 4, 2012 at 1:00pm. Students should register for Session II: Competencies in Athletic Training Workshop (for senior and graduate students preparing to take the BOC certification exam) For questions about the Competencies in Athletic Training Workshop, contact: R.T. Floyd, EdD, ATC (205) 652-3714 or rtf@uwa.edu. Limited to 1st 265 registrants.

## **CLINICAL EDUCATION COURSE REQUIREMENTS**

### **Clinical Proficiencies & Competencies**

Students will be required to complete all proficiencies outlined on the proficiency checklist under the direct supervision of their Approved Clinical Instructor (ACI). As part of the clinical experience an ACI will evaluate individual students on their ability to perform assessments associated with this course. (Competencies and proficiency document is attached to the syllabus).

You **MUST** score a 3 (Exemplary) or 2 (Proficient) on the evaluation on a practical assessment. If you score a 1 (Developing) or 0 (Not Competent) on any clinical proficiency or competency, the student will need to be retested which will be rescheduled with the ACI. It is the responsibility of the student to make up any failed proficiencies or competencies by start of class on **December 4, 2010**. Any proficiencies or competencies left incomplete or failed will result in the student receiving an F for that clinical. Failure to complete assigned proficiencies will result in a failing grade. You must have a model present for each clinical assessment that requires a physical demonstration.

#### *Level of Assessment Rubric:*

<i>Exemplary</i>	<b>"3"</b>	<i>Athletic Training Student has demonstrated required knowledge and skills that exceed standards according to entry level benchmarks and indicators of a certified athletic trainer.</i>
<i>Proficient</i>	<b>"2"</b>	<i>Athletic Training Student has demonstrated required knowledge and skills that meet standards according to entry level benchmarks and indicators of a certified athletic trainer.</i>
<i>Developing</i>	<b>"1"</b>	<i>Athletic Training Student has begun to develop the required knowledge and skills according to entry level benchmarks and indicators of a certified athletic trainer.</i>
<i>Not Competent</i>	<b>"0"</b>	<i>Athletic Training Student has not demonstrated the required knowledge and skills according to entry level benchmarks and indicators of a certified athletic trainer.</i>

### **Clinical Evaluation by ACI**

The athletic training student's performance will be evaluated at mid-term and at course completion by the ACI that they are assigned to. This performance evaluation is attached. Any student who does not receive a grade of 75% for their clinical evaluation (experience) will have their grade lowered to a D. The Department of Physical education requires a C or higher in all PEDU core courses for the course to count toward graduation credit. Failure to receive a C or higher will prohibits students to continue in the ATEP course sequence, and the student will have to retake the course.

**Midterm evaluations are due by February 28, 2012 by 5PM and final evaluations are due by April 25, 2012 by 5PM. Students will receive a failing grade in their clinical until these evaluations are submitted.** Any questions or concerns regarding clinical experiences should be directed to your ACI and/or clinical coordinator.

### **Clinical Report**

Students completing a clinical rotation are required to complete a clinical report about their particular clinical rotation/experience at the midterm and final periods of the semester. This report should be a

minimum of two (2) pages typed and double spaced using 12 point font. ***The clinical report is due by 5:00pm on February 28, 2012 and April 25, 2012.***

### **Clinical Hours**

Students must document clinical hours during their rotation. Students will be required to submit electronic clinical hour logs on the last day of every month (January, February, March, April). Students must also complete and submit a clinical hour log sheets that are available in Room 217 and must be handed in at end of the semester.

### **Clinical Hours Requirements**

Each student participating in PEDU 494 is expected to complete 200 hours (maximum of 300 hours) of supervised field experience in the clinical environment in which they are assigned. This is not a random assignment; the student must make time in their schedule to attend the clinical site or event as scheduled by the ATEP Clinical Coordinator. Athletic training students must keep track of their clinical hours. The ACI (overseer of the sport or site that you are assigned) is responsible for verifying the completed hours by signing their name on your hours sheet. If you don't complete the 200 clinical hours, the highest grade you will get in the course is a D. The Department of Physical education requires a C or higher in all PEDU core courses for the course to count toward graduation credit. Failure to receive a C or higher will prohibits students to continue in the ATEP course sequence, and the student will have to retake the course.

## Senior Seminar in Athletic Training – PEDU 494

### ASSIGNMENTS & PROJECTS

#### ATHLETIC TRAINING MONTH AWARENESS PROJECT (200 Points)

Develop and present (THREE) materials (video, pamphlet/handout, and powerpoint) to promote one of the following: *1) the USC Athletic Training Education Program or 2) the Athletic Training Profession*. This project should be creative and meaningful to the population of interests (example: team, coaches, parents, athletic trainers, athletic directors, etc...).

#### ASSIGNMENT DESCRIPTION

When designing informational or promotional projects to promote athletic training it is necessary to understand the mediums that are available. This project is designed to expose you to a variety of mediums that are most commonly used. Your object for this assignment is to utilize four different mediums (text, audio, still image, and video) to create a project that teaches or communicates the assigned concept/content.

Each medium representation will refer to the assigned concept/content. After completing each of the individual mediums the student must then combined them into one final piece, a multimedia presentation. A multimedia presentation is by definition a collection of multiple mediums. Examples of a multimedia presentation formats can include web pages, wikis, blogs, Facebook, Myspace, interactive software, flash, etc.

#### ASSIGNMENT DEFINITIONS

- **Text** – the original words and form of a written or printed work
- **Audio** – of or relating to acoustic, mechanical, or electrical frequencies corresponding to normally audible sound waves (ETV-Radio Announcement)
- **Still Image** – an artifact that has similar characteristics to some object in real life
- **Video** – a recording of an action or motion for playing through a given medium
- **Multimedia Presentation** - using, involving, or encompassing several media mediums

USC ATEP PROMOTION	AT PROFESSION PROMOTION
Katie Cummins	Christine Mitchell
Jessica Bradburn	Erin Seeley
Brent Duke	Corrie Phillips
Nick Jones	Todd Wogamon
Taylor Young	John De Mailly
Thomas Tucker	Dillion Smith
Steven Barker	Tim Vigue

## SENIOR RESEARCH PROJECT (350 Points)

You will develop a research project based on your interest. **Due Dates on Course Outline.** Within the project students will:

- Design a research study with a pertinent literature review, Must have a minimum 12 peer reviewed references.
- Develop a proposed methods section with all procedures.
- Develop an IRB protocol
- Develop a PowerPoint proposal for research topic.
- Provide evidence that you helped with Data Collection or analysis of the project.

### RESEARCH PROJECT BREAKDOWN

- **Develop Research Questions and Hypothesis (15 Points)**
  - See Blackboard for format
- **Develop a review of literature chart with 12 peer reviewed articles. (15 Points)**
  - Title of article
  - Purpose of study
  - Participants
  - Brief methods
  - Results
  - Conclusions
- **Literature Review (written in APA or AMA) (25 Points)**
  - Outline of Literature Review
  - Literature review must be a minimum of 10-12 pages in length (Condense old literature review)
- **Introduction (written in APA or AMA) (20 Points)**
  - Introduction must be a minimum of 1-2 pages
- **Develop Methods Section & Abstract (25 Points)**
  - Abstract (450 Words-NATA format)
  - Study Design & Participants
  - Instruments/Protocols
  - Experimental Procedures
- **Develop Institutional Review Board Protocol (50 Points)**
  - Proof of completion of IRB Training (<http://orc.research.sc.edu/registration.shtml>) and CITI website is: <https://www.citiprogram.org/Default.asp?>
  - Brief background and purpose of the study
  - Significance of the study
  - Methods
  - Benefits of the study for the participants
  - Risk or Discomforts to the participants
  - Develop an informed consent form
- **FINAL PAPER:** Must include abstract, introduction, review of literature, methods, reference sections and all instruments (survey's or protocols) in an appendix. (Written in APA or AMA) **(100 Points)**
- **RESEARCH PROPOSAL (50 Points)**
  - Oral Presentation of Research Project (Powerpoint - to faculty, doctoral students, and peers)
  - Presentation will be 15-20 minutes long and is a brief overview of your study and methods.
- Aid in data collection or analysis of at least **ONE** Master's project or faculty research project and attend **ONE** Master's Defense **(50 Points)**

**Tentative Course Outline – PEDU 494 Spring 2010**

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT DUE DATES</b>
2012	Course Syllabi; Introduction to Research	
2012	Research Continue & Female Athlete Triad/Eating Disorders & Disordered Eating	Research Questions, Hypothesis & Literature Chart Due
2012	Research & ED Continue	
2012	Research & ED Management Oral Practical PEDU 493  FRIDAY	Condensed Introduction & Literature Review Due
2012	Psychosocial Issues in the Active Population & AT Awareness Project	
2012	Research Design & Methods Section Institutional Review Board	
2012	Weight Management for Athletes & Body Composition Lab  FRIDAY	Methods & Abstract Due
2012	<b>SPRING BREAK – Have fun &amp; enjoy the sun!</b>	
2012	Exercise in Special Populations  FRIDAY	IRB Documents Due
2012	AT Awareness Project  FRIDAY	ONLINE EXAM DUE
2012	Young Professional Committee NATA Guest Speaker	AT Awareness Project Due
2012	Research Presentation Proposals  FRIDAY	FINAL PAPER DUE
2012	Appropriate Referral Patients Presentations PEDU 493	
2012	Oral Practical PEDU 493	Verification of Attendance to MS Defense & Data Collection Due
2012	<b>READING DAY</b>	

Unit 1  
Unit 2  
etc

OID

## Athletic Training Senior Seminar PEDU 494

**COURSE INSTRUCTOR:** Toni M. Torres-McGehee PhD, ATC  
**E-MAIL:** torresmc@mailbox.sc.edu  
**OFFICE:** Blatt PE Center 212  
**OFFICE PHONE:** 803-777-0636  
**OFFICE HOURS:** MWF 11:00-1:00pm  
**COURSE CREDIT:** 2 hours

### TEXT

- Arnold B, Gansneder BC, Perrin DH. *Research Methods in Athletic Training*. FA Davis Company. 2005. (Optional)
- Professional Practice of Athletic Trainers Board of Certification: Role Delineation Study (5<sup>th</sup> Edition) <https://pos.brightdoc.com/store/entrance.asp?CompanyID=4352>
- Must be able to access *Journal of Athletic Training*. (Will Discuss)
- Long, B.H., Hale, C. W. (2010). *Athletic Training Exam Review*. Philadelphia, PA: Lippincott, Williams, & Wilkins.

### CATALOG DESCRIPTION

Prerequisite: PEDU 492. Supervised practicum with a content focus on NATA exam preparation, advanced skills, and professional research.

### COURSE DESCRIPTION

This course is designed for senior athletic training students in preparation for the BOC Certification Exam. The content focus is on advanced skills and integration of athletic training principles and development of athletic training research. This course will also address the professional research and current literature pertaining to relevant topics in athletic training. Athletic Training Athletic training students must complete 200 clinical hours with an approved clinical instructor or clinical instructor.

### COURSE OBJECTIVES

- Discuss NATA test taking strategies, techniques, and preparation.
- Review current literature and professional research as it relates to athletic training.
- Develop and present a clinical research project for an athletic training topic.
- Demonstrate the ability to conduct an intervention and make the appropriate referral of an individual with a suspected substance abuse or other mental health problem.
- Demonstrate the ability to recognize disordered eating and eating disorders, establish a professional helping relationship with patients, interact through support and education, and encourage vocal discussion and other support through referral to the appropriate medical professions.
- Describe the basic principles of general personality traits, associated trait anxiety, locus of control, and patient and social environments interactions.
- Understand the precautions and risks associated with exercise in special populations.
- The athletic training students will be able to demonstrate their mastery of the cognitive, affective, and psychomotor competencies as listed in the teaching objectives of the 5th 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.
- The student will be able to appropriately synthesize information gained through assessment and effective communication with a diverse patient population.
- Students will be able to describe the proper administrative elements and management practices of athletic training services including safety, emergency management, insurance, budget, record keeping pharmaceutical, and supplements.