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 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 (TBD)

And/OR

BOC Assessment Exam: Required to pay and take one per semester, $30 / assessment exam

Group Study Participation: LSU or SFA - 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 5162.002.
- 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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% – 90%</td>
<td>A</td>
<td>Connect quiz completions / Attend OATS meetings</td>
</tr>
<tr>
<td>89% - 80%</td>
<td>B</td>
<td>Attend Competency Workshop or Attend co-learning w/LSU ATP or BOC Assessment Quiz</td>
</tr>
<tr>
<td>79% - 70%</td>
<td>C</td>
<td>Module Quizzes</td>
</tr>
<tr>
<td>69% - 60%</td>
<td>D</td>
<td>Self-assessment questionnaire + Goal setting</td>
</tr>
<tr>
<td>59% and below</td>
<td>F</td>
<td>BOC Study Plan + Timesheet / Group study participation</td>
</tr>
</tbody>
</table>

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>08.28</td>
<td>1</td>
<td>Complete Self-Assessment Questionnaire + Goals</td>
<td>o Take BOC Mock Exam (Pre-Spring II)</td>
<td><a href="https://connect.mheducation.com/connect/login/index.htm">https://connect.mheducation.com/connect/login/index.htm</a> &amp; RANDING_VARIANT_KEY=en_us_default_default&amp;node=us-east-1d-connecto-app-prod-25-203.mhecloud.com</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TAKE Quiz #1 (5208) – Emergency Care</td>
<td>o Syllabus</td>
<td><a href="http://bocatc.org/candidates/exam-deadlines">http://bocatc.org/candidates/exam-deadlines</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Self-Assessment Questionnaire / Goals</td>
<td><a href="https://www.nata.org/news-publications/pressroom/statements/position">https://www.nata.org/news-publications/pressroom/statements/position</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Introduction to bocatc.org website</td>
<td><a href="http://www.nata.org/access-read/public/postion-statements">http://www.nata.org/access-read/public/postion-statements</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Introduction to PA8/Role Delineation</td>
<td>TestTakingStrat – Handouts</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>o Introduction to Exam Study Guide textbook</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>o Introduction to creating a Study Timeline</td>
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<td></td>
<td></td>
<td></td>
<td>o Walk through Brightspace</td>
<td></td>
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<td></td>
<td>o Introduction to Study Guide Flashcards</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>o Discuss test-taking strategies</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>o Discuss Study Timeline</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>o Introduction to BOC study guide resources</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>o Test-taking Strategies (BOC)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>o Take Mock 4th time beginning of Sp 24?</td>
<td></td>
</tr>
<tr>
<td>09.04</td>
<td>2</td>
<td>F2F</td>
<td>Discuss Q#1 (5208) – Emergency Care</td>
<td></td>
</tr>
<tr>
<td>09.11</td>
<td>3</td>
<td>Virtual</td>
<td>Take Quiz #2 (5354) – Intro to AT</td>
<td></td>
</tr>
<tr>
<td>09.18</td>
<td>4</td>
<td>F2F</td>
<td>Discuss Q#2 (5354) – Intro to AT</td>
<td></td>
</tr>
<tr>
<td>09.22</td>
<td>4</td>
<td>Meet @SON for 09.22</td>
<td>SON Suturing Lesson</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Present to SON FNP on Ortho Exams of the Ankle, Knee, &amp; Shoulder</td>
<td></td>
</tr>
<tr>
<td>09.25</td>
<td>5</td>
<td>Virtual</td>
<td>Take Quiz #3 (5370) – Gen Med Conditions</td>
<td></td>
</tr>
<tr>
<td>10.02</td>
<td>6</td>
<td>F2F</td>
<td>Discuss Q#3 (5370) – Gen Med Conditions</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>#</td>
<td>Activity</td>
<td>Summary</td>
<td></td>
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</tr>
<tr>
<td>10.09</td>
<td>7</td>
<td>Virtual</td>
<td>Take Quiz #4 (5332) – LE Ortho Exam</td>
<td></td>
</tr>
<tr>
<td>10.16</td>
<td>8</td>
<td>F2F</td>
<td>Discuss Q#4 (5332) – LE Ortho Exam</td>
<td></td>
</tr>
<tr>
<td>10.23</td>
<td>9</td>
<td>Virtual</td>
<td>Take Quiz #5 (5333 + 5325) – UE + Hd-Spine Ortho Exam</td>
<td></td>
</tr>
<tr>
<td>10.30</td>
<td>10</td>
<td>F2F, Connect Quiz</td>
<td>Discuss Q #5 (5333 + 5325) – UE + Hd-Spine Ortho Exam</td>
<td></td>
</tr>
<tr>
<td>11.06</td>
<td>11</td>
<td>Virtual</td>
<td>Take Quiz #6 (5331+5336) – Therapeutic Interventions</td>
<td></td>
</tr>
<tr>
<td>11.13</td>
<td>12</td>
<td>F2F</td>
<td>Take BOC Self Assessment Quiz website ($30)</td>
<td></td>
</tr>
<tr>
<td>11.20</td>
<td>13</td>
<td>Nothing-enjoy</td>
<td>Take BOC Self Assessment Quiz website ($30)</td>
<td></td>
</tr>
<tr>
<td>11.27</td>
<td>14</td>
<td>F2F</td>
<td>Reassessment study plan, Create one for winter interim</td>
<td></td>
</tr>
<tr>
<td>12.04</td>
<td>15</td>
<td>F2F</td>
<td>Discuss Q#7 (5334) – Mgmt Strat (O&amp;A) + NATA Position Statements</td>
<td></td>
</tr>
<tr>
<td>12.11</td>
<td>16</td>
<td>FINALS WEEK</td>
<td>Submit Summary of study plan / Winter interim study plan</td>
<td></td>
</tr>
</tbody>
</table>

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

V. Readings:

All textbooks utilized throughout the GATP.

[www.nata.org](http://www.nata.org)
[www.bocatc.org](http://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](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 (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 Integrity (4.1)

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.

Withheld Grades Semester 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/policies/course-grades-5.5.pdf.

Students with Disabilities

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, go to http://www.sfasu.edu/disabilityservices/. 

To do well in this class you must study and complete the practice exams outside of class.
Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Job 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!!!