I. Course Description:
Laboratory accompanying ATTR 5332. Students will learn psychomotor skills through the process of systematic evaluation techniques for lower extremity and pelvic injuries sustained by the physically active.

Course Justification:
ATTR 5132 Evaluation Techniques of the Lower Extremity Laboratory (1 credit) meets for 120 minutes, twice each week (Tuesday and Thursday), for the first eight weeks of the semester. Instruction is given on the clinical evaluation process of the lower extremity (foot, ankle/lower leg, knee, hip, thigh and pelvis). Students complete four oral practical exams over eight weeks, which require them to demonstrate the clinical evaluation process. A minimum of four hours of outside preparation is needed each week for this course.

Prerequisites: Admittance into the Graduate Athletic Training Program. Corequisite: ATTR 5332

Diversity: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

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 institution.

Program Learning Outcomes:
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 diagnose 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 NATAEC, BOC, and the CAATE.

Competency/Student Learning Outcomes: Upon completion of this course, the student should be able to

Professional Standards - 2020 CAATE Standards

| Standard 62 | Provide athletic training services in a manner that uses evidence to inform practice. |

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

- **Lab Write-ups**: Prior to starting a new chapter, students will be assigned a lab write-up covering the content of the upcoming chapter. Students will complete a lab write-up by filling in a new sheet within the provided Excel spreadsheet. Students will need to resubmit the same excel spreadsheet for each assignment, reflecting a new completed page of the excel file. Not only will this serve as a study tool for the course but should be utilized when preparing for the Board of Certification exam.

- **Differential Diagnosis Assignments**: Students will be assigned two pathologies commonly identified in a differential diagnosis. Students will be responsible for reading/researching both pathologies in order to provide a comparison in narrative or visual form.

- **Oral Practical Exams**: Oral exams require students to perform psychomotor skills, e.g. hands-on application of orthopedic evaluation skills and techniques.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90.0%</td>
</tr>
<tr>
<td>OP Exams</td>
</tr>
</tbody>
</table>
V. Tentative Course Outline/Calendar: See final page of syllabus.

Attendance will be recorded daily, but will not have an associated score. Participation in daily discussions and lecture is expected. While attendance is not graded, missing class may negatively affect the student’s grade.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required Texts:

Additional Suggested Resources:

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 http://www.sfasu.edu/policies/

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/](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. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**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;
- 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;
- 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, resubmission 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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**
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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 Early Alert Program at SFA.

SFASU values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
# Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Deadline (pre-lab)</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8.24 &amp; 8.26</td>
<td>Syllabus; Injury Evaluation Process</td>
<td></td>
<td>Starkey Ch. 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diagnostic Imaging; Evidence Based Practice (EBP)</td>
<td></td>
<td>Starkey Ch. 3,5</td>
</tr>
<tr>
<td>2</td>
<td>8.31 &amp; 9.2</td>
<td>Goniometry; Foot &amp; Toes: History, Observation, Palpation, Special Tests (HOPS)</td>
<td>Foot &amp; Toes Lab Chart</td>
<td>Clarkson Ch. 1, Starkey Ch. 8, Clarkson Ch. 8, Konin Sec. 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foot &amp; Toes: HOPS, Scenarios</td>
<td></td>
<td>Starkey Ch. 8, Clarkson Ch. 8, Konin Sec. 11</td>
</tr>
<tr>
<td>3</td>
<td>9.7 &amp; 9.9</td>
<td><strong>OP #1 – Foot &amp; Toes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ankle &amp; Lower Leg HOPS</td>
<td>Ankle &amp; Lower Leg Lab Chart</td>
<td>Starkey Ch. 9, Clarkson Ch. 8, Konin Sec. 11</td>
</tr>
<tr>
<td>4</td>
<td>9.14 &amp; 9.16</td>
<td>Ankle &amp; Lower Leg HOPS, Scenarios</td>
<td>DDX #1</td>
<td>Starkey Ch. 9, Clarkson Ch. 8, Konin Sec.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>OP #2 – Ankle &amp; Lower Leg</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9.21 &amp; 9.23</td>
<td>Knee HOPS</td>
<td>Knee Lab Chart</td>
<td>Starkey Ch. 10, Clarkson Ch. 7, Konin Sec. 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knee, Patellofemoral: HOPS, Scenarios</td>
<td></td>
<td>Starkey Ch. 11, Clarkson Ch. 7, Konin Sec. 10</td>
</tr>
<tr>
<td>6</td>
<td>9.28 &amp; 9.30</td>
<td>Thigh, Hip &amp; Groin HOPS</td>
<td>Thigh, Hip &amp; Groin Lab Chart</td>
<td>Starkey Ch. 12, Clarkson Ch. 6, Konin Sec. 9</td>
</tr>
<tr>
<td>7</td>
<td>10.5 &amp; 10.7</td>
<td>Thigh, Hip &amp; Groin: HOPS, Scenarios, Gait Evaluation</td>
<td>DDX #2</td>
<td>Starkey Ch. 7, Starkey Ch. 12, Clarkson Ch. 6, Konin Sec. 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>COMPREHENSIVE OP (No gait)</strong></td>
<td></td>
<td>All</td>
</tr>
</tbody>
</table>

*All dates and assignments are tentative. If any adjustments are made to this outline, a new version will be made available to students promptly.

*300 minutes of asynchronous instruction will be completed throughout the 8-week course using pre-lab worksheets to facilitate discussion during the upcoming class meetings. Also, students will complete outside of class skills practice and differential diagnosis assignments.