Department of Kinesiology & Health Science
ATTR 5374 Advanced Athletic Training
Fall 2023 (Full)

Instructor: Linda Bobo, PhD, ATC, LAT, CES, GTS
Office: HPE 224A
Office Phone: 936.468.1599
Other Contact Information: 936.462.0873 cp

Course Time & Location: M 2pm - 4:30pm in A-108
Office Hours: Office Hours: M 10am - 12pm; T 10am-12pm; W 10am – 11am; Arranged appointments also; Online as needed
Credits: Three (3) hours
Email: lbobo@sfasu.edu

Prerequisites: Admittance to athletic training major.

I. Course Description:
Advanced knowledge and skills specific to a greater understanding of techniques and principles of recognition, evaluation, prevention, and care for the physically active.
Prerequisites: Admittance to Athletic Training Major or special permission from course instructor.

Credit Hour Justification:
ATTR 5374: Advanced Athletic Training (3 credits) meets (the equivalence of) once a week totaling two hours and 30 minutes for 15 weeks and during the final exam time. In preparation for the introduction and presentation of each learning module (Soft Tissue Mobilization, Corrective Exercise, and BOC preparation), students are expected to complete a pre-discussion review, online quizzes, and skill acquisition checklists outside of class for soft tissue mobilization. The second learning module, corrective exercise, requires an analysis on a patient and a prescriptive program to address the patient’s deficiencies. Lastly, in preparation for the Board of Certification national examination, in class reviews are held, while students are required to take five different computer-based comprehensive examinations. 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

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, sex, 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, sex, population.

Be sure to check with faculty to address any curriculum changes that have taken place such as a prerequisite or course description change.

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. All content within this course is indirectly tied to the shared vision for the SFASU PCOE and the design of the GATP.

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.

Student Learning Outcomes:
Upon completion of this course the student should be able to:

CAATE STANDARDS / CORE COMPETENCIES 2020 (Level Is will be introduced to these; you will close out 2012)

FOUNDATIONAL KNOWLEDGE:
Standard 55: Students must gain foundational knowledge in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, (performance) nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems.

CAATE Assessment: D: ATS will learn and create a comprehensive pt. assessment using the NASM Corrective Exercise Specialist (CEx) Continuum. The CEx continuum encompasses bullets 1, 4-6, 8. ATS will learn and complete skills associated with Graston Technique M1 certification that encompasses bullets 3, 7.

Standard 73: Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:

- Joint mobilization and manipulation
- Soft tissue techniques

CAATE Assessment: D: ATS will learn and create a comprehensive patient assessment using the NASM Corrective Exercise Specialist Continuum.

Standard 80: D: ATS will learn and create a comprehensive pt. assessment using the NASM Corrective Exercise Specialist Continuum.

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

One project presentation for NASM CES project presentation
D2L quizzes over content modules

National Sports Academy of Medicine – Corrective Exercise Specialist Module:

"Certification of successful completion will not be awarded by NASM until the ATS has registered for the certifying exam and received official notification of his/her status as a Certified Athletic Trainer from the Board of Certification."

This module will consist of a video of a person performing at least two aspects (one absolutely being the overhead squat assessment), an evaluation of that person, and suggested continuum for that person based on the findings. The due date is posted on the course progression. Refer to course handout for specific details.

NASM CES Patient Assessment Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video</td>
<td></td>
</tr>
<tr>
<td>Provided an in-depth patient assessment appropriate to the movement analysis.</td>
<td>Provided a good CES Continuum appropriate to the movement analysis.</td>
</tr>
<tr>
<td>Quality of Assessment</td>
<td></td>
</tr>
<tr>
<td>Provided an average patient assessment appropriate to the movement analysis.</td>
<td>Provided a minimal patient assessment appropriate to the movement analysis.</td>
</tr>
<tr>
<td>Quality of CES Continuum</td>
<td></td>
</tr>
<tr>
<td>Provided a minimal CES Continuum appropriate to the movement analysis.</td>
<td>Provided an inaccurate CES Continuum appropriate to the movement analysis.</td>
</tr>
<tr>
<td>Shared Presentation to Peers</td>
<td></td>
</tr>
<tr>
<td>YES, to peers and me by due date</td>
<td>YES, to me, but tardy w/ peers</td>
</tr>
</tbody>
</table>

Total points x 3 = _________ / 60 points possible

IV. Evaluation and Assessments (Grading):

STUDENT EVALUATION:

<table>
<thead>
<tr>
<th>GRADING SCALE</th>
<th>CONTENT MODULE ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% – 90%</td>
<td>A</td>
</tr>
<tr>
<td>99% – 80%</td>
<td>B</td>
</tr>
<tr>
<td>98% – 80%</td>
<td>C</td>
</tr>
<tr>
<td>97% – 70%</td>
<td>D</td>
</tr>
<tr>
<td>96% – 70%</td>
<td>E</td>
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</table>

Grades will be calculated according to the percentages as noted above. Points will be given for exams, quizzes, articles, project, and/or topic report. Absences could affect your grade.
### V. Tentative Course Outline/Calendar:

**FALL 2023 for ATTR 5374: Meet MONDAY in HPE 201, unless otherwise notified**

<table>
<thead>
<tr>
<th>DATE</th>
<th>WK-M</th>
<th>Independent Assignment</th>
<th>DISCUSSION</th>
<th>REFERENCE</th>
</tr>
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<tbody>
<tr>
<td>08.28</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.04</td>
<td>2</td>
<td>NASM Corrective Exercise Specialist Modules</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Ch 1: Rationale for Corrective Exercise (CE) – Discuss “Why do CES?” Introduce four Phases I – IV of CE continuum</td>
<td>NASM + D2L</td>
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<td></td>
<td></td>
<td>• Ch 2: Introduction of Human Movement Science (HMS) – Discuss movement anatomy, functional anatomy, review musculature, and motor behavior</td>
<td>NASM + D2L</td>
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<td></td>
<td></td>
<td>• Ch 3: Evidence-Based Approach to Understanding Human Movement Impairments – Discuss muscular and structural impairments</td>
<td>NASM + D2L</td>
<td></td>
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<tr>
<td>09.11</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Ch 5: Static Postural Assessments – Discuss muscle imbalances, Janda’s postural distortion syndromes, and review static postural assessments</td>
<td>NASM + D2L</td>
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<td>• Ch 6: Movement Assessments – Discuss the CES movement assessments and the related movement compensations</td>
<td>NASM + D2L</td>
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<td></td>
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<td>• Ch 7: Range of Motion – Review techniques for measuring ROMS</td>
<td>NASM + D2L</td>
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<tr>
<td></td>
<td></td>
<td>• Ch 8: Strength Assessments – Review techniques for measuring muscular strength</td>
<td>NASM + D2L</td>
<td></td>
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<tr>
<td>09.22</td>
<td>4</td>
<td>Look over suturing module in D2L</td>
<td>Meet to practice Ortho Presentation to SON FNP Suturing @10am – 11:30am</td>
<td>D2L</td>
</tr>
<tr>
<td></td>
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<td>Suturing @SON, 09.22 @8:00am – 10am</td>
<td>D2L</td>
</tr>
<tr>
<td>09.25</td>
<td>5</td>
<td>Wear athletic clothing today</td>
<td>NASM – Phase I - III</td>
<td>NASM + D2L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ch 9: Inhibitory Techniques: Self-Myofascial Release – Review techniques</td>
<td>NASM + D2L</td>
<td></td>
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<td></td>
<td></td>
<td>• Ch 10: Lengthening Techniques – Review static and PNF stretching techniques</td>
<td>NASM + D2L</td>
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<tr>
<td></td>
<td></td>
<td>• Film movement assessments for video library; group work analyzing videos</td>
<td>NASM + D2L</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Ch 11: Activation &amp; Integration Techniques – Discuss how to stimulate, or reeducate, underactive myofascial tissue</td>
<td>NASM + D2L</td>
<td></td>
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<tr>
<td>10.02</td>
<td>6</td>
<td>Wear athletic clothing today</td>
<td>NASM - Phase IV</td>
<td>NASM + D2L</td>
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<td></td>
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<td>• Ch 12: Corrective Strategies for Foot &amp; Ankle Impairments – Discuss commonly associated dysfunctions, systematic process to determine impairments, and specific CE strategies</td>
<td>NASM + D2L</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Ch 13: Corrective Strategies for Knee Impairments – Discuss commonly associated dysfunctions, systematic process to determine impairments, and specific CE strategies</td>
<td>NASM + D2L</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Ch 14: Corrective Strategies for Lumbo-Pelvic-Hip Impairments – Discuss commonly associated dysfunctions, systematic process to determine impairments, and specific CE strategies</td>
<td>NASM + D2L</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Ch 15: Corrective Strategies for Shoulder, Elbow, &amp; Wrist Impairments – Discuss commonly associated Nutrition module</td>
<td>NASM + D2L</td>
<td></td>
</tr>
<tr>
<td>10.09</td>
<td>7</td>
<td>Wear GATP Polo + nice shorts</td>
<td>Counseling Services presentation(s)</td>
<td>SFA Counseling Services – Wellness Hub</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 7 Dimensions of Wellness / Stress Mgmt.</td>
<td>SFA Counseling Services – Wellness Hub</td>
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</tr>
<tr>
<td>10.16</td>
<td>8</td>
<td>Wear lab clothing</td>
<td>Graston Technique</td>
<td>D2L</td>
</tr>
<tr>
<td>10.23</td>
<td>9</td>
<td>Wear lab clothing</td>
<td>Cupping</td>
<td>D2L</td>
</tr>
<tr>
<td></td>
<td>2nd 8wk</td>
<td></td>
<td>Dry Needling</td>
<td>D2L</td>
</tr>
<tr>
<td>10.30</td>
<td>10</td>
<td>Wear lab clothing</td>
<td>Joint Mobilization / Traction / Mulligan Technique</td>
<td>D2L</td>
</tr>
<tr>
<td>11.06</td>
<td>11</td>
<td>Wear lab clothing</td>
<td>Pharmacological / Supplements</td>
<td>D2L</td>
</tr>
<tr>
<td>11.13</td>
<td>12</td>
<td>Nutritional / EKG</td>
<td>D2L</td>
<td></td>
</tr>
<tr>
<td>11.20</td>
<td>13</td>
<td>Nothing-enjoy</td>
<td>Christmas holiday</td>
<td>SFA Athletic – S&amp;C Presenter</td>
</tr>
<tr>
<td>11.27</td>
<td>14</td>
<td>Strength &amp; Conditioning: Form, Technique</td>
<td>SFA Athletic – S&amp;C Presenter</td>
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</tbody>
</table>
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

Rules of Etiquette for ATTR 5374:
• We are all here to accomplish one task- learn.
• 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.
• Please wear appropriate clothing for skill application that do not reveal unnecessary body parts.

CLASS POLICIES:
• Refer to SFA GATP Policies and Procedures Manual.
QuizzeAssignments:
• DO NOT BE ABSENT for F2F; Keep up with online modules. It is your responsibility to make-up any missed work at the instructor’s ability.
• Expect the possibility of daily quizzes following each new module topic.
• To do well in this class you must study and practice outside of class and apply this newfound knowledge while at your clinical sites.

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.

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.
• Please wear clothing that will allow exposure to surface landmarks and will allow body motion and measurements.
• 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
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!!!