CAATE Standards / Core Competencies 2020

**Standard 76:**

**CAATE Standard Assessments:**

- Using a Pre-Chapter Review
- Standard 76: Using

### SFASU: Department of Kinesiology & Health Science
**ATTR 5333 Evaluation Techniques of the Upper Extremity**
**Fall 2023 (2nd 8wks)**

**Instructor:** Linda Stark Bobo, PhD, ATC, LAT, GTS, CES, FMS  
**Office:** HPE 224A  
**Office Phone:** 468.1599  
**Other Contact Information:** 468.3503

**Course Time & Location:** MWF 8am – 9:40am; HPE 201  
**Office Hours:** Office Hours: M 10am - 12pm; T 10am-12pm; W 10am – 11am; Arranged appointments also; Online as needed  
**Credits:** Three (3) semester hours  
**Email:** lobo@sfasu.edu

**Prerequisites:** Admittance to Athletic Training Major or permission of instructor. Must be concurrently enrolled in ATTR 5133.

**I. Course Description:**

Classroom study of clinical evaluations involving bony and soft-tissue anatomy, signs and symptoms, and orthopedic testing for upper extremity, head and face, cervical, thoracic, and abdominal injuries as well as conditions commonly sustained by the physically active.

**Credit Hour Justification:**

ATTR 5333: Evaluation Techniques of the Upper Extremity (3 credits) meets twice (75 minutes) a week totaling one hour and 50 minutes for 15 weeks and for the final exam time. In preparation for the introduction and presentation of each chapter, students are expected to complete a pre-chapter review and differential diagnosis table outside of class. Additional outside preparation is necessitated for quizzes, in class group discussions, and other means of assessment for content comprehension. At the end of the semester, students are required to submit a case study poster presentation related to an upper extremity injury. 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:** Face-to-Face

**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.

**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 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 NATA-EC, BOC, and the CAATE.

**CAATE Standard Assessments:**

- Using a Pre-Chapter Review
- Standard 76: Using

**CAATE STANDARDS / CORE COMPETENCIES 2020**
Core Competencies: Patient-Centered Care

Standard 60 Use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.

Core Competencies: Evidence-Based Practice

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

Annotation: Evidence-based practice includes using best research evidence, clinical expertise, and patient values and circumstances to connect didactic content taught in the classroom to clinical decision making.

Core Competencies: Health Care Informatics

Standard 64 Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:

- Use data to drive informed decisions
- Search, retrieve, and use information derived from online databases and internal databases for clinical decision support
- Use medical classification systems (including International Classification of Disease codes and terminology (including Current Procedural Terminology)
- Use an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making.

Patient/Client Care

Care Plan

Standard 69 Develop a care plan for each patient. The care plan includes (but is not limited to) the following:

- Assessment of the patient on an ongoing basis and adjustment of care accordingly
- Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care
- Consideration of the patient’s goals and level of function in treatment decisions
- Discharge of the patient when goals are met or the patient is no longer making progress
- Referral when warranted

Examination, Diagnosis, and Intervention

Standard 70 Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:

- Cervical spine compromise
- Traumatic brain injury
- Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)
- Fractures and dislocations (including reduction of dislocation)
- Other musculoskeletal injuries

Standard 71 Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:

- Obtaining a medical history from the patient or other individual
- Identifying comorbidities and patients with complex medical conditions
- Assessing function (including gait)
- Selecting and using tests and measures that assess the following, as relevant to the patient’s clinical presentation:
  - Cardiovascular system (including auscultation)
  - Eyes, ears, nose, throat, mouth, and teeth
3.) Group Work Assignments

These independent assignments are located in D2L and are to be submitted electronically in D2L the morning before a new chapter.

1. There will be four that will include the Final Examination, as per the Course Progression. These examinations could contain question types such as, multiple choice, short answer, identification, and essay.

B. Assignments (A-/Synchronous) (25%):

1.) Pre-Chapter Reviews and/or Worksheets

These independent assignments are located in D2L and are to be submitted electronically in D2L the morning before a new chapter.

2.) Group Work Assignments

These group assignments are located in D2L and are to be submitted electronically in D2L. These assignment(s) will drive the course discussions.

3.) Clinical Case Report Poster of the Upper Extremity (15%):

A.) Clinical Case Report Poster of the Upper Extremity – Presented during Finals week

Similar to the Case Series, except that only one or a small group of cases is reported.

The body of a Case Report should include the following components: personal data (age and sex and, when relevant, race, marital status, and occupation but not name or initials), chief complaint, history of present complaint (including symptoms); results of physical examination (example: “Physical findings relevant to the rehabilitation program were ...”); medical history
(surgery, laboratory results, examination, etc); diagnosis, treatment and clinical course (rehabilitation until and after return to competition); criteria for return to competition; and deviation from expectations (what makes this case unique).

Select one patient clinical case pertaining to the chapters covered in this course that you have witnessed, or has been shared with you throughout your clinical experiences this spring semester. Please reference D2L for the specific requirements.

Two common pathologies (e.g., Labrum tear, different patient) are the max, with a three topic (e.g.,Labrum tear, RC tendinopathy, bicep tendinopathy, different patients) max from the same chapter.

References 2): These articles must pertain to the subject matter of the selected clinical case report, and may be supportive or refutable of the course of action described in the clinical case report. The articles must come from a professional, refereed journals that have been published within the last seven (7) years. APA format for citation and paper format will be utilized. You must show evidence of utilizing a MINIMUM of two (2) articles + your textbook.

[Be sure to cite these articles throughout the clinical case study poster or major points will be lost and questioned for plagiarism.]

The clinical case report cannot be a duplicate of another classmate, meaning not the same patient; however, the subject content may be similar. The first student to bring the patient clinical case report and is approved by the instructor, will get “exclusive rights” to that patient. “First come, first served.” Claimed cases will be put in D2L News as they are received. No late work will be accepted (not realizing someone has already selected your patient, is not an excuse for late work).

Poster 3): Please reference D2L examples for guidelines in regard to the headings, but still use APA Format.

Some tips to consider when preparing your poster:

- Overly detailed descriptions of methodology tend to detract from other aspects of your presentation.
- Text should be of a font size and type that can be read at a distance of at least 4 feet from the bulletin board.
- Borders, background, and other visual/aesthetic elements of the poster are at the author's discretion, but should be placed to enhance interpretation of the material presented.
- Tables, graphs and/or other figures should be high resolution and clearly labelled for easy viewing.
- We encourage the use of QR codes or other similar methods for enabling attendees to utilize smartphone technology to link to laboratory webpages, investigator contact information, video files to demonstrate methods, etc.

If you want to print a poster, or prepare for print a public presentation, use the following as your guideline: Prepare your Poster: Your poster should be no more than 44” high and 68” wide (poster board frames are approx. 4’ X 6’). Organize your title, abstract, purpose, methodology, results, implications, etc. in an appropriate manner that best conveys the content of your abstract.

Make sure you and the poster are visible while your video recording yourself. Your face should be visible in your recording.

Total points possible is 80.

Clinical Case Report Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
</tr>
<tr>
<td>SOAP Note</td>
<td>Content is very organized with comprehensive, informative content in the specific sections. Takes 5 – 5:30”</td>
</tr>
<tr>
<td>Poster Content</td>
<td>Information is very organized with well constructed paragraphs and is aesthetically appealing.</td>
</tr>
<tr>
<td>Article Selections</td>
<td>Provided valuable insight to the case study. Provided an in-depth review of literature by citing several supporting</td>
</tr>
</tbody>
</table>
### Mechanics
- No grammatical, spelling or punctuation errors, followed APA and SOAP format, and followed directions to a tee.
- Almost no grammatical, spelling, or punctuation errors, 1-2 APA / SOAP mistakes, with one - two layout errors.
- A few grammatical, spelling, or punctuation errors, 3-4 APA / SOAP mistakes, with 3 layout errors.
- Many grammatical, spelling or punctuation errors, APA / SOAP mistakes, with four layout errors.
- Way too many for a graduate student, did not follow APA / SOAP format, with five + layout errors.

### BONUS
- +3 points

### Participation
- Student was able to prove that he/she participated / performed clinical evaluation on patient and/or followed through with clinical care.

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**Total points = ____ / 80 points possible**

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

#### GRADING SCALE

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% – 90%</td>
<td>A</td>
<td>Tests (varied point totals)</td>
</tr>
<tr>
<td>89% - 80%</td>
<td>B</td>
<td>Quizzes (varied point totals), Assignments</td>
</tr>
<tr>
<td>79% - 70%</td>
<td>C</td>
<td>Poster presentation</td>
</tr>
<tr>
<td>69 % - 60%</td>
<td>D</td>
<td>Poster presentation</td>
</tr>
<tr>
<td>59% and below</td>
<td>F</td>
<td>Poster presentation</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 will affect your grade.

### V. Tentative Course Outline/Calendar:

#### FALL 2023 for ATTR 5333 (2nd 8wks)

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.23</td>
<td>1-M</td>
<td>Syllabus</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>10.25</td>
<td>W</td>
<td>Shoulder and Upper Arm Pathologies – cover functional anatomy, HO</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>10.27</td>
<td>F</td>
<td>Shoulder and Upper Arm Pathologies – cover functional anatomy, HO</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>10.30</td>
<td>2 -M</td>
<td>*Shoulder and Upper Arm Pathologies - Differential Dx / Pathologies &amp; On the Field Management&lt;br&gt;*REVIEW</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>11.01</td>
<td>W</td>
<td>WRITTEN TEST #1</td>
<td>CH. 15</td>
</tr>
<tr>
<td>11.03</td>
<td>F</td>
<td>Elbow and Forearm Pathologies – cover functional anatomy, HO</td>
<td>Ch. 16</td>
</tr>
<tr>
<td>11.06</td>
<td>3-M</td>
<td>Elbow and Forearm Pathologies – cover functional anatomy, HO</td>
<td>Ch. 16</td>
</tr>
<tr>
<td>11.08</td>
<td>W</td>
<td>Elbow and Forearm Pathologies – cover Differential Dx / Pathologies &amp; On the Field Management</td>
<td>Ch. 16</td>
</tr>
<tr>
<td>11.10</td>
<td>F</td>
<td>REVIEW</td>
<td></td>
</tr>
<tr>
<td>11.13</td>
<td>4-M</td>
<td>Clinical Case Study Subject Due&lt;br&gt;WRITTEN TEST #2</td>
<td></td>
</tr>
<tr>
<td>11.15</td>
<td>W</td>
<td>Wrist, Hand, &amp; Finger Pathologies – cover functional anatomy, HO</td>
<td>Ch. 17</td>
</tr>
<tr>
<td>11.17</td>
<td>F</td>
<td>Wrist, Hand, &amp; Finger Pathologies – cover functional anatomy, HO</td>
<td>Ch. 17</td>
</tr>
<tr>
<td>11.20-24</td>
<td>5-M</td>
<td>Turkey Holiday</td>
<td></td>
</tr>
<tr>
<td>11.27</td>
<td>6-M</td>
<td>Wrist, Hand &amp; Finger Pathologies – cover Differential Dx / Pathologies &amp; On the Field Management</td>
<td>Ch. 17</td>
</tr>
<tr>
<td>11.29</td>
<td>W</td>
<td>REVIEW</td>
<td>Ch. 17</td>
</tr>
<tr>
<td>12.01</td>
<td>F</td>
<td>WRITTEN TEST #3</td>
<td>CH. 17</td>
</tr>
<tr>
<td>12.04</td>
<td>7-M</td>
<td>Face &amp; Related Structure Pathos – cover Functional anatomy, HO</td>
<td>Ch. 19</td>
</tr>
<tr>
<td>12.06</td>
<td>W</td>
<td>*Face &amp; Related Structure Pathos – cover Differential Dx / Pathologies &amp; On the Field Management&lt;br&gt;*Begin Review for FINAL</td>
<td>Ch. 19</td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):
Required Text:
D2L for online examinations.

Other Suggested Outside References:

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 annual evaluation processes, 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 summarized data 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 (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/.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
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!!!