Instructor: Linda Bobo, PhD, LAT, ATC, CES, FEM, GTS  
Office: HPE 224A  
Phone: 468.1599  
Credits: One (1) semester hours, repeatable one time  
Course Time & Location: Full term / M 3:30pm – 4:30pm; HPE A108  
Office Hours: Office Hours: M 10am-11am, T 11am-1pm, W 10am-12pm; Arranged appointments also; Online as needed  
Email: lbobo@sfasu.edu  
Other Contact Information: 468.3503

Prerequisites: Successful completion of first academic year of the Athletic Training Program

I. Course Description: Board of Certification (BOC) national examination preparation course for second year athletic training students.

Credit Hour Justification:  
ATTR 5162: BOC Examination Preparation (1 credit) meets (for the equivalence of) once a week for one hour for 16 weeks. Students are required to complete online computer-based practice exams and review program content in preparation for lectures. A minimum of three hours of outside preparation is needed each week for this course.

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

Course Delivery Mode: First 8 weeks online, 2nd 8 weeks Face-To-Face (for clinical immersion).

Prerequisites/Field/Clinical requirement: None

Diversity Statement: 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):

This academic program, along with its courses, in is 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.

Program Learning Outcomes:

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 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 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.

COMPETENCY / STUDENT LEARNING OBJECTIVES (CAATE Competency Standard): - Upon completion of this course the student should be able to:

• Reviewed the content for all of the CAATE Competencies and Proficiencies.
• Introduced, practiced, and applied standardized test-taking skills.
• Completed multiple timed practice computer-based exams.
• Created and implemented a study timeline.
• Reviewed and researched the application process for the BOC national examination.

CAATE ASSESSMENT: ATS complete BOC questionnaire aligned to BOC Practice Analysis, then create individual plan to acquire identified deficiencies.

67: Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
• Internet
• Brightspace
• Connect to Principles of Athletic Training, 12 month access purchase
• All textbooks utilized throughout GATP
• Registration and attendance of diagnostic competency workshop (pending approval)
• BOC Study Timeline / Registration: Students will create their individualized study timeline for each semester; Show proof of evidence for BOC registration (Spring only).

• Comprehensive Exams: Textbooks of (a) Prentice, Principles of Athletic Training – (already purchased), (b) the BOCATC.org, & (c) Long and Hale, Study Guide

• SWATA Competency Workshop Registration (Fall) / Attendance (Spring): Register in the fall, semester; Attend in spring semester competency workshop for BOC preparation
• BOC Assessment Exam: Required to pay and take one per semester, $30 / assessment exam
• Group Study Participation: Dedicated time periods for group study using BOC study flashcards; Game-styled studying

Assignments:
• Self-Assessment Questionnaire and Goal Setting: This will be completed during the first week of the course. The completion of this assignment will be carried over into ATTR 5162-2.
• It is expected you bring a means of electronic hardware (laptop, tablet) to be able to participate with online / computer-based testing.
• There will a minimum of one testing period that will occur beyond the dedicated course time to practice taking up to a four hour, 175 question examination. Please see course outline for assigned day. Plan ahead with your clinical site.

Tests:
• Tests will be either via Connect, Brightspace, or the NATA and/or BOC websites. Score will be recorded and account for a percentage of your course grade.
• Daily quizzes may be given over the content for that day.
• If participation discussion does not occur during the preceding class, quizzes will be proctored over the requested material to have been reviewed.

IV. Evaluation and Assessments (Grading): GRADING SCALE

100% – 90% = A
89% - 80% = B
79% - 70% = C
69% - 60% = D
59% and below = F

20% = Practice exam scores/ Mock exam completion
20% = Attend Competency Workshop (if hosted) / Attend co-learning w/LSU ATP
20% = Module Quizzes
20% = Self-assessment questionnaire + Goal setting
20% = BOC Study Plan + Timesheet / Group study participation /

Grades will be calculated according to the percentages as noted above. Points will be given for exams, quizzes, assignments, and the topic report. Absences may affect your grade.

V. Tentative Course Outline/Calendar – ATTR 5162-1:

<table>
<thead>
<tr>
<th>DATE</th>
<th>WK-M</th>
<th>Independent Assignment</th>
<th>DISCUSSION</th>
<th>REFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.23</td>
<td>1</td>
<td>Complete Self-Assessment Questionnaire + Goals</td>
<td>• Take BOC Mock Exam (max 4 hours / 175 questions) @8am – 12pm</td>
<td>Typhon questionnaire</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Syllabus</td>
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<td></td>
<td></td>
<td></td>
<td>• Self-Assessment Questionnaire / Goals</td>
<td></td>
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<tr>
<td>08.30</td>
<td>2</td>
<td></td>
<td>• Introduction to bocatc.org website</td>
<td>DUE 09.06 - Create study plan for semester</td>
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<td></td>
<td></td>
<td></td>
<td>• Introduction to PA7/Role Delineation</td>
<td><a href="https://connect.mheducation.com/connect/login/index.htm?BRANDING_VARIANT_KEY">https://connect.mheducation.com/connect/login/index.htm?BRANDING_VARIANT_KEY</a></td>
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<tr>
<td></td>
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<td></td>
<td>• Introduction to Exam Study Guide textbook</td>
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<td></td>
<td></td>
<td></td>
<td>• Walk through Connect and Brightspace</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<tr>
<td>09.20</td>
<td>*Connect quiz</td>
<td><a href="http://www.nata.org/accessread/public/position-statements">http://www.nata.org/accessread/public/position-statements</a></td>
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<td>09.27</td>
<td>*Connect quiz</td>
<td>TestTakingStrat - Handouts</td>
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<td>10.04</td>
<td>*Connect quiz</td>
<td>ATTR 5331 / L Notes &amp; Textbook</td>
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<td>10.11</td>
<td>*Connect quiz</td>
<td>ATTR 5336 / L Notes &amp; Textbook</td>
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<td>10.18</td>
<td>9. F2F Meeting (2nd 8wks)</td>
<td>ATTR 5336 / L Notes &amp; Textbook</td>
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<td>10.25</td>
<td>*Connect quiz</td>
<td>ATTR 5336 / L Notes &amp; Textbook</td>
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<tr>
<td>11.01</td>
<td>*Connect quiz</td>
<td>ATTR 5370 / Notes &amp; Textbook</td>
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<tr>
<td>11.08</td>
<td>*Connect quiz</td>
<td>ATTR 5370 / Notes &amp; Textbook</td>
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<tr>
<td>11.15</td>
<td>13. *BOCatc.org Px Self Assessment quiz website ($30)</td>
<td>ATTR 5370 / Notes &amp; Textbook</td>
<td></td>
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<tr>
<td>11.22</td>
<td>14. Nothing-enjoy</td>
<td>ATTR 5370 Notes &amp; Textbook</td>
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<td>11.29</td>
<td>15. Reassess study plan, Create one for winter interim</td>
<td>Register for SWATA Comp Workshop??</td>
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<tr>
<td>12.06</td>
<td><strong>FINALS WEEK</strong></td>
<td>Brightspace</td>
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<td>• Finish discussing BOC Px quiz (prn)</td>
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<td>• Submit Summary of study plan / Winter interim study plan</td>
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<td></td>
<td>• Take Self-Assessment Questionnaire again</td>
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</table>

*Events may occur that could alter the progression of this course.

V. Readings:

All textbooks utilized throughout the GATP.
www.nata.org
www.bocatc.org
Brightspace: ATTR 5162 + Graduate Athletic Training Program

VI. Course Evaluations:
Near the conclusion of each semester, students 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 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:
- We are all here to accomplish one task: prepare for the BOC.
- 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.

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

Tests:
- DO NOT BE ABSENT. If you are, It is your responsibility to make-up any missed work at the instructor's ability.
- DO NOT BE TARDY. Have respect for your peers and avoid disrupting class.
- Expect the possibility of daily quizzes if participation does not occur during class discussions.
- To do well in this class you must study and complete the practice exams outside of class.

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 and take away your phone.

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.
- If you arrive once the course officially starts, you will be locked out of the classroom until the class takes a break. Tardiness is not tolerated.

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. 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, 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 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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

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

IX. Other Relevant Course Information:

- Please ask QUESTIONS.
- Maintain a healthy chemistry within your groups.
- Do not leave your assignments to the last minute.
- Work for this class everyday.
- Always review your short-/long-term goals to keep you aspired.
- Learn to BELIEVE in yourself!!!