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.

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.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Laboratory skill sheets are the foundation of this laboratory course. They will be practiced in class, peer-reviewed beyond the class, and then have a final evaluation by the instructor of course. Some modality skills will have aligned lab assignments that enhance the topic of the week. This will be scored for quality and completion.

- Content discussed within this course will be aligned with the course progression and relate to lecture (5331). However, in the beginning of the course, some information in the lab will not align to lecture course content.
- Skill components can be found in (pink) highlighted boxes throughout the accompanying textbook. An older edition SHOULD NOT be used for this course.
- Laboratory meetings may consist of daily quizzes, skill assessments, and peer-evaluation.
- Most days will contain an evaluation form for the introduced skill.

IV. Evaluation and Assessments (Grading):

**GRADING SCALE**

- 100% – 90% = A
- 89% - 80% = B
- 79% - 70% = C
- 69% - 60% = D
- 59% and below = F

Your grade in this course will be determined from a point percentage. Points will be given for laboratory practical examinations, skill sheets, and/or quizzes. The final grade is determined by the total number of points you accumulate during the semester divided by the total number of points available. The skill sheets are located in the D2L site for this course.

V. Tentative Course Outline/Calendar:

**SPRING 2024: ATTR 5131 - Meet TR in HPE 201 unless otherwise notified**

<table>
<thead>
<tr>
<th>DAY</th>
<th>DISCUSSION</th>
<th>REFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.18</td>
<td>Syllabus; <strong>TEACH LECTURE TODAY</strong></td>
<td>pp. 3 – 17; pp. 23 - 36</td>
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<tr>
<td></td>
<td>Ch 1: Basic Science of Therapeutic Modalities – Discuss the different forms of energy and how</td>
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<td></td>
<td>they are used in therapeutic modalities</td>
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<tr>
<td></td>
<td>Ch 2: Using Therapeutic Modalities to Affect the Healing Process – Discuss healing process,</td>
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<td></td>
<td>impeding factors, how to use TM throughout rehab, and contra/indications of its use</td>
<td></td>
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<tr>
<td>01.23</td>
<td>Managing pain / Pt. positioning / Navigating modality</td>
<td>pp. 79 - 99</td>
</tr>
<tr>
<td>01.25</td>
<td>8am - 9am Pt. Positioning Rvw - LAB</td>
<td>pp. 79 - 99</td>
</tr>
<tr>
<td></td>
<td>9am – 10am Ch. 4 Pn lecture - LECTURE</td>
<td></td>
</tr>
<tr>
<td>01.26</td>
<td><strong>Skill Assessment #1 – Covers Ch. Pt. Pos; Written Test #1 @8am – 9am</strong></td>
<td><strong>Skill sheets in D2L</strong></td>
</tr>
<tr>
<td>01.30</td>
<td>Ch 5: Basic Principles of Electricity &amp; E-stim Currents – Demonstrate treatment protocols for</td>
<td>Skill sheets in D2L</td>
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<tr>
<td></td>
<td>denervated muscle, muscle reeducation, muscle retardation for atrophy, &amp; muscle strengthening</td>
<td></td>
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<tr>
<td>02.01</td>
<td>Ch 5: Basic Principles of Electricity &amp; E-stim Currents – Demonstrate treatment protocols for</td>
<td>Skill sheets in D2L</td>
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<tr>
<td></td>
<td>asymmetric biphasic currents, TENS, for gate, motor, and noxious levels – <strong>GUEST TEACHER</strong></td>
<td></td>
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<tr>
<td>02.06</td>
<td>Ch 10: Therapeutic Ultrasound – Demonstrate treatment protocols for ultrasound, coupling</td>
<td>Skill sheets in D2L</td>
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<td></td>
<td>methods, non vs thermal, therapeutic medicine delivery (iontophoresis)</td>
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<tr>
<td>02.08</td>
<td><strong>Skill Assessment #2 – Covers Ch. 5 &amp; 10</strong></td>
<td><strong>Skill sheets in D2L</strong></td>
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<td></td>
<td><strong>Put Combo unit in Stdm Lounge!!</strong></td>
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<tr>
<td>02.13</td>
<td>Ch 9: Cryo/- Thermal Therapies – Demonstrate various treatment protocols for</td>
<td>Skill sheets in D2L</td>
</tr>
<tr>
<td></td>
<td>cryotherapy/thermotherapy [ARC?? For ½ of class]</td>
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<tr>
<td>02.15</td>
<td><strong>Personal Absence</strong></td>
<td>Skill sheets in D2L</td>
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<tr>
<td></td>
<td>Ch 15: Intermittent Pneumatic Compression Devices – Demonstrate treatment protocols for ICD</td>
<td></td>
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<td></td>
<td><strong>Guest Instructor?</strong></td>
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<tr>
<td>02.20</td>
<td>Ch 16: Therapeutic Massage Techniques – Demonstrate treatment protocols for massage, e.g.,</td>
<td>Skill sheets in D2L</td>
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<tr>
<td></td>
<td>Hoffa, friction, fascial, &amp; myofascial trigger point</td>
<td></td>
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<tr>
<td>02.22</td>
<td><strong>Skill Assessment #3 – Covers Ch. 9 (excluding whirlpools), 15, &amp; 16</strong></td>
<td><strong>Skill sheets in D2L</strong></td>
</tr>
<tr>
<td>02.27</td>
<td>Ch. 7: Biofeedback – Demonstrate treatment protocol for Surface EMG</td>
<td></td>
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<tr>
<td></td>
<td>Ch. 12: Diathermy - Demonstrate treatment protocol for diathermy (Main ATF)</td>
<td>pp. 473 – 493; 507 - 538</td>
</tr>
<tr>
<td>02.29</td>
<td><strong>Skill assessment #4 - Covers Ch. 9, 15, 16, 5, &amp; 10 - Comprehensive Final</strong></td>
<td></td>
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<tr>
<td>03.04</td>
<td>Ch. 13: Photobiomodulation - Demonstrate treatment protocol for LASER + LAB</td>
<td>pp. 507 – 538; 634 - 645</td>
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<tr>
<td></td>
<td><strong>FINALS Already taken due to abbreviated semester</strong></td>
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</tbody>
</table>

**“ALL DATES AND ASSIGNMENTS ARE TENTATIVE”**

VI . Readings (Required and recommended—including texts, websites, articles, etc.):
Skill sheets are located in the D2L site for this course. Please print them and bring them to class for the assigned dates.


Other References:

**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](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](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](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:
  o The Dean of Students Office (Rusk Building, 3rd floor lobby)
    www.sfasu.edu/deanofstudents
    936.468.7249
dos@sfasu.edu
  o SFASU Counseling Services • www.sfasu.edu/counselingservices
    Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  o SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
    Human Services Room 202 • 936-468-1041
  o 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)
  ❖ 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!!!