Department of Kinesiology & Health Science  
ATTR 5334.001 – Management Strategies in Athletic Training  
Fall 2023

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Email: Keilea.Sumrall@sfasu.edu  
Credits: Three (3)

I. Course Description:
This course is designed to introduce the athletic training student to management techniques, professional practice, and health care administration that are encountered in athletic training.

Course Justification: Management Strategies of Athletic Training (3 credits) meets once a week for two hours and 30 minutes each day for 15 weeks and one day for the final exam. There will be 150 minutes of asynchronous instruction included throughout the course that include preparation for the introduction and presentation of each chapter. Students are expected to complete assigned chapter readings, scenarios, and other work outside of class. Additional outside preparation is necessitated for in-class group discussions, and other means of assessment for content comprehension. Throughout the semesters various outside projects include preparation for in-class debates, creating a policy and procedure student handbook, and creating a functioning athletic training facility (blueprints and presentation). This course requires a minimum of six hours of outside preparation per week.

Prerequisites: Admittance into the Graduate Athletic Training Program. Corequisite: ATTR 5132

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**

<table>
<thead>
<tr>
<th>2020 CAATE Standards/Core Competencies</th>
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<tbody>
<tr>
<td><strong>Standard 63</strong></td>
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</table>
| **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  
  • Maintain data privacy, protection, and data security  
  • 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. |
| **Standard 68** | Advocate for the profession |
| **Standard 84** | Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs. |
Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:

- Strategic planning and assessment
- Managing a physical facility that is compliant with current standards and regulations.
- Managing budgetary and fiscal processes * done in Clinical Class
- Identifying and mitigating sources of risk to the individual, the organization, and the community
- Navigating multipayer insurance systems and classifications
- Implementing a model of delivery (e.g. value-based care model)

Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services.

Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents.

### III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. **Weekly assignments (Due Dates: TBD); Standard 63, 64, 68, 91, 93**
   
   Students will be responsible for completing homework as assigned. This may include but is not limited to journals, job description postings, manual check points, in class activities/group work, and reading for class discussions.

2. **Facility Design Project Standard 88**
   
   Each group will design an athletic training facility that caters to the respective patient population. Students need to take into consideration feasibility of the design from both a practical standpoint and a legal standpoint (see textbook for legal parameters of facility design).

   
   The P&P manual will consist of both operating and clinical policies and procedures for a secondary school setting. An outline of all components will be provided for students to follow. Students will prepare and submit the policy and procedure documents throughout the semester according to the tentative course outline. These documents will be reviewed, and feedback will be provided and be considered graded checkpoints included in the assignments portion of the class gradebook.

4. **Exams; Standards 88, 91, 92**
   
   Three written exams will cover lecture content. They will be delivered with varying formats: multiple choice, short answer, identification, critical decision-making, discussion. The final exam will be cumulative.

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

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90.0%</td>
<td>A</td>
<td>Exams (3)</td>
<td>40%</td>
</tr>
<tr>
<td>89.9-80.0%</td>
<td>B</td>
<td>Assignments, Projects, Participation</td>
<td>60%</td>
</tr>
<tr>
<td>79.9-70.0%</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69.9-60.0%</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>59.9 &amp; below</td>
<td>F</td>
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</table>
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:
  o Send a professional email to the professor that contains a professional salutation (Dr. Sumrall, Dr. Bobo, Dr. Watts etc)
  o Brief information regarding the purpose of the email should be included,
  o The email should be closed with the student’s name and appropriate email signature
  o 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.):


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

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. https://www.sfasu.edu/docs/policies/6.3.pdf

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. https://www.sfasu.edu/docs/policies/6.1.pdf
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. [https://www.sfasu.edu/docs/policies/6.6.pdf](https://www.sfasu.edu/docs/policies/6.6.pdf)

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](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
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
Human Services Room 202 • 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
Course Calendar
**Subject to change. Professor will provide notification should changes need to occur.

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS TIME</th>
<th>P&amp;P MANUAL COMPONENT</th>
<th>ASSIGNMENT DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>28-Aug</td>
<td>Syllabus, Ch 2</td>
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<tr>
<td>29-Aug</td>
<td>Ch. 3, In Class Project Time</td>
<td>P&amp;P- Strategic Plan</td>
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<tr>
<td>5-Sep</td>
<td>Ch. 4, In Class Project Time</td>
<td>P&amp;P- Operational P&amp;P- Facilities, Job Description, Job Posting</td>
<td>P&amp;P Strategic Plan Check Point</td>
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<tr>
<td>12-Sep</td>
<td>Ch. 5 and 6</td>
<td>P&amp;P- Operational P&amp;P-, Facility Design</td>
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<tr>
<td>19-Sep</td>
<td>P&amp;P Work Day</td>
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<td>Job Description and Job Posting DUE</td>
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<tr>
<td>26-Sep</td>
<td><strong>Test 1- Ch. 2-6, Lec Ch. 7</strong></td>
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<td>P&amp;P Operational Policies Check Point</td>
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<tr>
<td>3-Oct</td>
<td>Ch. 8 and 10</td>
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<tr>
<td>10-Oct</td>
<td>Guest Speaker</td>
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<td>Journal Assignment DUE</td>
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<tr>
<td>17-Oct</td>
<td>Ch. 12 and 15</td>
<td>P&amp;P- Clinical P&amp;P</td>
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<td>24-Oct</td>
<td>Ch. 15 , IN Class Project Time</td>
<td>P&amp;P- EAPs</td>
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<tr>
<td>31-Oct</td>
<td><strong>Test 2- Ch. 7,8,10,12,15</strong></td>
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<td>P&amp;P- General EAP Check Point</td>
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<td>7-Nov</td>
<td>Ch. 13 and 14, IN Class Project Time</td>
<td>P&amp;P- Clinical P&amp;P</td>
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<td>14-Nov</td>
<td>P&amp;P Work Day</td>
<td>P&amp;P- Clinical P&amp;P</td>
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<tr>
<td>21-Nov</td>
<td>Ch. 9 and 11</td>
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<td>P&amp;P- Clinical Policies Check Point</td>
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<td>28-Nov</td>
<td>Ch. 11</td>
<td></td>
<td>Advocacy Mini Presentation</td>
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<tr>
<td>5-Dec</td>
<td><strong>Final Exam Comprehensive with Ch. 9, 11, 13, 14</strong></td>
<td></td>
<td>Final P&amp;P Manual Due</td>
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