



NEW COURSE PROPOSAL

NCP

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

INSTRUCTIONS: This form is used to add a new course to the University course database. This form is available online at www.sc.edu/provost/acadprog.

Date: 1/11/2011 Campus: USC Columbia
College/School: College of Education
Department (if applicable): Physical Education and Athletic Training
 Undergraduate Graduate

PROPOSED COURSE INFORMATION

Course Designation: PEDU 310
4-letter Designator Prefix Course Number Suffix
Credit Hours: 3 Variable Fixed # Times Course Can Be Taken: 1
Course Title (24 character limit): Emergency Medical Responder

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

Course Description: (50-word limit)

This course is designed to give individuals the knowledge and skills necessary work as an emergency medical responder (EMR) to help sustain life, reduce pain and minimize the consequences of injury or sudden illness until more advanced medical help takes over. The course will prepare participants to make appropriate decisions about the care to provide in a medical emergency. The course teaches the skills an EMR needs to act as a crucial link in the emergency medical services (EMS) system.

Course Prerequisites/Corequisites: None

Course Delivery Location: USC Campus Off-Campus site
(If off-campus delivery 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 for the first time, attach a completed Distance Education Delivery (DED) form.)

Proposed Effective Term - Change to database/bulletin effective no sooner than:

Year: 2012 Fall Spring May Session Summer I Summer II

Required Resources: Does this course require additional faculty, facilities, library resources or funding?
 Yes No *(If yes, attach letters of commitment from appropriate official(s).)*

Grading System: Standard Pass/Fail Only Not Auditable
Rationale for grading system other than standard:

Enrollment Restrictions: Restricted to: _____

Excluded: _____

Special Permissions required? Department Instructor

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

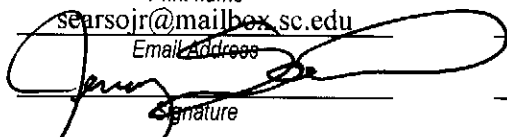
Identify which unit(s)/campus(es) _____

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

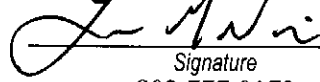
REQUIRED ATTACHMENTS (The following documents as appropriate must be attached to this form before submission)

- Course syllabus (see <http://www.sc.edu/provost/acadprog/courses/index.shtml> for syllabus component guidelines and template syllabus)
- Basic bibliography (list of required texts and readings)
- Justification Form (JUS)
- Letters of concurrence (if appropriate)
- Letter(s) committing resources (if appropriate)
- Related course forms (if appropriate) All forms are available at www.sc.edu/provost/acadprog
- Distance Education Delivery (DED) Form (initial approval enabling course to be offered via distance technology)

CONTACT INFORMATION

<p>Contact Person: _____</p> <p style="text-align: center;"><i>Jeremy R. Searson</i></p> <p style="text-align: center;"><small>Print name</small></p> <p style="text-align: center;"><u>searsojr@mailbox.sc.edu</u></p> <p style="text-align: center;"><small>Email Address</small></p> <p style="text-align: center;"></p> <p style="text-align: center;"><small>Signature</small></p>	<p>_____</p> <p style="text-align: center;"><i>Clinical Instructor</i></p> <p style="text-align: center;"><small>Title</small></p> <p style="text-align: center;"><u>803.777.7175</u></p> <p style="text-align: center;"><small>Phone Number</small></p> <p style="text-align: center;"><u>1/11/2012</u></p> <p style="text-align: center;"><small>Date</small></p>
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REQUIRED APPROVALS

<p>Department Chair: _____</p> <p style="text-align: center;"><i>Lynda Nilges-Charles</i></p> <p style="text-align: center;"><small>Print name</small></p> <p style="text-align: center;"><u>lnilges@mailbox.sc.edu</u></p> <p style="text-align: center;"><small>Email Address</small></p>	<p>_____</p> <p style="text-align: center;"></p> <p style="text-align: center;"><small>Signature</small></p> <p style="text-align: center;"><u>803.777.0173</u></p> <p style="text-align: center;"><small>Phone Number</small></p>	<p>_____</p> <p style="text-align: center;"><i>01/11/12</i></p> <p style="text-align: center;"><small>Date</small></p>
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<p>Academic Dean: _____</p> <p style="text-align: center;"><i>Lemuel Watson</i></p> <p style="text-align: center;"><small>Print name</small></p> <p style="text-align: center;">_____</p> <p style="text-align: center;"><small>Email Address</small></p>	<p>_____</p> <p style="text-align: center;"><small>Signature</small></p> <p style="text-align: center;"><u>803.777.3075</u></p> <p style="text-align: center;"><small>Phone Number</small></p>	<p>_____</p> <p style="text-align: center;"><small>Date</small></p>
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<p>FacSenate Cours&Curric/ Dean of the Graduate School (as appropriate): _____</p> <p style="text-align: center;"><small>Print name</small></p> <p style="text-align: center;">_____</p> <p style="text-align: center;"><small>Email Address</small></p>	<p>_____</p> <p style="text-align: center;"><small>Signature</small></p> <p style="text-align: center;">_____</p> <p style="text-align: center;"><small>Phone Number</small></p>	<p>_____</p> <p style="text-align: center;"><small>Date</small></p>
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_____ Graduate Council Faculty Senate

Date of Faculty Governance Approval (if appropriate)



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: 1/11/2012 Campus: USC Columbia

College/School: College of Education

Department (if applicable): Department of Physical Education and Athletic Training

Degree Program (if applicable): Bachelors of Athletic Training

Undergraduate Graduate

This course is designed around the new American Red Cross guidelines for the Emergency Medical Responder. The course content is more aligned with the CAATE Commission on Accreditation of Athletic Training Education) standards and competencies required for an Athletic Training Degree. IT also allows the college to offer two course that will more reflect the student needs within the college and university. The existing PEDU 300 will be used to meet the needs of basic first aid and CPR. The new course, PEDU-310, will address the advanced needs of students not only majoring in Athletic Training but can be offered to other medical professional fields across the university. The course will included advanced emergency treatment techniques that are not currently taught in the lower level PEDU-300 course.

PEDU 310 – EMERGENCY MEDICAL RESPONDER – FALL 2012
(3 Credit Hour)

Section 001 - TTH 9:00am-9:55am

Section 002 - TTH 10:00am-10:55am Room 135 Blatt PE Center

Instructor: Jeremy R. Searson, MS, ATC
Office: Blatt 218P
Office Hours: TBD
Office Phone: 803-777-7175
Email: searsonjr@mailbox.sc.edu

COURSE DESCRIPTION

This course is designed to give individuals the knowledge and skills necessary work as an emergency medical responder (EMR) to help sustain life, reduce pain and minimize the consequences of injury or sudden illness until more advanced medical help takes over. The course will prepare participants to make appropriate decisions about the care to provide in a medical emergency. The course teaches the skills an EMR needs to act as a crucial link in the emergency medical services (EMS) system.

COURSE OBJECTIVES

After completing the course, the student will be able to:

- Identify measures to prevent specific medical emergencies (i.e., poisoning, environmental emergencies, shock, soft tissue injuries).
- Recognize the signs and symptoms of medical emergencies (i.e. cardiac arrest, respiratory arrest, fractures, dislocations, heat related illnesses, shock).
- Evaluate a medical emergency situation and plan an appropriate emergency action response.
- Describe and demonstrate appropriate emergency response for specific medical emergencies. (i.e., Adult, child, and infant CPR, Adult, child, and infant airway obstruction, Adult, Child, and infant Two-Rescuer CPR, Oxygen Administration, Utilization of mechanical and manual suction devices, Use of CPR barrier devices, Use of a tourniquet, Use of bag-valve mask, Use of the automated external defibrillator (AED), splint application, immobilization procedures, assessment of rectal temperature)

REQUIRED ITEMS

- American Red Cross. (2011). Emergency Medical Response E-Textbook
- American Red Cross. (2011). EMR Interactive
- Additional readings as assigned by the instructor
- Rescue mask with Oxygen Inlet (purchased at the bookstore)

FORMAT

Classes will consist of a hybrid interactive format that consists of structured activities, traditional lectures, online 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 maintain an active 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

Course Evaluation

Attendance and Participation - Traditional Classroom	50
Blackboard Discussion	50
Online Quizzes (20 @ 10 points each)	200
Group Presentations	100
Exams (2 @ 100 points each)	200
CPR/ AED for the Professional Rescuer - Practical Exam	100
First Aid - Practical Exam	100
Total Points	800

Letter grades will be assigned on the following scale:

100-90% A	87-80% B	77-70% C	69-68% D
89-88% B+	79-78% C+	67-60% D+	<60% F

Class Participation

Active class participation is a major component of the class. If you fail to participate it is likely that you will not learn the necessary skills needed to be successful in the class. Tardiness, lack of attendance, and failure to participate in class activities will result in a lowering of your final grade. Additionally students will be required to attend online class sessions on predetermined dates. Students will receive participation points for actively engaging the materials through a variety of in class items.

Online Quizzes

Quizzes will be administered on Blackboard. All quizzes will have a start and stop time. Quizzes will not be accepted after the assigned closing time. It is the responsibility of the student to access the quizzes and complete them on their own accord.

Practical Exams

You will be asked to demonstrate your skills in two practical exam formats. Skills for these exams will be practiced on the skill review days in the schedule. You will be asked to serve as a model during the skill exam as well.

Online Exams

All exams for this course will be delivered on blackboard; times for the blackboard exam are tentative and will be announced on blackboard and in class. All exam materials will be cumulative and cover topics discussed in the course and additional readings.

Blackboard Discussions

You must check the Blackboard discussion area on a daily basis for new discussion topics as well as the Frequent Questions area. You will be required to contribute to all areas with answers that are communicated effectively providing meaningful feedback and demonstrating comprehension of the subject matter. You will also be re

American Red Cross Certification

You must pass both the written and the practical exams by a minimum score of 80% in order to obtain the certifications, as well as, attend all skill practice sessions. You will have two chances to achieve the 80% minimum. I will use your first score for grading purposes. If you miss a skill practice session without an acceptable excuse you will not be eligible for certification. It is my expectation that everyone will want to achieve certification, but it is not a requirement of the course to become certified.

Bonus - Day of Volunteering

You may receive bonus points for completing a day of volunteering with the local Red Cross Chapter. To schedule a Day of Volunteering you must contact Mr. Greg Parks (803.540.1208, parksg@usa.redcross.org). The Red Cross and Mr. Parks will work with you to determine a project that meets the requirements of this course (7.5 hours) and your skill set and desires to assist the local chapter. The Red Cross will provide you with proof of participation that will then be given to the instructor.

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. Monday May 31, 2010 is the last day to change or drop a course without a grade of "w" recorded.
2. Wednesday June 9, 2010 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 ~ as a replacement for a failing or substandard grade. Any student requesting an incomplete grade must see the instructor, Jeremy R. Searson, MS, ATC for approval and for additional rules governing incomplete grades.

Required Documentation for Excused Absences

Generally, documentation must be submitted to instructor within TWO CLASS DAYS of absence. See the "Absence Form" for specific information.

- Funerals: will be excused when provided with an obituary or prayer card. (P. 1-17 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.

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).

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.

PEDU 310 – EMERGENCY MEDICAL RESPONDER – FALL 2012
(3 Credit Hour)

Tentative Course Schedule

AUGUST

TUE	22	Introduction to the course
THU	24	Unit 1: Responding to Medical Emergencies <i>*Medical Documentation and history taking</i>
TUE	29	Unit 1: Responding to Medical Emergencies

SEPTEMBER

THU	1	Unit 2: Assessment of Medical Emergencies <i>*Primary and Secondary Assessment</i>
TUE	6	Unit 2: Assessment of Medical Emergencies
THU	8	Unit 3: Assessment and Management of the Airway <i>*suctioning devices, nasopharyngeal Airway</i>
TUE	13	Unit 3: Assessment and Management of the Airway <i>* ventilations, ventilations with a bag-valve-mask</i>
THU	15	Unit 3: Assessment and Management of the Airway <i>* oxygen administration</i>
TUE	20	Unit 3: Assessment and Management of the Airway
THU	22	Unit 4: Assessment and Management of the Circulation <i>*Oxygen Administration</i>
TUE	27	Unit 4: Assessment and Management of the Circulation <i>*CPR – Adult, Child, Infant</i>
THU	29	Unit 4: Assessment and Management of the Circulation
TUE	8	Unit 4: Assessment and Management of the Circulation <i>*Two – Rescuer CPR – Adult, Child, Infant</i>

OCTOBER

TUE	4	Midterm Oral and Written Practical
THU	6	Unit 5: Specific Medical Emergencies
TUE	11	Unit 5: Specific Medical Emergencies
THU	13	Unit 5: Specific Medical Emergencies <i>*Blood Glucose Monitoring</i>
TUE	18	Unit 5: Specific Medical Emergencies <i>*Epinephrine Auto Injectors</i>
THU	21	Unit 5: Specific Medical Emergencies <i>* Environmental Emergencies, rectal temperature</i>
TUE	25	Unit 6: Trauma Emergencies <i>*Tourniquets</i>
THU	27	Unit 6: Trauma Emergencies <i>*Helmet and Equipment Removal</i>

NOVEMBER

TUE	1	Unit 6: Trauma Emergencies <i>*Cervical Collars and Backboarding</i>
THU	3	Unit 6: Trauma Emergencies
TUE	8	Unit 7: Special Populations
THU	10	Unit 8: EMS Operations
TUE	15	Medical Emergency Presentations
THU	17	Medical Emergency Presentations
TUE	22	Course Review
THU	24	Thanksgiving Break
TUE	29	Course Review

DECEMBER

TUE	1	Final Oral and Written Exam
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PEDU 310 – EMERGENCY MEDICAL RESPONDER – FALL 2012
(3 Credit Hour)
COMPETENCY MATRIX (*Athletic Training Education Competencies 5th Edition*)

CLINICAL ASSESSMENT & DIAGNOSIS/ACUTE CARE/ THERAPEUTIC INTERVENTION

- CIP-1 Administer testing procedures to obtain baseline data regarding a client's/patient's level of general health (including nutritional habits, physical activity status, and body composition). Use this data to design, implement, evaluate, and modify a program specific to the performance and health goals of the patient. This will include instructing the patient in the proper performance of the activities, recognizing the warning signs and symptoms of potential injuries and illnesses that may occur, and explaining the role of exercise in maintaining overall health and the prevention of diseases. Incorporate contemporary behavioral change theory when educating clients/patients and associated individuals to effect health-related change. Refer to other medical and health professionals when appropriate.
- CIP-2 Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity.
- CIP-3 Develop, implement, and monitor prevention strategies for at-risk individuals (eg, persons with asthma or diabetes, persons with a previous history of heat illness, persons with sickle cell trait) and large groups to allow safe physical activity in a variety of conditions. This includes obtaining and interpreting data related to potentially hazardous environmental conditions, monitoring body functions (eg, blood glucose, peak expiratory flow, hydration status), and making the appropriate recommendations for individual safety and activity status
- CIP-6 Clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (eg, CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding).

PREVENTION AND HEALTH PROMOTION (PHP)

- PHP-7 Implement disinfectant procedures to prevent the spread of infectious diseases and to comply with Occupational Safety and Health Administration (OSHA) and other federal regulations.
- PHP-10 Explain the principles of the body's thermoregulatory mechanisms as they relate to heat gain and heat loss.
- PHP-11 Explain the principles of environmental illness prevention programs to include acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, hydration status, and environmental assessment (eg, sling psychrometer, wet bulb globe temperatures [WBGT], heat index guidelines).
- PHP-12 Summarize current practice guidelines related to physical activity during extreme weather conditions (eg, heat, cold, lightning, wind).
- PHP-13 Obtain and interpret environmental data (web bulb globe temperature [WBGT], sling psychrometer, lightning detection devices) to make clinical decisions regarding the scheduling, type, and duration of physical activity.
- PHP-14 Assess weight loss and hydration status using weight charts, urine color charts, or specific gravity measurements to determine an individual's ability to participate in physical activity in a hot, humid environment.
- PHP-15 Use a glucometer to monitor blood glucose levels, determine participation status, and make referral decisions.
- PHP-16 Use a peak-flow meter to monitor a patient's asthma symptoms, determine participation status, and make referral decisions.
- PHP-17 Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to:
- PHP-17a Cardiac arrhythmia or arrest
 - PHP-17b Asthma
 - PHP-17c Traumatic brain injury
 - PHP-17d Exertional heat stroke
 - PHP-17e Hyponatremia
 - PHP-17f Exertional sickling
 - PHP-17g Anaphylactic shock
 - PHP-17h Cervical spine injury
 - PHP-17i Lightning strike
- PHP-18 Explain strategies for communicating with coaches, athletes, parents, administrators, and other relevant personnel regarding potentially dangerous conditions related to the environment, field, or playing surfaces.
- PHP-19 Instruct clients/patients in the basic principles of ergonomics and their relationship to the prevention of illness and injury.

CLINICAL EXAM AND DIAGNOSIS (CE)

- CE-1 Describe the normal structures and interrelated functions of the body systems.
- CE-2 Describe the normal anatomical, systemic, and physiological changes associated with the lifespan.

CE-3	Identify the common congenital and acquired risk factors and causes of musculoskeletal injuries and common illnesses that may influence physical activity in pediatric, adolescent, adult, and aging populations.
CE-4	Describe the principles and concepts of body movement, including normal osteokinematics and arthrokinematics.
CE-5	Describe the influence of pathomechanics on function.
CE-6	Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process.
CE-7	Identify the patient's participation restrictions (disabilities) and activity limitations (functional limitations) to determine the impact of the condition on the patient's life.
CE-8	Explain the role and importance of functional outcome measures in clinical practice and patient health-related quality of life.
CE-9	Identify functional and patient-centered quality of life outcome measures appropriate for use in athletic training practice.
CE-10	Explain diagnostic accuracy concepts including reliability, sensitivity, specificity, likelihood ratios, prediction values, and pre-test and post-test probabilities in the selection and interpretation of physical examination and diagnostic procedures.
CE-11	Explain the creation of clinical prediction rules in the diagnosis and prognosis of various clinical conditions.
CE-13	Obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition.
CE-14	Differentiate between an initial injury evaluation and follow-up/reassessment as a means to evaluate the efficacy of the patient's treatment/rehabilitation program, and make modifications to the patient's program as needed.
CE-15	process Demonstrate the ability to modify the diagnostic examination according to the demands of the situation and patient responses.
CE-16	Recognize the signs and symptoms of catastrophic and emergent conditions and demonstrate appropriate referral decisions.
CE-17	Use clinical reasoning skills to formulate an appropriate clinical diagnosis for common illness/disease and orthopedic injuries/conditions.
CE-18	Incorporate the concept of differential diagnosis into the examination process.
CE-19	Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient's current status
CE-20	Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to:
CE-20a	history taking
CE-20b	inspection/observation
CE-20c	palpation
CE-20d	functional assessment
CE-20e	selective tissue testing techniques / special tests
CE-20f	neurological assessments (sensory, motor, reflexes, balance, cognitive function)
CE-20g	respiratory assessments (auscultation, percussion, respirations, peak-flow)
CE-20h	circulatory assessments (pulse, blood pressure, auscultation)
CE-20i	abdominal assessments (percussion, palpation, auscultation)
CE-20j	other clinical assessments (otoscope, urinalysis, glucometer, temperature, ophthalmoscope)
CE-21	Assess and interpret findings from a physical examination that is based on the patient's clinical presentation. This exam can include:
CE-21a	Assessment of posture, gait, and movement patterns
CE-21b	Palpation
CE-21c	Muscle function assessment
CE-21d	Assessment of quantity and quality of osteokinematic joint motion
CE-21e	Capsular and ligamentous stress testing
CE-21f	Joint play (arthrokinematics)
CE-21g	Selective tissue examination techniques / special tests
CE-21h	Neurologic function (sensory, motor, reflexes, balance, cognition)
CE-21i	Cardiovascular function (including differentiation between normal and abnormal heart sounds, blood pressure, and heart rate)
CE-21j	Pulmonary function (including differentiation between normal breath sounds, percussion sounds, number and characteristics of respirations, peak expiratory flow)
CE-21k	Gastrointestinal function (including differentiation between normal and abnormal bowel sounds)
CE-21l	Genitourinary function (urinalysis)
CE-21m	Ocular function (vision, ophthalmoscope)
CE-21n	Function of the ear, nose, and throat (including otoscopic evaluation)
CE-21o	Dermatological assessment
CE-21p	Other assessments (glucometer, temperature)
CE-22	Determine when the findings of an examination warrant referral of the patient.
CE-23	Describe current setting-specific (eg, high school, college) and activity-specific rules and guidelines for managing injuries

and illnesses.

ACUTE CARE OF INJURIES AND ILLNESSES (AC)

PLANNING

- AC-1 Explain the legal, moral, and ethical parameters that define the athletic trainer's scope of acute and emergency care.
- AC-2 Differentiate the roles and responsibilities of the athletic trainer from other pre-hospital care and hospital-based providers, including emergency medical technicians/paramedics, nurses, physician assistants, and physicians.
- AC-3 Describe the hospital trauma level system and its role in the transportation decision-making process.

EXAMINATION

- AC-4 Demonstrate the ability to perform scene, primary, and secondary surveys.
- AC-5 Obtain a medical history appropriate for the patient's ability to respond
- AC-6 When appropriate, obtain and monitor signs of basic body functions including pulse, blood pressure, respiration, pulse oximetry, pain, and core temperature. Relate changes in vital signs to the patient's status.
- AC-7 Differentiate between normal and abnormal physical findings (eg, pulse, blood pressure, heart and lung sounds, oxygen saturation, pain, core temperature) and the associated pathophysiology.

IMMEDIATE EMERGENT MANAGEMENT

- AC-8 Explain the indications, guidelines, proper techniques, and necessary supplies for removing equipment and clothing in order to access the airway, evaluate and/or stabilize an athlete's injured body part.
- AC-9 Differentiate the types of airway adjuncts (oropharyngeal airways [OPA], nasopharyngeal airways [NPA] and supraglottic airways [King LT-D or Combitube]) and their use in maintaining a patent airway in adult respiratory and/or cardiac arrest.
- AC-10 Establish and maintain an airway, including the use of oro- and nasopharyngeal airways, and neutral spine alignment in an athlete with a suspected spine injury who may be wearing shoulder pads, a helmet with and without a face guard, or other protective equipment.
- AC-11 Determine when suction for airway maintenance is indicated and use according to accepted practice protocols.
- AC-12 Identify cases when rescue breathing, CPR, and/or AED use is indicated according to current accepted practice protocols.
- AC-13 Utilize an automated external defibrillator (AED) according to current accepted practice protocols.
- AC-14 Perform one- and two- person CPR on an infant, child and adult.
- AC-15 Utilize a bag valve and pocket mask on a child and adult using supplemental oxygen.
- AC-16 Explain the indications, application, and treatment parameters for supplemental oxygen administration for emergency situations.
- AC-17 Administer supplemental oxygen with adjuncts (eg, non-rebreather mask, nasal cannula).
- AC-18 Assess oxygen saturation using a pulse oximeter and interpret the results to guide decision making.
- AC-19 Explain the proper procedures for managing external hemorrhage (eg, direct pressure, pressure points, tourniquets) and the rationale for use of each.
- AC-20 Select and use the appropriate procedure for managing external hemorrhage.
- AC-21 Explain aseptic or sterile techniques, approved sanitation methods, and universal precautions used in the cleaning, closure, and dressing of wounds.
- AC-22 Select and use appropriate procedures for the cleaning, closure, and dressing of wounds, identifying when referral is necessary.
- AC-23 Use cervical stabilization devices and techniques that are appropriate to the circumstances of an injury
- AC-24 Demonstrate proper positioning and immobilization of a patient with a suspected spinal cord injury.
- AC-25 Perform patient transfer techniques for suspected head and spine injuries utilizing supine log roll, prone log roll with push, prone log roll with pull, and lift-and-slide techniques.
- AC-26 Select the appropriate spine board, including long board or short board, and use appropriate immobilization techniques based on the circumstance of the patient's injury.
- AC-27 Explain the role of core body temperature in differentiating between exertional heat stroke, hyponatremia, and head injury.
- AC-28 Differentiate the different methods for assessing core body temperature.
- AC-29 Assess core body temperature using a rectal probe.
- AC-30 Explain the role of rapid full body cooling in the emergency management of exertional heat stroke.
- AC-31 Assist the patient in the use of a nebulizer treatment for an asthmatic attack.
- AC-32 Determine when use of a metered-dose inhaler is warranted based on a patient's condition.
- AC-33 Instruct a patient in the use of a meter-dosed inhaler in the presence of asthma-related bronchospasm.
- AC-34 Explain the importance of monitoring a patient following a head injury, including the role of obtaining clearance from a physician before further patient participation.
- AC-35 Demonstrate the use of an auto-injectable epinephrine in the management of allergic anaphylaxis. Decide when auto-injectable epinephrine use is warranted based on a patient's condition.
- AC-36 Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for:

AC-36a	sudden cardiac arrest
AC-36b	brain injury including concussion, subdural and epidural hematomas, second impact syndrome and skull fracture
AC-36c	cervical, thoracic, and lumbar spine trauma
AC-36d	heat illness including heat cramps, heat exhaustion, exertional heat stroke, and hyponatremia
AC-36e	exertional sickling associated with sickle cell trait
AC-36f	rhabdomyolysis
AC-36g	internal hemorrhage
AC-36h	diabetic emergencies including hypoglycemia and ketoacidosis
AC-36i	asthma attacks
AC-36j	systemic allergic reaction, including anaphylactic shock
AC-36k	epileptic and non-epileptic seizures
AC-36l	shock
AC-36m	hypothermia, frostbite
AC-36n	toxic drug overdoses
AC-36o	local allergic reaction

IMMEDIATE MUSCULOSKELETAL MANAGEMENT

AC-37	Select and apply appropriate splinting material to stabilize an injured body area.
AC-38	Apply appropriate immediate treatment to protect the injured area and minimize the effects of hypoxic and enzymatic injury.
AC-39	Select and implement the appropriate ambulatory aid based on the patient's injury and activity and participation restrictions.

TRANSPORTATION

AC-40	Determine the proper transportation technique based on the patient's condition and findings of the immediate examination.
AC-41	Identify the criteria used in the decision-making process to transport the injured patient for further medical examination
AC-42	Select and use the appropriate short-distance transportation methods, such as the log roll or lift and slide, for an injured patient in different situations.

EDUCATION

AC-43	Instruct the patient in home care and self-treatment plans for acute conditions.
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