Department of Kinesiology & Health Science
ATTR 5374 Advanced Athletic Training
Fall 2020 (2nd 8wks)

Instructor: Linda Bobo, PhD, ATC, LAT, CES
Office: HPE 224A
Course Time & Location: MW 8:00am – 10:30pm; A-108
Office Phone: 936.468.1599
Other Contact Information: 936.462.0873 cp
Credits: Three (3) hours
Email: lbobo@sfasu.edu

Prerequisites: Admittance to athletic training major.

I. Course Description:
Advanced knowledge and skills specific to a greater understanding of techniques and principles of recognition, evaluation, prevention, and care for the physically active.
Prerequisites: Admittance to Athletic Training Major or special permission from course instructor.

Credit Hour Justification:
ATTR 5374: Advanced Athletic Training (3 credits) meets (the equivalence of) once a week totaling two hours and 30 minutes for 15 weeks and during the final exam time. In preparation for the introduction and presentation of each learning module (Soft Tissue Mobilization, Corrective Exercise, and BOC preparation), students are expected to complete a pre-discussion review, online quizzes, and skill acquisition checklists outside of class for soft tissue mobilization. The second learning module, corrective exercise, requires an analysis on a patient and a prescriptive program to address the patient’s deficiencies. Lastly, in preparation for the Board of Certification national examination, in-class reviews are held, while students are required to take five different computer-based comprehensive examinations. This course requires a minimum of six hours of outside preparation per week.

There is a no associated course fee.

Be sure to check with faculty to address any curriculum changes that have taken place such as a prerequisite or course description change.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This academic program, along with its courses, is in compliance 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. All content within this course is in/directly tied to the shared vision for the SFASU PCOE and the design of the GATP.

PROGRAM LEARNING OBJECTIVES: The following are addressed within this course:

1. 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.
2. Demonstrate an ability to develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses and optimize their clients’ patients’ overall health and quality of life while incorporating the importance of nutrition and physical activity in maintaining a healthy lifestyle and in preventing chronic disease (e.g., diabetes, obesity, cardiovascular disease).
3. 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.
4. 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.
5. Demonstrate proficiency in the understanding and application of therapeutic interventions that include therapeutic modalities, therapeutic rehabilitation, and therapeutic medicines designed to maximize the patient’s participation and health-related quality of life.
6. Demonstrate the ability to recognize the role of mental health in injury and illnesses using interventions to optimize the restoration of participation and to refer these individuals as necessary.
7. Demonstrate an understanding of risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management.
8. Assess the development of a desire for professional development, ethical behaviors and responsibilities through a progression of clinical rotations, participation with professional organizations, and understanding of effective supervision and management in the athletic training clinic.
9. 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.
Student Learning Outcomes:
Upon completion of this course the student should be able to:
CAATE STANDARDS / CORE COMPETENCIES 2020 (Level Is will be introduced to these; you will close out 2012)

FOUNDATIONAL KNOWLEDGE:
Standard 55: Students must gain foundational knowledge in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, (performance) nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems.

CAATE Assessment: D: ATS will learn and create a comprehensive pt. assessment using the NASM Corrective Exercise Specialist (CEx) Continuum. The CEx continuum encompasses bullets 1, 4-6, 8. ATS will learn and complete skills associated with Graston Technique M1 certification that encompasses bullets 3, 7.

Standard 73: Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:
- Joint mobilization and manipulation
- Soft tissue techniques

CAATE Assessment: D: ATS will learn and create a comprehensive patient assessment using the NASM Corrective Exercise Specialist Continuum.

Standard 80: D: ATS will learn and create a comprehensive pt. assessment using the NASM Corrective Exercise Specialist Continuum.

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

Graston Technique M1 Skills and Final Skill Assessment
One project presentation for NASM CES project presentation
D2L quizzes over Graston and NASM content modules

National Sports Academy of Medicine – Corrective Exercise Specialist Module:

**Certification of successful completion will not be awarded by NASM until the ATS has registered for the certifying exam and received official notification of his/her status as a Certified Athletic Trainer from the Board of Certification.**

This module will consist of a video of a person performing one aspect, an evaluation of that person, and suggested continuum for that person based on the findings. This will be due electronically to me the WEDNESDAY of DEAD WEEK. Refer to course handout for specific details.

NASC M CES Patient Assessment Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td></td>
<td>5</td>
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<tr>
<td><strong>Video</strong></td>
<td>Video includes (where applicable) clear views of an anterior, posterior, and lateral aspect of the movement analysis.</td>
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<tr>
<td>Quality of Assessment</td>
<td>Provided an in-depth patient assessment appropriate to the movement analysis.</td>
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<tr>
<td>Quality of CES Continuum</td>
<td>Provided an in-depth CES Continuum appropriate to the movement analysis.</td>
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<tr>
<td>Shared Presentation to Peers</td>
<td>YES, to peers and me by due date</td>
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</table>

Total points x 3 = _________ / 60 points possible
IV. Evaluation and Assessments (Grading):

STUDENT EVALUATION:

GRADING SCALE

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Component</th>
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<tbody>
<tr>
<td>100% – 90%</td>
<td>A</td>
<td>Online quizzes, GT M1 skill</td>
</tr>
<tr>
<td>89% - 80%</td>
<td>B</td>
<td>CES Project</td>
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<tr>
<td>79% - 70%</td>
<td>C</td>
<td>Nutrition Module</td>
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<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, articles, project, and/or topic report. Absences could affect your grade.

V. Tentative Course Outline/Calendar:

FALL 2020 – We will meet on MONDAY / WEDNESDAYS 8am – 10:30am

<table>
<thead>
<tr>
<th>DATE</th>
<th>WK</th>
<th>Independent Assmt. / Pre-Review</th>
<th>DISCUSSION</th>
<th>REFERENCE</th>
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</table>
| 10.14 W | Read PPT for Graston Techniques (slides up to Techniques); Answer quiz for points*.Read PPT for Graston covering foot to knee techniques | ● Syllabus  
● Discussion: Graston Technique background; Myofascial relationship to the body; IASTM; Instruments; and Strokes  
● On-line resources; | D2L Graston Technique Module  
Quiz on GT Intro Slides |
| 10.19 M | *Read PPT for Graston covering upper thigh to head/neck complex | ● Discussion: To introduce Graston Techniques for the Lower Extremity covering common pathologies related to the foot moving towards the knee | Syllabus  
D2L Graston Technique Module  
Skill Check |
| 10.21 W | *Applications for May 2019 graduation will be accepted from September 15 through November 15. *Read PPT for Graston covering low back to upper extremities techniques | ● SFA Graduation Application form  
● Complete Degree Plan and Candidacy Forms  
● Discussion: To introduce Graston Techniques for the Lower Extremity covering common pathologies related to the upper thigh moving towards the head/neck complex | Graduate School  
Graduate Checklist  
D2L Graston Technique Module  
Skill Check |
| 10.26 M | *Review whole PPT | Discussion: To introduce Graston Techniques for the Upper Extremity covering common pathologies related to the shoulder to the wrist/hand | D2L Graston Technique Module  
Skill Check |
| 10.28 W | | Discussion: Continue Graston Techniques for the Upper Extremity covering common pathologies related to the shoulder to the wrist/hand | D2L Graston Technique Module  
Skill Check |
| 11.02 M | Skill Assessment (D2L) | ● Discussion: Review Graston Techniques for common pathologies related to the entire body  
Skill Assessment | D2L Graston Technique Module  
FINAL Skill Assessment (D2L) |
| 11.04 W | Read pp. 2 - 77 | NASM  
• Ch 1: Rationale for Corrective Exercise (CE) – Discuss “Why do CES?” Introduce four Phases I – IV of CE continuum  
• Ch 2: Introduction of Human Movement Science (HMS) – Discuss movement anatomy, functional anatomy, review musculature, and motor behavior  
• Ch 3: Evidence-Based Approach to Understanding Human Movement Impairments – Discuss muscular and structural impairments | pp. 2 - 77 |
| 11.09 M | Read pp. 83 - 141 | NASM  
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity/Assignments</th>
<th>Notes</th>
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<tbody>
<tr>
<td>11.11</td>
<td>W</td>
<td>Read pp. 142 - 195</td>
<td>NASM</td>
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<td>Ch 5: Static Postural Assessments – Discuss muscle imbalances, Janda’s postural distortion syndromes, and review static postural assessments</td>
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<td>Ch 6: Movement Assessments – Discuss the CES movement assessments and the related movement compensations</td>
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<td>pp. 142 - 195</td>
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<tr>
<td>11.16</td>
<td>M</td>
<td>Read pp. 197 – 250</td>
<td>NASM</td>
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<td>Wear athletic clothing today</td>
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<td>Ch 7: Range of Motion – Review techniques for measuring ROMS</td>
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<td>Ch 8: Strength Assessments – Review techniques for measuring muscular strength</td>
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<td>Film movement assessments for video library; group work analyzing videos</td>
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<td></td>
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<td>pp. 197 – 250</td>
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<tr>
<td>11.18</td>
<td>W</td>
<td>Read pp. 252 – 368</td>
<td>NASM</td>
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<td>Wear athletic clothing today.</td>
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<td>Ch 10: Lengthening Techniques – Review static and PNF stretching techniques</td>
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<td>Film movement assessments for video library; group work analyzing videosCh 11: Activation &amp; Integration Techniques – Discuss how to stimulate, or reeducate, underactive myofascial tissue</td>
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<td>Continue analyzing videos</td>
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<td></td>
<td></td>
<td>pp. 252 - 368</td>
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<td>11.23</td>
<td>M</td>
<td>NO CLASS</td>
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<tr>
<td>11.25</td>
<td>W</td>
<td>NO CLASS</td>
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<tr>
<td>11.30</td>
<td>M</td>
<td>Performance Nutrition</td>
<td>Handouts + D2L</td>
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<tr>
<td>12.02</td>
<td>W</td>
<td>Complete project and send to me electronically</td>
<td>Performance Nutrition (cont’d)</td>
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<td></td>
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<td>NASM Video and Analysis due electronically as your FINAL project; MONDAY by 11:59pm</td>
<td>Handouts + D2L</td>
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<tr>
<td>12.07</td>
<td>M</td>
<td>FINALS WEEK</td>
<td>No FINAL</td>
</tr>
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</table>

**ALL DATES AND ASSIGNMENTS ARE TENTATIVE**

VI. Readings (Required and recommended—including texts, websites, articles, etc.):
Graston Technique material is available via D2L.

VII. Course Evaluations:

*Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE 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 complete 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: Found at https://www.sfasu.edu/policies

Rules of Etiquette for ATTR 5374:
- We are all here to accomplish one task- learn.
- No laughing at another.
- No personal remarks of insult, insinuation of inferiority, inferred gestures of stupidity. If this occurs, I will personally ask you to leave the classroom for the day.
- Please hold anything of that nature for beyond the classroom.
- If you are looking down on someone, it should only be because you are helping he/she up. (Paraphrased quote of a famous person).
- Please ask a question even if you feel you should know the answer. Who knows, someone else may be thinking the same thing.
- If we do not know the answer (namely me), we'll table it till next class and all will help in providing a response.
- If you do not want to ask a question in class, email it to me, or bring a list typed to maintain anonymity.
- Please wear appropriate clothing for skill application that do not reveal unnecessary body parts.

CLASS POLICIES:
- Refer to SFA GATP Policies and Procedures Manual.

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.

Tests:
- DO NOT BE ABSENT. If you are, it is your responsibility to make-up any missed work at the instructor’s ability.
- Expect the possibility of daily quizzes.
- To do well in this class you must study and practice outside of class and apply this newfound knowledge while at your clinical sites.

Technology:
- Cell phones, tablets, or computers may be utilized during class, BUT only for the use of the course. TEXTING is not permissible, nor tolerated. I reserve the right to view your screen at anytime.

Attendance:
- It is a necessity. Due to the intensive nature and content presentation of this course, absences could affect the results of your course grade.

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 (including the first 12 day attendance report) 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.

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/.
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: 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 the purpose of 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 the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

IX. Other Relevant Course Information