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.

This course is indirectly linked to ATTTR 5333/5133 within the Program.

Program Learning Outcomes:

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 Outcomes:**

**Professional Standards - 2020 CAATE Standards**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 60</td>
<td>Use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.</td>
</tr>
<tr>
<td>Standard 62</td>
<td>Provide athletic training services in a manner that uses evidence to inform practice.</td>
</tr>
</tbody>
</table>
| Standard 70 | Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:  
  - Cervical spine compromise  
  - Traumatic brain injury  
  - Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)  
  - Fractures and dislocations (including reduction of dislocation)  
  Other musculoskeletal injuries |
| Standard 71 | Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:  
  - Obtaining a medical history from the patient or other individual  
  - Identifying comorbidities and patients with complex medical conditions  
  - Assessing function (including gait)  
  - Selecting and using tests and measures that assess the following, as relevant to the patient’s clinical presentation:  
    - Eyes, ears, nose, throat, mouth, and teeth  
    - Mental status  
    - Musculoskeletal system  
    - Neurological system  
    - Pain level  
    - Specific functional tasks  
  - Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated |
| *Standard 76 | Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:  
  - Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview  
  - Re-examination of the patient on an ongoing basis  
  - Recognition of an atypical response to brain injury  
  - Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction)  
  - Return of the patient to activity/participation  
  - Referral to the appropriate provider when indicated |
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

- **Pre-chapter Reviews (PCRs):** Students will be expected to complete pre-chapter review worksheets prior to the start of the associated class session. These worksheets serve as a way for students to explore the chapter and develop a particular knowledge of course material prior to participation in class discussions and activities.

- **Formative Quizzes:** Alongside PCRs, students will take low stakes, online quizzes via D2L as practice for exams and in-class activities. The D2L quizzes will be automatically graded based on the individual student’s performance. Outside reading and completion of the associated PCR (if assigned) will be required for optimal performance on quizzes.

- **EBP Orthopedic Evaluation Appraisal:** Students will identify a head or spine special test used in assessment and find a current peer-reviewed article discussing this special test. Students will compose a 1-2 page summary of the article discussing the purpose of the article, subjects, methods and design, results and conclusions, and discussion on special test specificity and sensitivity. Student will also discuss how these results may impact their clinical decision making. More information will provided in D2L with the rubric.

- **Exams:** Written exams will cover lecture content. Students will be assessed through questions of varying formats including multiple choice, short answer, identification, critical decision making, etc. There are a total of three exams in the course, with the third being a comprehensive/ cumulative exam.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>100-90.0%</td>
<td>A</td>
</tr>
<tr>
<td>89.9-80.0%</td>
<td>B</td>
</tr>
<tr>
<td>79.9-70.0%</td>
<td>C</td>
</tr>
<tr>
<td>69.9-60.0%</td>
<td>D</td>
</tr>
<tr>
<td>59.9 &amp; below</td>
<td>F</td>
</tr>
</tbody>
</table>

Exams= 60%
Quizzes/PCRs= 25%
EBP Appraisal= 15%

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

- At times, you 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 as you would with other professionals in your first job. Students are expected to do practice the following for professional email communication:
  - 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.
Evidence-based practice orthopedic evaluation appraisal

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Possible Points</th>
<th>COMMENTS</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Article references in proper &amp; AMA format</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Purpose of the article/study clearly defined</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>3. Subjects, methods/design, &amp; materials described</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Results and conclusions clearly explained and consistent with authors</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>5. Appraisal of article with evidence-based principles</td>
<td>7</td>
<td></td>
<td></td>
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<tr>
<td>6. Relevant clinical significance</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: _____/25_____
V. Tentative Course Outline/Calendar: See final page of syllabus.

Attendance will be recorded daily but will not have an associated score. Participation in daily discussions and lecture is expected. While attendance is not graded, missing class may negatively affect the student’s grade.

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

Required Text:

Other Suggested Outside References:

VII. Course Evaluations:

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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](https://www.sfasu.edu/policies)

**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.

**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](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
    - dos@sfasu.edu
  - **SFASU Counseling Services** • [www.sfasu.edu/counselingservices](http://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](http://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](http://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
*This is a tentative schedule and could possibly change.*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.18 – 1.21</td>
<td>Syllabus; Primary Assessment Review, Neuro Introduction</td>
<td>Ch. 20</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1.22-1.28</td>
<td>Head and Acute CX Injuries</td>
<td>Ch. 20</td>
<td>PCR Ch. 20 DUE 1.22</td>
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<tr>
<td></td>
<td></td>
<td>11.29- Head and Acute CX Injuries - cover Differential Dx / Pathologies &amp; On the Field Management</td>
<td>Ch. 20</td>
<td>Class Quiz Ch. 20 ON 1.26</td>
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<tr>
<td></td>
<td></td>
<td>11.31- EXAM #1 Head &amp; Acute Cx Injuries</td>
<td>Ch. 20</td>
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<tr>
<td></td>
<td></td>
<td>2.2- Cervical + Thoracic Spine / Thoracic Pathologies</td>
<td>Ch. 14</td>
<td>PCR Ch. 14 DUE 2.2</td>
</tr>
<tr>
<td>3</td>
<td>1.29- 2.4</td>
<td>Cervical + Thoracic Spine / Thoracic Pathologies- Ch. 14</td>
<td>Ch. 14</td>
<td>Class Quiz Ch. 14 ON 2.9</td>
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<td>4</td>
<td>2.5- 2.11</td>
<td>Cervical + Thoracic Spine / Thoracic Pathologies- Ch. 14</td>
<td>Ch. 14</td>
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<tr>
<td>5</td>
<td>2.12- 2.18</td>
<td>Lumbosacral Injuries - cover functional anatomy, HO, Differential Dx / Pathologies</td>
<td>Ch. 13</td>
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<td>2.14 EXAM #2 Cervical &amp; Thoracic Spine</td>
<td>Ch. 14</td>
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<td></td>
<td>2.16- Lumbosacral Injuries - cover functional anatomy, HO, Differential Dx / Pathologies</td>
<td>Ch. 13</td>
<td>PCR Ch. 13 DUE 2.14</td>
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<td>6</td>
<td>2.19- 2.25</td>
<td>Lumbosacral Injuries- cover Differential Dx / Pathologies &amp; On the Field Management</td>
<td>Ch. 13</td>
<td>Class Quiz Ch. 13 ON 2.21</td>
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<td>2.23- EXAM #3 Lumbosacral</td>
<td>Ch. 13</td>
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<tr>
<td>7</td>
<td>2.26- 3.3</td>
<td>Assessment of Posture – cover examination process &amp; postural deviations</td>
<td>Ch. 6</td>
<td>EBP Appraisal DUE 2.28</td>
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<td></td>
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<td>2.28 &amp; 3.1- Comprehensive Module</td>
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<tr>
<td>8</td>
<td>3.4</td>
<td>Review</td>
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<tr>
<td>3.6</td>
<td></td>
<td><strong>COMPREHENSIVE FINAL EXAM</strong></td>
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