Instructor: Keilea Sumrall DHSc, LAT, ATC
Course Time & Location: M-TH 8am – 10:05am; HPE A108
Office: 220
Office Phone: 936-468-1812
Credits: Three (3) Semester hours

I. Course Description:
An introduction to the profession of Athletic Training. An overview of common techniques and principles of recognition, evaluation, prevention, and care for the physically active.

Credit Hour Justification:
ATTR 5354: Introduction to Athletic Training (3 credits) meets for one hour and 55 minutes M – TH for five weeks during the summer II semester. In preparation for the introduction and presentation of each chapter, students are expected to complete a Ch. Worksheet, review musculoskeletal anatomy, and complete on-line quizzes to start each class. Additional outside preparation is necessitated for quizzes, in class group discussions, and other means of assessment for content comprehension. This course requires a minimum of two hours of outside of class preparation for each hour in class to prepare for class and complete assignments.

Every assignment and requirement in this course is critical for the graduate professional healthcare program.

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 Modality: Face-to-face

Prerequisites: Admittance to Athletic Training major

James I. Perkins College of Education 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. The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments for this CAATE-accredited program are located in the GATP D2L site.

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 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.

4. Demonstrate an understanding of risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management.

5. Complete the Board of Certification (BOC) requirements for eligibility of the national board examination through the completion of the competencies and proficiencies as set forth and endorsed by the NATA-EC, BOC, and the CAATE.

COMPETENCY / STUDENT LEARNING OBJECTIVES: - Upon completion of this course the student should be able to:

Prerequisite Coursework and Foundational Knowledge

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

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

Ch. PCRs:
- These will be pertain to the content of each chapter and used as a supplement to your nightly reading. These will be put into the D2L Dropbox for each ATS in order to earn a score for the assignment. No LATE Submissions will be accepted.

Quizzes:
- Partner quizzes will take place each class day as listed on the course calendar. These quizzes will be done at the beginning of the class with a partner without the use of notes, textbooks or electronic devices. You will have 10 minutes to take the short quiz online. Please bring an electronic device to complete the online quiz.

Tests:
- Written tests will cover lecture content. They will be delivered with varying formats: multiple choice, short answer, identification, critical decision-making, discussion.

EBP Article Appraisal:
- You will complete 1 article appraisal during the 5 week course. Students will find 1 peer-reviewed article published within the last 10 years. This article topic will pertain to a specific chapter covered within the course. The topics and chapter will be assigned in class on Day 1. You will compose a 2 page summary of the article discussing the purpose, subjects, methods and design, results and conclusions. Students must provide a brief discussion on how this article will impact their clinical decision making. Rubric is found on D2L.

Electronic Devices:
- Please bring an electronic device to class each day. Laptop, tablet etc. These will be used for your partner quizzes and other in class activities.
IV. Evaluation and Assessments (Grading):

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<th>Percentage Range</th>
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<tbody>
<tr>
<td>100% – 90%</td>
<td>A</td>
<td>50% – 60%</td>
<td>D</td>
<td>59% and below</td>
<td>F</td>
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<tr>
<td>89% - 80%</td>
<td>B</td>
<td>30% – 40%</td>
<td>C</td>
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<tr>
<td>79% - 70%</td>
<td>C</td>
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<tr>
<td>69 % - 60%</td>
<td>D</td>
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<tr>
<td>59% and below</td>
<td>F</td>
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Attendance/tardies will be recorded daily, but will not have an associated score. Participation with daily discussion is expected.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>DATE</th>
<th>DISCUSSION</th>
<th>IN CLASS and ASSIGNMENTS DUE</th>
<th>HOMEWORK/ PREP for Next Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>M- 7.3</td>
<td>Syllabus, Ch. 1 - The Athletic Trainer as a Healthcare Provider Ch. 13 – Off Field Evaluation- HOPS, Process of Evals</td>
<td>*Ch. 1 and 13 – discuss in class Assign Article Appraisal Topics</td>
<td>*Read Ch. 4 and Position Statements for homework</td>
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<tr>
<td>7.4</td>
<td>HOLIADAY- No Class</td>
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<td>7.5</td>
<td>Ch.4 - Fitness &amp; Conditioning Functional Screening Assessments (Small part of Ch. 13)</td>
<td>*Ch. 4 PCR Due NATA Position Statements</td>
<td>Read Ch. 5 and position statements for homework</td>
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<tr>
<td>7.6</td>
<td>Ch. 5- Nutrition &amp; Supplements</td>
<td>Ch. 5 PCR Due NATA Position Statements *Partner Quiz Ch. 1 and 13</td>
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<tr>
<td>M- 7.10</td>
<td>Test #1: Chs. 1, 4, 5, 13</td>
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<td>*Read Ch.9 and 11 for homework</td>
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<tr>
<td>7.11</td>
<td>Ch. 11- Psychosocial Health (Short Intro Lecture) Ch. 9 - Mx &amp; Char. Of MSk &amp; Nerve Trauma</td>
<td>*Ch. 9 PCR Due Partner Quiz Ch. 9 and 11</td>
<td>*Read Ch. 18 for Homework *Ch. 18 PCR for homework</td>
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<tr>
<td>7.12</td>
<td>Ch.18 - Foot (Functional) Anatomy, BioMx, Prophylactics, Injuries</td>
<td>Partner Quiz Ch. 18</td>
<td>*Ch. 18 PCR Due *Ch. 18 (All Anatomy chapters will exclude “Assessments &amp; Rehabilitation”) – discuss</td>
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<tr>
<td>7.13</td>
<td>Ch.18 - Foot (Functional) Anatomy, BioMx, Prophylactics, Injuries Ch. 19 - Ankle and Lower Leg (Functional) Anatomy, BioMx, Prophylactics, Injuries</td>
<td>Ch. 18 and 19 Class Discussion</td>
<td>*Ch. 19 PCR for homework *Study for Test #2, Chs. 9, 11, 18, 19</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Partner Quiz on Ch. 19</td>
<td>PCR Due</td>
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<tr>
<td>M- 7.17</td>
<td>Ch. 19 - Ankle and Lower Leg (Functional) Anatomy, BioMx, Prophylactics, Injuries</td>
<td>*Ch. 19 PCR Due&lt;br&gt;*Ch. 19 (All Anatomy chapters will exclude “Assessments &amp; Rehabilitation”)</td>
<td>*Study for Test #2, Chs. 9, 11, 18, 19</td>
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<tr>
<td>7.18</td>
<td><strong>Test #2: 9, 11, 18, 19</strong>&lt;br&gt;Ch.20 - Knee and Related Structures (Functional) Anatomy, BioMx, Prophylactics, Injuries</td>
<td>*Partner Quiz on Ch. 20&lt;br&gt;*Ch. 20 PCR Due&lt;br&gt;*Ch. 20 (All Anatomy chapters will exclude “Assessments &amp; Rehabilitation”) - discuss</td>
<td>*Read Ch. 20 for homework&lt;br&gt;*Ch. 20 PCR for homework</td>
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<tr>
<td>7.19</td>
<td>Ch.20 - Knee and Related Structures (Functional) Anatomy, BioMx, Prophylactics, Injuries</td>
<td>**Online Quiz on Ch. 21&lt;br&gt;*Ch. 21 PCR Due&lt;br&gt;*Ch. 21 (All Anatomy chapters will exclude “Assessments &amp; Rehabilitation”) – discuss</td>
<td>*Study for Test #3, Chs. 20 and 21</td>
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<td>7.20</td>
<td>Ch. 21 - Thigh, Hip, Groin, &amp; Pelvis (Functional) Anatomy, BioMx, Prophylactics, Injuries</td>
<td>**Partner Quiz on Ch. 25&lt;br&gt;*Ch. 25 PCR Due&lt;br&gt;*Ch. 25 (All Anatomy chapters will exclude “Assessments &amp; Rehabilitation”) – discuss</td>
<td>*Read Ch. 23&lt;br&gt;*Ch. 23 PCR for homework</td>
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<tr>
<td>M- 7.24</td>
<td><strong>Test #3: Ch. 20 and 21</strong>&lt;br&gt;Ch. 25 - Spine (Functional) Anatomy, BioMx, Prophylactics, Injuries</td>
<td>**Partner Quiz on Ch. 23&lt;br&gt;*Ch. 23 PCR Due&lt;br&gt;*Ch. 23 (All Anatomy chapters will exclude “Assessments &amp; Rehabilitation”) – discuss</td>
<td>*Read Ch. 25 for homework&lt;br&gt;*Ch. 25 PCR for homework</td>
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<tr>
<td>7.25</td>
<td>Ch. 25 - Spine (Functional) Anatomy, BioMx, Prophylactics, Injuries</td>
<td>**Partner Quiz on Ch. 25&lt;br&gt;*Ch. 25 PCR Due&lt;br&gt;*Ch. 25 (All Anatomy chapters will exclude “Assessments &amp; Rehabilitation”) – discuss</td>
<td>*Read Ch. 23&lt;br&gt;*Ch. 23 PCR for homework</td>
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<td>7.26</td>
<td>Ch. 23 - Elbow (Functional) Anatomy, BioMx, Prophylactics, Injuries</td>
<td>**Partner Quiz on Ch. 23&lt;br&gt;*Ch. 23 PCR Due&lt;br&gt;*Ch. 23 (All Anatomy chapters will exclude “Assessments &amp; Rehabilitation”) – discuss</td>
<td>*Study for Test #4, Chs. 25 and 23</td>
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<tr>
<td>7.27</td>
<td><strong>Test #4: Ch. 25 and 23</strong>&lt;br&gt;Ch. 22 - Shoulder (Functional) Anatomy, BioMx, Prophylactics, Injuries</td>
<td>**Partner Quiz on Ch. 22&lt;br&gt;*Ch. 22 PCR Due&lt;br&gt;*Ch. 22 (All Anatomy chapters will exclude “Assessments &amp; Rehabilitation”) – discuss</td>
<td>*Read Ch. 22&lt;br&gt;*Ch. 22 PCR for homework</td>
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<tr>
<td>7.31</td>
<td>Ch. 22 - Shoulder (Functional) Anatomy, BioMx, Prophylactics, Injuries</td>
<td>**Partner Quiz on Ch. 22&lt;br&gt;*Ch. 22 PCR Due&lt;br&gt;*Ch. 22 (All Anatomy chapters will exclude “Assessments &amp; Rehabilitation”) – discuss</td>
<td>*Read Ch. 24</td>
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<tr>
<td>8.1</td>
<td>Ch. 22 - Shoulder (Functional) Anatomy, BioMx, Prophylactics, Injuries</td>
<td>Continued Class Discussion</td>
<td>Article Appraisal Due- Upload to D2L by midnight. *Ch. 24 PCR for homework</td>
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<tr>
<td>8.2</td>
<td>Ch. 24 - Forearm, Wrist, Hand, &amp; Fingers (Functional) Anatomy, BioMx, Prophylactics, Injuries</td>
<td>Partner Quiz on Ch. 24</td>
<td>*Ch. 24 PCR Due *Ch. 24 (All Anatomy chapters will exclude &quot;Assessments &amp; Rehabilitation&quot;) – discuss</td>
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<tr>
<td>8.3</td>
<td>SFA AT Staff Inservice Day</td>
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<td>8.4</td>
<td>Test #5: Comprehensive Final</td>
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**ALL DATES AND ASSIGNMENTS ARE TENTATIVE**

**VI. Readings (Required and recommended—including texts, websites, articles, etc.):**

**Required Text:**


**Outside References:**

**VII. Course Evaluations:**
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate coursestaken within the PCOE. Evaluation data is used for a variety of important purposes including:
- Course and program improvement, planning, and accreditation.
- Instruction evaluation purposes; and
- 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. The course evaluations are direct feedback to my teaching and as consideration of the relevance on the course assignments to content learning.
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 (More information regarding these policies and other university policies may be found at http://www.sfasu.edu/policies/):

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.

Electronic Communication and Assignment Submissions:

- At times, students 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. Students are expected to do the following:
  - Send a professional email to the professor that contains a professional salutation (Dr. Sumrall, Dr. Bobo, Dr. Watts etc)
  - Brief information regarding the purpose of the email should be included,
  - The email should be closed with the student’s name and appropriate email signature
  - The subject line on the email should include the course and or assignment the email pertains to

Class Policies:

- Refer to SFA GATP Policies and Procedures Manual.
- You can expect a response from me via email within 24-48 hours, Monday-Friday

Class Attendance and Excused Absence: Policy 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 Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

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, 936-468-3004 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 in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

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**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**

Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFA 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  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic  
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