Instructor: Linda Bobo, PhD, ATC, LAT, CES, GTS  
Office: HPE 2244  
Office Phone: 936.468.1599  
Other Contact Information: 936.462.0873 cp

Course Time & Location: M 1 – 3:30pm in A-108  
Office Hours: M 10am-11am, T 11am-1pm, W 10am-12pm; Arranged appointments also; Online as needed  
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.  

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, 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:
One project presentation for NASM CES project presentation
D2L quizzes over 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 at least two aspects (one absolutely being the overhead squat assessment), an evaluation of that person, and suggested continuum for that person based on the findings. The due date is posted on the course progression. Refer to course handout for specific details.

**NASM CES Patient Assessment Rubric**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<td>4</td>
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<td>3</td>
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### Video

| Video | Video includes (where applicable) clear views of an anterior, posterior, and lateral aspect of the movement analysis. | Video includes (where applicable) an obstructed view of an anterior, posterior, and lateral aspect of the movement analysis. | Video omitted (where applicable) a view of an anterior, posterior, and lateral aspect of the movement analysis. | Video is hard to distinguish the movement and perform a proper assessment. |

### Quality of Assessment

- **Provided an in-depth patient assessment appropriate to the movement analysis.**
- **Provided a good patient assessment appropriate to the movement analysis.**
- **Provided an average patient assessment appropriate to the movement analysis.**
- **Provided a minimal patient assessment appropriate to the movement analysis.**
- **Provided an inaccurate patient assessment appropriate to the movement analysis.**

### Quality of CES Continuum

- **Provided an in-depth CES Continuum appropriate to the movement analysis.**
- **Provided a good CES Continuum appropriate to the movement analysis.**
- **Provided an average CES Continuum appropriate to the movement analysis.**
- **Provided a minimal CES Continuum appropriate to the movement analysis.**
- **Provided an inaccurate CES Continuum appropriate to the movement analysis.**

### Shared Presentation to Peers

- **YES, to peers and me by due date**
- **YES, to me, but tardy w/ peers**
- **NO**

Total points x 3 = ****** / 60 points possible

### IV. Evaluation and Assessments (Grading):

**STUDENT EVALUATION:**

**GRADING SCALE**

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

- **30%** = Participation
- **20%** = CES Project
- **50%** = Content Modules Assignments

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 2021 for ATTR 5374: Meet MONDAY in A108, unless otherwise notified**

<table>
<thead>
<tr>
<th>DATE</th>
<th>WK-M</th>
<th>Independent Assignment</th>
<th>DISCUSSION</th>
<th>REFERENCE</th>
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<tbody>
<tr>
<td>08.23</td>
<td>1</td>
<td>Syllabus</td>
<td>D2L</td>
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<tr>
<td>08.30</td>
<td>2</td>
<td>Nutrition module</td>
<td>D2L</td>
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<tr>
<td>09.06</td>
<td>3</td>
<td>Strength &amp; Conditioning</td>
<td>D2L</td>
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<tr>
<td>09.13</td>
<td>4</td>
<td>• Mental Health – QRP SFA Certification</td>
<td>SFA Counselor</td>
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<tr>
<td>09.20</td>
<td>5</td>
<td>• Suturing content / IV Jesse Adams</td>
<td>Jesse Adams</td>
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<tr>
<td>09.27</td>
<td>6</td>
<td>• TBD by ATS popular vote</td>
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<tr>
<td>10.04</td>
<td>7</td>
<td>NASM Corrective Exercise Specialist Modules</td>
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<td></td>
<td></td>
<td>• Ch 1: Rationale for Corrective Exercise (CE) – Discuss “Why do CES?” Introduce four Phases I – IV of CE continuum</td>
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<td></td>
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<td>• Ch 2: Introduction of Human Movement Science (HMS) – Discuss movement anatomy, functional anatomy, review musculature, and motor behavior</td>
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<td>• Ch 3: Evidence-Based Approach to Understanding Human Movement Impairments – Discuss muscular and structural impairments</td>
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<td>• Ch 4: Health Risk Appraisal – Review patient history taking</td>
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<td>10.11</td>
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<td>NASM + D2L</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>• 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>10.18</td>
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<td>NASM + D2L</td>
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<td></td>
<td></td>
<td>• P2F Meeting (2nd 8wks) Wear athletic clothing today</td>
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<td>• NASM – Phase I - III</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 videos</td>
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<td>• Ch 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>10.25</td>
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<td>NASM + D2L</td>
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<td>• Wear athletic clothing today</td>
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<td>• NASM - Phase IV</td>
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<td></td>
<td>• Ch 12: Corrective Strategies for Foot &amp; Ankle Impairments – Discuss commonly associated dysfunctions, systematic process to determine impairments, and specific CE strategies</td>
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<td>• Ch 13: Corrective Strategies for Knee Impairments – Discuss commonly associated dysfunctions,</td>
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systematic process to determine impairments, and specific CE strategies
- Ch 14: Corrective Strategies for Lumbo-Pelvic-Hip Impairments – Discuss commonly associated dysfunctions, systematic process to determine impairments, and specific CE strategies
- Ch 15: Corrective Strategies for Shoulder, Elbow, & Wrist Impairments – Discuss commonly associated dysfunctions, systematic process to determine impairments, and specific CE strategies
- Film movement assessments for video library; group work analyzing videos
- Continue analyzing videos

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity/Assignment</th>
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<tbody>
<tr>
<td>11.01</td>
<td>11</td>
<td>Wear athletic clothing today</td>
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<td>Soft Tissue Management Unit:</td>
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<td>Graston Technique</td>
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<td>11.08</td>
<td>12</td>
<td>Wear athletic clothing today</td>
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<td>Cupping</td>
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<td>11.15</td>
<td>13</td>
<td>Wear athletic clothing today</td>
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<td>Dry Needling</td>
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<tr>
<td>11.22</td>
<td>14</td>
<td>Nothing-enjoy</td>
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<td>11.29</td>
<td>15</td>
<td>Manual Therapy: ART, PRT, IAR, FMS, Jt Mobs</td>
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<td>12.06</td>
<td>16</td>
<td>FINALS WEEK – Complete NASM project, submit in D2L by 8:00am (MONDAY)</td>
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<td>NASM Video and Analysis due electronically as your FINAL project; MONDAY by 11:59pm</td>
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**ALL DATES AND ASSIGNMENTS ARE TENTATIVE**

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

All other module material is available via D2L.

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 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.

Quizze/Assignments:
- DO NOT BE ABSENT for F2F; Keep up with online modules. It is your responsibility to make-up any missed work at the instructor's ability.
- Expect the possibility of daily quizzes following each new module topic.
- 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.
- Please wear clothing that will allow exposure to surface landmarks and will allow body motion and measurements.
- 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
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!!!