I. Course Description:
Current trends and issues, competency review and professional development in athletic training.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

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 diagnosis 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.

COMPETENCY / STUDENT LEARNING OBJECTIVES (CAATE): - Upon completion of this course the student will have reviewed the following:

Professional Development
- Explain the role and function of state athletic training practice acts and registration, licensure, and certification agencies including (1) basic legislative processes for the implementation of practice acts, (2) rationale for state regulations that govern the practice of athletic training, and (3) consequences of violating federal and state regulatory acts.
- Describe the process of attaining and maintaining national and state athletic training professional credentials.
- Describe the current professional development requirements for the continuing education of athletic trainers and how to locate available, approved continuing education opportunities.
• Describe the role and function of the governing structures of the National Athletic Trainers’ Association.
• Differentiate the essential documents of the national governing, certifying, and accrediting bodies, including, but not limited to, the Athletic Training Educational Competencies, Standards of Practice, Code of Ethics, Role Delineation Study, and the Standards for the Accreditation of Entry-Level Athletic Training Education Programs.
• Summarize the position statements regarding the practice of athletic training.
• Summarize the current requirements for the professional preparation of the athletic trainer.
• Identify the components of, and the techniques for constructing, a professional resume.

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

Current Trends/Issues in Athletic Training Research Articles: Class oral presentations
Attendance with Guest Presenters: Professional-practice presentations
Resume making and Cover Letter Writing: Create and peer-edit resumes and cover letters
Mock Interview and Perfect Interview Critique: Career Service, on-line
  • 30-45 minute interview with representative from Career Services
  • Representative will provide verbal feedback regarding interview

Assignments:
A.) Article Critique Oral Presentations:

The articles must come from professional, refereed journals that have been published within the last THREE (3) years. APA format for citation will be utilized. Send an e-copy to all the class and instructor of course one week before your classroom presentation.

For your article critique, you will provide an oral summary of on ANY subject matter of your desire you wish to know about, along with what the information in the article means to you as an athletic trainer.

The article cannot be a duplicate article of another classmate. This means that no person can report on the same article that has already been presented or claimed as an article that will be presented. The first student to bring a written citation of a particular article, and it is approved by the instructor, will get “exclusive rights” to present that particular article. “First come, first served.” Claimed articles will be on display on my office door. Please see the course progression for your presentation dates. The articles will be due with the conclusion of each applicable topic during the semester (refer to course progression, e.g., when we conclude discussing the ankle, your critique is due on the written test date). No late work will be accepted (not realizing someone has already done an article you turn in is not an excuse for late work).

There will be one (1) article presentation done by each student.


Total points possible is 56

ORAL Journal Article Critique / Review Rubric

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NONVERBAL SKILLS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EYE CONTACT</td>
<td>Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.</td>
<td>Consistent use of direct eye contact with audience, but still returns to notes.</td>
<td>Displayed minimal eye contact with audience, while reading mostly from the notes.</td>
<td>No eye contact with audience, as entire report is read from notes.</td>
</tr>
<tr>
<td>BODY LANGUAGE</td>
<td>Movements seem fluid and help the audience visualize.</td>
<td>Made movements or gestures that enhances articulation.</td>
<td>Very little movement or descriptive gestures.</td>
<td>No movement or descriptive gestures.</td>
</tr>
<tr>
<td>POISE</td>
<td>Student displays relaxed, self-confident nature about self, with no mistakes.</td>
<td>Makes minor mistakes, but quickly recovers from them; displays little or no tension.</td>
<td>Displays mild tension; has trouble recovering from mistakes.</td>
<td>Tension and nervousness is obvious; has trouble recovering from mistakes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>VERBAL SKILLS</strong></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTHUSIASM</td>
<td>Demonstrates a strong, positive feeling about topic during entire presentation.</td>
<td>Occasionally shows positive feelings about topic.</td>
<td>Shows some negativity toward topic presented.</td>
<td>Shows absolutely no interest in topic presented.</td>
</tr>
</tbody>
</table>
ELOCUTION

Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.

Student’s voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.

Student’s voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.

Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.

CONTENT

<table>
<thead>
<tr>
<th>Subject</th>
<th>Knowledge</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student demonstrates full knowledge by answering all class questions with explanations and elaboration. Provides detailed explanation of what article means to yourself.</td>
<td>Student presents information in logical, interesting sequence which audience can follow.</td>
</tr>
<tr>
<td>3</td>
<td>Student is at ease with expected answers to all questions, without elaboration. Provides an understandable explanation of what article means to yourself.</td>
<td>Student presents information in logical sequence which audience can follow.</td>
</tr>
<tr>
<td>2</td>
<td>Student is uncomfortable with information and is able to answer only rudimentary questions. Provides a weak explanation of what article means to yourself.</td>
<td>Audience has difficulty following presentation because student jumps around.</td>
</tr>
<tr>
<td>1</td>
<td>Student does not have grasp of information; student cannot answer questions about subject. Provides NO explanation of what article means to yourself.</td>
<td>Audience cannot understand presentation because there is no sequence of information.</td>
</tr>
</tbody>
</table>

Total points = ________ / 28x2=56 points possible

IV. Evaluation and Assessments (Grading):

GRADING SCALE

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% – 90%</td>
<td>A</td>
<td>Attendance of Guests</td>
</tr>
<tr>
<td>89% - 80%</td>
<td>B</td>
<td>Article Critique Oral Present</td>
</tr>
<tr>
<td>79% - 70%</td>
<td>C</td>
<td>Interview/Resume/Cover Letter</td>
</tr>
<tr>
<td>69% - 60%</td>
<td>D</td>
<td>Job Searching &amp; Preparation</td>
</tr>
<tr>
<td>59% and below</td>
<td>F</td>
<td>Syllabus</td>
</tr>
</tbody>
</table>

Grades will be calculated according to the percentages as noted above. Points will be given for exams, assignments, and punctuality and attendance for guest presenters. Absences could affect your overall success in the course.

V. Tentative Course Outline/Calendar:

ATTR 5130: SPRING 2023

<table>
<thead>
<tr>
<th>DATE</th>
<th>WK-M</th>
<th>Independent Assignment</th>
<th>TOPICS</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.22</td>
<td>2</td>
<td>*Update your resume</td>
<td></td>
<td>D2L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Email Resume to ALL + ME (Due by 01.28.24)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.29</td>
<td>3</td>
<td>*Edit everyone’s email and send back to them. *Put YOUR 7 edited resumes in Dropbox for me to see (Due by 02.04.24)</td>
<td></td>
<td>D2L</td>
</tr>
<tr>
<td>02.05</td>
<td>4</td>
<td>*Revise your resume using edits and submit FINAL one to me only in Dropbox (Due by 02.11.24) *Compose your cover letter +Introductory email and send to ALL + ME (Due by 02.18.24)</td>
<td></td>
<td>D2L</td>
</tr>
<tr>
<td>02.12</td>
<td>5</td>
<td>*Cover letter _ email peer edits, put YOUR 7 edited cover letters in Dropbox for me to see (Due by 02.18.24)</td>
<td></td>
<td>D2L</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.19 @11am-12pm</td>
<td><em>Meet at BPSC at Career Services / BPSC Commons Rm, 3rd Floor – Wear polo shirt + pants</em> Interviewing. <em>Revise your cover letter + email using edits and submit FINAL one to me only in Dropbox (Due by 02.25.24)</em></td>
<td>Meets at BPSC building for Career Services. Job preparation. Online mock interview introduction. Put cover letter in Dropbox for me. Email cover letter for peer edits. Interviewing and Social Media <a href="https://sfasu.interviewstream.com/Account/Login?ReturnUrl=%2Fsignup%2F">https://sfasu.interviewstream.com/Account/Login?ReturnUrl=%2Fsignup%2F</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.26</td>
<td><em>Either do online interview or F2F. For online send me an email to view (Due by 03.03.24)</em></td>
<td><em>Dos and Don’t of interviewing follow-up</em></td>
<td>D2L LAST DAY TO BOC APPLY FOR EXAM BY 5:00PM</td>
<td></td>
</tr>
<tr>
<td>03.04</td>
<td>*</td>
<td>Guests: HR, Conflict Resolution</td>
<td>D2L LAST DAY BOC REGISTER FOR EXAM by 5:00PM</td>
<td></td>
</tr>
<tr>
<td>03.11</td>
<td>*</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.18</td>
<td>*Schedule interview or complete IntervStream *Request 2 ATS peers to critique *Interview Stream assignments – DUE today *Article Abstract / Topic DUE to me.</td>
<td>*Complete online interviews on your own *Peer review of Interviews *Overview of Resumes, Cover Letters, Interviews, First job jitters.</td>
<td>D2L</td>
<td></td>
</tr>
<tr>
<td>03.23</td>
<td>NO CLASS</td>
<td>BOC Testing Window – NO CLASSES during this time for MY CLASS only.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.01</td>
<td>NO CLASS</td>
<td>BOC Testing Window – NO CLASSES during this time for MY CLASS only.</td>
<td>*04.04 LAST DAY BOC SCHEDULE by 5:00PM *04.06 LAST BOC TEST DATE</td>
<td></td>
</tr>
<tr>
<td>04.08</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.15</td>
<td>14</td>
<td>Guest Presenters:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.22</td>
<td>15</td>
<td>Guest Presenter:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.06</td>
<td>17</td>
<td>FINALS Article Abstract Presentations 19th COHORT GRADUATES!!!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ALL DATES AND ASSIGNMENTS ARE TENTATIVE**

Attendance will be recorded daily but will not have an associated score. Participation with daily discussion is expected.

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

Required Texts: None at this time.

Other Suggested:

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.

#### Institutional Absences (HOP 04-110):
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

### Code of Student Conduct and Academic Integrity
- The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

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/hops/02-206.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.

- **Other important course-related policies:**
  "Other SFA policy information is found in the Handbook of Operating Procedures (HOP)"

**IX: Resources**

- **On-campus Resources:**
  - The Dean of Students Office (Rusk Building, 3rd floor lobby)
    - www.sfasu.edu/deanofstudents
    - 936.468.7249
    - dos@sfasu.edu
  - 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
  - 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
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)
- Crisis Text Line: Text HELLO to 741-741

X. 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!!!