I. COURSE DESCRIPTION:
▪ A specialized course of general medical conditions designed for the entry-level athletic training student discussing the role of the athletic trainer as an initial health care provider. This course will emphasize the role of the athletic trainer in the prevention, evaluation, diagnosis, treatment, and rehabilitation of common medical conditions often confronted by the athletic trainer. The course will focus on obtaining skills in: performing a clinical history and physical exam; learning techniques of clinical assessment and pathology of common disease processes; and management, assessment, and pharmacology used in the care of common medical conditions. All classes, and exams will be face to face with outlines for help with note taking. Small presentations and assigned tasks may take place as out of class assignments if class time is not available.
▪ Prerequisite: Admittance to Athletic Training Major; Kinesiology 554 – Introduction to Athletic Training.

II. COURSE CONTACT HOURS AND STUDY HOURS:
▪ Course Justification: General Medical Conditions (3 credits) meets once a week for 2.5 hours for 15 weeks and for the final exam time. In preparation for the introduction and presentation of each chapter, students are expected to read the assigned chapter(s), review anatomy and pathophysiology of the discussed system(s), and be prepared to ask either a specific question or discuss a specific topic involved in the material. Additional outside preparation may be needed for presentations, labs, in class group discussions, case studies, and other means of assessment for content comprehension. This course requires a minimum of six hours of outside preparation per week.

III. PROGRAM LEARNING OUTCOMES: The following are addressed within this course:
▪ 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.
▪ 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.

- 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.
- 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.

**IV. STUDENT LEARNING OUTCOMES:** - Upon completion of this course the student should be able to do the following CORE COMPETENCIES (Commission on Accreditation of Athletic Training Education 2020) *Standards for Accreditation of Professional Athletic Training Programs*)

- **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:
    - Cardiac compromise
    - Respiratory compromise (including use of pulse oximetry, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)
    - Conditions related to the environment: lightning, cold, heat
    - Anaphylaxis (including administering epinephrine using automated injection device)
    - Exertional sickling rhabdomyolysis and hyponatremia
    - Diabetes
    - Drug overdose
    - Testicular injury

Updated: August 2023
- **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
  * Selecting and using tests and measures that assess the following, as relevant to the patient’s clinical presentation:
    - Cardiovascular system (including auscultation)
    - Endocrine system
    - Eyes, ears, nose, throat, mouth, and teeth
    - Gastrointestinal system
    - Genitourinary system
    - Integumentary system
    - Mental status
    - Reproductive system
    - Respiratory system (including auscultation)
  * Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated

- **Standard 72**: Perform or obtain the necessary and appropriate diagnostic or laboratory tests—including (but not limited to the following)—to facilitate diagnosis, referral, and treatment planning:
  * Imaging
  * Blood work
  * Urinalysis
  * Electrocardiogram

- **Standard 74**: Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.

- **Standard 75**: Administer medications or other therapeutic agents by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority.

- **Standard 77**: Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients’ treatment, compliance, progress, and readiness to participate. These behavioral health conditions include (but are not limited to):
  * Suicidal ideation
  * Depression
  * Anxiety disorder
  * Psychosis
  * Mania
  * Eating disorders
  * Attention deficit disorders
• Prevention, Health Promotion, and Wellness
  ▪ **Standard 79:** Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions:
    * Adrenal diseases
    * Cardiovascular disease
    * Diabetes
    * Neurocognitive disease
    * Obesity
    * Osteoarthritis

  ▪ **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.

  ▪ **Standard 87:** Select and use biometrics and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement.

V. COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY: This course will include reading assignments, class lectures, learning experiences (discussions, collaborative activities, clinical skills practices with use of clinical modalities/equipment to perform a clinical evaluation), and patient presentations. The use of smartphone apps to assist the students in obtaining clinical information will be introduced; as well as Brightspace for communicating any information or changes directly to the students.

VI. EVALUATION AND ASSESSMENTS (GRADING):

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100% – 90%</td>
<td>A</td>
</tr>
<tr>
<td>89% - 80%</td>
<td>B</td>
</tr>
<tr>
<td>79% - 70%</td>
<td>C</td>
</tr>
<tr>
<td>69 % - 60%</td>
<td>D</td>
</tr>
<tr>
<td>59% and below</td>
<td>F</td>
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</tbody>
</table>

Skills/Class Participation = 10%
Rapid Rounds = 20%
Presentation =10%
Exams (including final) = 60%

Grades will be calculated according to the percentages as noted above. Points will be given for exams, presentations, and participation. Absences will affect your grade.
### VII. TENTATIVE COURSE OUTLINE AND CALENDAR:

**ATTR 5370 Fall 2023 Calendar**

<table>
<thead>
<tr>
<th>DATE</th>
<th>DISCUSSION</th>
<th>CH.</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Aug. 28 Orientation/Clinical Assessment Skills –Obtaining History, Deciding on Physical Exam Components, Vital Signs, SOAP Notes</td>
<td>1&amp;2</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Sep. 4 Respiratory System: covering and identifying respiratory diseases, signs/symptoms of issues, plan of care, and a focused pulmonary exam</td>
<td>7</td>
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<tr>
<td><strong>Week 3</strong></td>
<td>Sep. 11 Cardiovascular System: covering and identifying cardiology diseases, signs/symptoms of issues, plan of care, and a focused cardiology exam</td>
<td>8</td>
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<tr>
<td><strong>Week 4</strong></td>
<td>Sep. 18 Exam 1 and Diagnostic Imaging and Testing</td>
<td>3</td>
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<tr>
<td><strong>Week 5</strong></td>
<td>Sep. 25 Gastrointestinal System: covering and identifying gastrointestinal diseases, sign/symptoms, plan of care, and a focused abdominal exam</td>
<td>9</td>
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<tr>
<td><strong>Week 6</strong></td>
<td>Oct. 2 Genitourinary and Gynecological Systems: identifying GU/Gyn diseases, sign/symptoms of issues, and plan of care</td>
<td>10</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>Oct. 9 Systemic Disorders: identifying systemic diseases, sign/symptoms of issues, and plan of care</td>
<td>14</td>
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<tr>
<td><strong>Week 8</strong></td>
<td>Oct. 16 Exam 2 and Disorders of the Eye: covering and identifying diseases and injuries of eyes, signs and symptoms of issues, and plan of care</td>
<td>12</td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td>Oct. 23 Disorders of the Ear, Nose, and Throat: identifying diseases of the ear, nose, and throat; signs/symptoms; plan of care, and focused physical exam of eye, ear, nose, and throat</td>
<td>13</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td>Oct. 30 Dermatological Conditions: covering and identifying skin conditions and diseases, signs/symptoms of issues, and plan of care</td>
<td>16</td>
</tr>
<tr>
<td><strong>Week 11</strong></td>
<td>Nov. 6 Neurological Conditions: covering and identifying symptoms of neurological injuries and disease, signs and symptoms, and plan of care</td>
<td>11</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td>Nov. 13 Exam 3 and Infectious Diseases: covering and identifying common infectious diseases, signs/symptoms, and plan of care</td>
<td>17</td>
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<tr>
<td><strong>Week 13</strong></td>
<td>Nov. 27 Pharmacology and Skills Review</td>
<td>4/5</td>
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<tr>
<td><strong>Week 14</strong></td>
<td>Dec. 4 Psychological and Substance Abuse Disorders: evaluating and identifying mental health and substance abuse issues in the athlete and plan of care in a crisis situation</td>
<td>15</td>
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<tr>
<td><strong>Week 15</strong></td>
<td>Dec. 11 Final Exam</td>
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*ALL DATES ARE SUBJECT TO CHANGE*
VIII. READINGS (REQUIRED AND RECOMMENDED)

Cuppett and Walsh, *General Medical Conditions in the Athlete* (3rd edition). Elsvier Mosby

IX. ATTENDANCE POLICY:

Your attendance for every class and exam is a must. Please notify me by text or e-mail if you are missing a class for any reason. Attendance and participation is a part of your grade as noted in the grading process described above.

X. COURSE EVALUATIONS:

Near the conclusion of each semester, students in the College of Education are asked to electronically evaluate courses taken within the College of Education. Evaluation data is used for a variety of important purposes including:

- Course and program improvement, planning, and accreditation
- Instruction evaluation purposes
- 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 COE 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 completed the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

XI. STUDENT ETHICS AND OTHER POLICY INFORMATION:

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](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/](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
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.

The Hub is committed 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
- Lumberjack Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

To contact the Hub:
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)
- johCrisis Text Line: Text HELLO to 741-741

Updated: August 2023