Instructor: Keilea Sumrall DHSc, LAT, ATC  
Course Time & Location: HPEC201  
Office: HPE 220  
Office Phone: 936.468.1812  
Office Hours: M: 1pm-2:30pm; T: 11am-12:30pm; W: 10am-12pm  
Email: Keilea.Sumrall@sfasu.edu  
Credits: Three (3)

*This is an 8-week course that meets August 28 – October 13

I. Course Description:
Laboratory accompanying ATTR 5332. Students will learn psychomotor skills through the application process of systematic evaluation techniques for lower extremity, pelvic and lumbar 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, you will be assigned a lab write-up covering the content of the upcoming chapter. You all will complete a lab write-up by filling in a new sheet within the provided Excel spreadsheet. Not only will this serve as a study tool for the course but should be utilized when preparing for the Board of Certification exam. Lab write ups help with repetition and ensuring you store these orthopedic tests in your long-term memory for use as a professional.

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

- **Oral Practical Exams:** Oral exams require you all to perform psychomotor skills, e.g. hands-on application of orthopedic evaluation skills and techniques.
IV. Evaluation and Assessments (Grading):

Class Expectations
- Due to the amount of discussion occurring in the course, weekly class preparation (e.g. readings, assignments) is vital.
- Arrive to class punctually, with an open mind and a positive attitude.
- Please ask a question even if you feel you should know the answer. Who knows, someone else may be thinking the same thing.
- Refer to SFA GATP Policies and Procedures Manual.
- You can expect a response from me via email within 24-48 hours, Monday-Friday.

Electronic Communication and Assignment Submissions:
- At times, you may be required to submit a course assignment electronically through D2L by a certain date and time. Failure to follow electronic submission guidelines may result in the assignment not being accepted.
- Assignment Due Dates are to be followed. Assignments submitted late on D2L will incur a late penalty. The Late Work Penalty is as follows:
  - 1 Day Late: Deduct 10 points
  - 2 Days Late: Deduct 20 points
  - Greater than 2 Days Late: assignment not accepted and grade will be a 0
- Electronic communication with the professor should be completed in a professional manner as you would with other professionals in your first job. Students are expected to practice the following for professional email communication:
  - Send a professional email to the professor that contains a professional salutation (Dr. Sumrall, Dr. Bobo, Dr. Watts etc)
  - Brief information regarding the purpose of the email should be included,
  - The email should be closed with the student's name and appropriate email signature
  - The subject line on the email should include the course and or assignment the email pertains to

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 Policy

Full text of polices can be found at the associated links provided below:

**Course Grades (Include Withheld Grades), Policy 5.5**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/docs/policies/5.5.pdf](https://www.sfasu.edu/docs/policies/5.5.pdf)

Students will be required to file a “Withheld Grade Report,” an internal Kinesiology & Health Science Department Form, with the faculty member prior to the end of the semester, this form documents the work to be completed to remove the ‘withheld’ grade.
Final Course Grade Appeals by Students, Policy 6.3

Faculty members are responsible for the evaluation of student course work conducted in their class and, under normal circumstances, only the instructor may change a grade. However, this policy provides a formal process for students to appeal final grades and determinations of academic dishonesty. Any further appeal must be made within ten (10) business days from the conclusion of each step. Recommendations at each level are generally made within four (4) weeks of receiving the appeal. The burden of proof rests with the student throughout the process. A student may appeal a final course grade if it can be demonstrated that the instructor did not adhere to stated procedures or grading standards, or if other compelling reasons exist to change the grade. A student may not appeal due to general dissatisfaction with a final grade or disagreement with the instructor’s professional judgment regarding the quality of the student’s work.

Academic Accommodation for Students with Disabilities, Policy 6.1

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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations.

For additional information, visit http://www.sfasu.edu/disabilityservices/

It is your responsibility to discuss specific accommodations with the instructor as soon as possible so that your needs can be met appropriately.

Appeal Procedure Relating to the Provision of Accommodations for Students with Disabilities, Policy 6.6

Students, faculty or staff at Stephen F. Austin State University, who disagree with the provision of accommodations for students with disabilities, may submit an appeal to the director of disability services/ADA coordinator. Appeals related to decisions made by the director of disability services regarding the denial of accommodations should be submitted to the chief diversity officer, or their designee. Grievances or complaints of discrimination based on disability relating to other circumstances not described above should be addressed through the university’s policy 2.11, Nondiscrimination.

Class Attendance, Policy 6.7

Students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained.

Absences
At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory.

Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s).
The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s).

If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.

https://www.sfasu.edu/docs/policies/6.7.pdf

Code of Student Conduct and Academic Integrity, Policy 10.4

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

https://www.sfasu.edu/docs/policies/10.4.pdf

***Other SFA Policy Information

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](http://www.sfasu.edu/counselingservices)
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://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>
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<tbody>
<tr>
<td>Week 1</td>
<td>8.29 &amp; 8.31</td>
<td>Syllabus; Injury Evaluation Process</td>
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<td>Starkey Ch. 1</td>
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<td>Functional Screening Tools, MMT grading</td>
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<tr>
<td>Week 2</td>
<td>9.5 &amp; 9.7</td>
<td>Goniometry; Foot &amp; Toes: History, Observation, Palpation, Special Tests (HOPS)</td>
<td>Foot &amp; Toes Lab Chart</td>
<td>Starkey Ch. 1, Clarkson Ch. 8, Konin Sec. 11</td>
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<td></td>
<td></td>
<td>Foot &amp; Toes: HOPS, Scenarios</td>
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<td>Starkey Ch. 8, Clarkson Ch. 8, Konin Sec. 11</td>
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<td>Week 3</td>
<td>9.12 &amp; 9.14</td>
<td>OP #1 – Foot &amp; Toes</td>
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<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>
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<tr>
<td>Week 4</td>
<td>9.19 &amp; 9.21</td>
<td>Ankle &amp; Lower Leg HOPS, Scenarios</td>
<td>DDX #1</td>
<td>Starkey Ch. 9, Clarkson Ch. 8, Konin Sec.</td>
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<tr>
<td>Week 5</td>
<td>9.26 &amp; 9.28</td>
<td>OP #2 – Ankle &amp; Lower Leg</td>
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<td>Knee HOPS</td>
<td>Knee Lab Chart</td>
<td>Starkey Ch. 10, Clarkson Ch. 7, Konin Sec. 10</td>
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<td></td>
<td>Knee, Patellofemoral: HOPS, Scenarios</td>
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<td>Starkey Ch. 11, Clarkson Ch. 7, Konin Sec. 10</td>
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<td>Week 6</td>
<td>10.3 &amp; 10.5</td>
<td>OP #3 - Knee</td>
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<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>
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<td>Week 7</td>
<td>10.10 &amp; 10.12</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>
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<td>COMPREHENSIVE OP (No gait)</td>
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*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.*