INSTRUCTOR: Nina P. Godsey
Office: Classroom
Phone: 713-898-0523
E-mail: Nina.Godsey@sfasu.edu

Course Time & Location: Mon. and Tue. 8-10:30am
SGYM 108
Office Hours: Monday 7-8am and 10:30-11:30
Credits: Three (3) credit hours

COVID-19 MASK POLICY
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

I. COURSE DESCRIPTION:
A specialized course of general medical conditions designed for the entry-level athletic training student discussing the role of the athletic trainer as an initial health care provider. This course will emphasize the role of the athletic trainer in the prevention, evaluation, diagnosis, treatment, and rehabilitation of common medical condition confronted by the athletic trainer. The course will focus on obtaining skills in a clinical history and physical exam; learning techniques of clinical assessment and pathology of common disease processes: and management, assessment, and pharmacology used in the care of common medical conditions.

Prerequisite: Admittance to Athletic Training Major; Kinesiology 554 – Introduction to Athletic Training.

Course Justification: General Medical Conditions (3 credits) meets twice a week totaling five hours for 8 weeks and for the final exam time. In preparation for the introduction and presentation of each chapter, students are expected to complete a pre-chapter review, pathophysiology-signs and symptoms – management table outside of class. Additional outside preparation may be necessitated for quizzes, labs, in class group discussions, case studies, and other means of assessment for content comprehension. This course requires a minimum of six hours of outside preparation per week.

II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVE (Program/Student Learning Outcomes):
This academic program, along with its courses, complies and supports the vision, mission, goals and core values of the College of Education and Stephen F. Austin State University. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

1. PROGRAM LEARNING OUTCOMES: The following are addressed within this course:
   A. Demonstrate a sound understanding of evidence-based practice concepts and their application by using a systematic approach to ask and answer clinically relevant questions that affect patient care.

   B. Demonstrate the ability to perform clinical examination skills in order to accurately diagnosis and effectively treat their patients while applying clinical-reasoning skills throughout the
physical examination process. The development of these skills requires a thorough understanding of anatomy, physiology, and biomechanics in order to assimilate data, select the appropriate assessment tests, and formulate a differential diagnosis.

C. Demonstrate a sound understanding and application of the knowledge, planning, and skills in the evaluation and immediate management of the acute care of injuries and illnesses.

D. Complete the Board of Certification (BOC) requirements for eligibility of the national board examination through the completion of the competencies and proficiencies as set forth and endorsed by the NATA-EC, BOC, and the CAATE.

2. COMPETENCY / STUDENT LEARNING OBJECTIVES: - Upon completion of this course the student should be able to:

A. **CORE COMPETENCIES** (Commission on Accreditation of Athletic Training Education 2020) *Standards for Accreditation of Professional Athletic Training Programs*

**PATIENT / CLIENT CARE**

1. **Care Plan**

*Standard 69*: Develop a care plan for each patient. The care plan includes (but is not limited to) the following:
- Assessment of the patient on an ongoing basis and adjustment of care accordingly
- Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care
- Consideration of the patient’s goals and level of function in treatment decisions
- Discharge of the patient when goals are met, or the patient is no longer making progress
- Referral when warranted

2. **Examination, Diagnosis, and Intervention**

*Standard 70*: Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:
- Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)
- Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)
- Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)
- Anaphylaxis (including administering epinephrine using automated injection device)
- Exertional sickling rhabdomyolysis and hyponatremia
- Diabetes (including use of glucometer, administering glucagon, insulin)
- Drug overdose (including administration of rescue medications such as naloxone)
- Testicular injury

*Standard 71*: Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:
- Obtaining a medical history from the patient or other individual
- Identifying comorbidities and patients with complex medical conditions
- Selecting and using tests and measures that assess the following, as relevant to the patient’s clinical presentation
  - Cardiovascular system (including auscultation)
  - Endocrine system
  - Eyes, ears, nose, throat, mouth, and teeth
Standard 72: Perform or obtain the necessary and appropriate diagnostic or laboratory tests—including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram—to facilitate diagnosis, referral, and treatment planning.

Standard 74: Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.

Standard 75: Administer medications or other therapeutic agents by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority.

Standard 77: Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients’ treatment, compliance, progress, and readiness to participate.

Annotation: These behavioral health conditions include (but are not limited to) suicidal ideation, depression, anxiety disorder, psychosis, mania, eating disorders, and attention deficit disorders.

PREVENTION, HEALTH PROMOTION, AND WELLNESS

Standard 79: Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions: Adrenal diseases, Cardiovascular disease, Diabetes, Neurocognitive disease, Obesity, Osteoarthritis

Standard 84: Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.

Standard 87: Select and use biometrics and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

This course will include reading assignments, class lectures, learning experiences (discussions, collaborative activities, clinical skills practices with use of clinical modalities/equipment to perform a clinical evaluation), and weekly quizzes. The use of smartphone apps to assist the students in obtaining clinical information will be introduced; as well as D2L for communicating any information or changes directly to the students.
IV. Evaluation and Assessments (Grading):

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% – 90%</td>
<td>A</td>
<td>Skills/Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>89% - 80%</td>
<td>B</td>
<td>Quizzes/Case Studies</td>
<td>10%</td>
</tr>
<tr>
<td>79% - 70%</td>
<td>C</td>
<td>Exams (including final)</td>
<td>20%</td>
</tr>
<tr>
<td>69% - 60%</td>
<td>D</td>
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<tr>
<td>59% and below</td>
<td>F</td>
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Grades will be calculated according to the percentages as noted above. Points will be given for exams, quizzes, and participation. Absences will affect your grade.

V. Tentative Course Outline/Calendar:

**ATTR 5370 – COURSE PROGRESSION**

**FALL 2020**

<table>
<thead>
<tr>
<th>Week</th>
<th>CLASS</th>
<th>DISCUSSION</th>
<th>CH.</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1</td>
<td>Orientation/Clinical Assessment Skills/Medical Terminology</td>
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<tr>
<td></td>
<td>2</td>
<td>Respiratory System: covering and identifying respiratory diseases, signs/symptoms of issues, plan of care, and a focused pulmonary exam</td>
<td>7</td>
</tr>
<tr>
<td>Week 2</td>
<td>1</td>
<td>Cardiovascular System: covering and identifying cardiology diseases, signs/symptoms of issues, plan of care, and a focused cardiology exam</td>
<td>8</td>
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<tr>
<td></td>
<td>2</td>
<td><strong>Exam 1 and Diagnostic Imaging and Testing</strong></td>
<td>3</td>
</tr>
<tr>
<td>Week 3</td>
<td>1</td>
<td>Gastrointestinal System: covering and identifying gastrointestinal diseases, sign/symptoms of issues, plan of care, and a focused abdominal exam</td>
<td>9</td>
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<tr>
<td></td>
<td>2</td>
<td>Genitourinary and Gynecological Systems: identifying GU/Gyn diseases, sign/symptoms of issues, and plan of care.</td>
<td>10</td>
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<tr>
<td>Week 4</td>
<td>1</td>
<td>Systemic Disorders: identifying systemic diseases, sign/symptoms of issues, and plan of care.</td>
<td>14</td>
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<td></td>
<td>2</td>
<td><strong>Exam 2 and Disorders of the Eye: covering and identifying diseases and injuries of eyes, signs and symptoms of issues, and plan of care.</strong></td>
<td>12</td>
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<tr>
<td>Week 5</td>
<td>1</td>
<td>Disorders of the Ear, Nose, and Throat: covering and identifying diseases and injuries of the ear, nose, and throat, signs/symptoms of issues, plan of care, and focused physical exam of eye, ear, nose, and throat.</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Dermatological Conditions: covering and identifying skin conditions and diseases, signs/symptoms of issues, and plan of care.</td>
<td>16</td>
</tr>
<tr>
<td>Week 6</td>
<td>1</td>
<td>Neurological Conditions: covering and identifying symptoms of neurological injuries and disease, signs and symptoms of issues, and plan of care.</td>
<td>11</td>
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<tr>
<td></td>
<td>2</td>
<td><strong>Exam 3 and Psychological and Substance Abuse Disorders</strong></td>
<td>17</td>
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<tr>
<td>Week 7</td>
<td>1</td>
<td>Pharmacology</td>
<td>4/5</td>
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<tr>
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<td>2</td>
<td>Infectious Diseases: covering and identifying common infectious conditions diseases, signs/symptoms of issues, and plan of care.</td>
<td>15</td>
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<tr>
<td>Week 8</td>
<td>1</td>
<td>Course Review and Skills Review</td>
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<tr>
<td></td>
<td>2</td>
<td><strong>Final</strong></td>
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**ALL DATES AND ASSIGNMENTS ARE TENTATIVE**
VI. Readings (Required and recommended—including texts, websites, articles, etc.)
   Cuppett and Walsh, General Medical Conditions in the Athlete (3rd edition). Elsivier Mosby

VII. Course Evaluations:

Near the conclusion of each semester, student in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:
   1. Course and program improvement, planning, and accreditation,
   2. Instruction evaluation purposes; and
   3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who completed the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

1. Class Attendance and Excused Absence:
   **Policy 6.7:** Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

   Students are expected to attend and participate in every scheduled class meeting. Students are expected to arrive on time. **Unexcused absences and Tardies:** The student may incur one unexcused absence for the semester. Subsequent unexcused absences will result in a deduction of 3 points from the student’s final grade. The instructor is under no obligation to provide an opportunity to make up tests, assignments, or other missed work. Students arriving after attendance has been taken are responsible for notifying the instructor at the end of the class period or they will be marked as absent. Exceptions will be made for students who miss class for University-sponsored events, verifiable serious illness, or a verifiable family emergency. It is the responsibility of the student to notify the instructor immediately prior to an anticipated absence for a school sponsored trip. One point will be deducted from the final grade for each tardy up to 10 minutes. After 10 minutes, the student is considered absent.

   **Attendance:** Refer to SFA Athletic Training Program Policies and Procedures Manual.

2. Students with Disabilities:
   **Academic Accommodation for Students with Disabilities:** Policy 6.1 and 6.6
   To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course
instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

3. **Academic Integrity:**

   **Student Academic Dishonesty: Policy 4.1**

   Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

   **Definition of Academic Dishonesty**

   Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
   - using or attempting to use unauthorized materials on any class assignment or exam;
   - falsifying or inventing of any information, including citations, on an assignment; and/or;
   - helping or attempting to help another in an act of cheating or plagiarism.

   Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
   - submitting an assignment as one's own work when it is at least partly the work of another person;
   - submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
   - Incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

   **Penalties for Academic Dishonesty**

   Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

   **Student Appeals**

   A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

   **Withheld Grades Semester Grades Policy 5.5:**

   At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for computing the grade point average.

   **Student Code of Conduct: Policy 10.4**

   Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to Early Alert Program at SFA.
4. Additional Information:
   A. To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
      o Undergo criminal background checks for field or clinical experiences on public school campuses; the public-school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
      
      o Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
      
      o Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

   For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu

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IX. OTHER RELEVANT INFORMATION:


2. Test:
   o It is your responsibility to make-up any missed work due to an absence.
   o Weekly quizzes will consist of multiple choice, some true / false and short answer.
   o Expect daily quizzes/case studies over class assignment
   o You cannot do well in this class unless you study outside of class.

3. Other Information
   o PLEASE ASK QUESTIONS.
   o Remember, practice makes perfect.
   o Establish study groups.
   o Do not leave studying to the last minute.

*** Disclaimer: syllabus is tentative and may be subject to change if circumstances beyond the control of the instructor requires it. ***