

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health and Tourism**

**ATEP 150 — Introduction to Athletic Training and Preventative Care Techniques (3)**  
**Fall 2010**

DAY/TIME:	M/W 12-1:15pm	LOCATION:	Lecture: OB 302 Lab: OB 318 or BRH 148
INSTRUCTOR:	Dr. Amanda Caswell, ATC	EMAIL ADDRESS:	<a href="mailto:aalleni@gmu.edu">aalleni@gmu.edu</a>
OFFICE LOCATION:	BRH 208D	PHONE NUMBER:	703-993-9914
OFFICE HOURS:	M 9-11:45am W9-10:15am; other times by appointment	FAX NUMBER:	703-993-2025
SCHOOL WEBSITE:	Rht.gmu.edu	COURSE WEBSITE:	courses.gmu.edu

**PRE/COREQUISITES**

None.

**COURSE DESCRIPTION**

Introduces the profession of athletic training and the basic principles of preventative care commonly used in the profession. Topics will include athletic training facility organization and procedures; protective sports equipment; construction of protective devices; and application of protective taping, braces, wrapping, and protective pads. Areas to be studied include the role of the athletic trainer in sports medicine, mechanisms of athletic injuries, tissue response to injury, blood-borne pathogens, introductory techniques of the assessment and evaluation of athletic injuries and emergency procedures.

**COURSE DESCRIPTION**

**COURSE OBJECTIVES**

At the completion of this course students should be able to complete the following:

1. Select athletic taping, protective devices, or braces;
2. Apply prophylactic preventative athletic tape, protective devices, and braces;
3. Identify rules and requirements specific to sport or activity for athletic taping, protective devices, braces, etc.;
4. Design, fit, and apply custom protective devices;
5. Identify responsibilities of the sports medicine team and related disciplines;
6. Describe certification requirements for athletic training;
7. Describe legislative concerns related to athletic training;
8. List components of an athletic training room;
9. Demonstrate record keeping practices in athletic training;
10. Illustrate how tissues of the body respond to injury;
11. Classify basic musculoskeletal injuries and mechanisms;
12. Outline the process of injury evaluation; and
13. Identify the basic psychological components of injury.

**COURSE OVERVIEW**

This didactic course will be taught in the Athletic Training Clinical Simulation Laboratory. The focus of this course is to develop the cognitive competencies necessary for the safe, effective, and evidenced-based application of preventative care techniques in a physically active patient population. Students will become familiar with the profession of athletic training.

### **Attendance**

Students are expected to be on time, attend all class meetings and be prepared for in class assignments and projects. Excused absences include the following: illness (must bring a receipt or note from a doctor), family death, athletic/academic event, and others at the discretion of the instructor. For known upcoming absences, students must contact the instructor at least one week in advance to the missed class to make up work. In the case of illness or some other unforeseen absence, the student must contact the instructor via e-mail or telephone. At the next attended class meeting the student will discuss material that is to be completed. ***Students will have one week from the excused absence to complete any missed assignments.*** It is the student's obligation to pursue any make-up work.

### **Dress**

During the laboratory section of the course, students will be asked to wear appropriate clothing to expose various body parts for the purposes of practicing the application of various emergency medical procedures. Tank tops and sports bras/bathing suit tops will be required when topics focus on the upper body. Shorts will be required will be required when topics focus on the lower body.

### **Special Requirements**

This course requires a laboratory fee of \$110.00 payable to George Mason University. This fee is due at the beginning of the second class meeting. If you are paying by check you can make your check to George Mason University and in the Memo section write in "ATEP 150 Lab Fee."

### **Technology Use During Class**

As per GMU policy, all sound emitting technology is required to be turned off during the class meeting time. Additionally, *no laptop computers* will be permitted for use during class time; the only exception is for use during presentations and projects.

### **E-mail Correspondence**

Only messages that originate from a George Mason University address will be accepted. The following is an appropriate professional format:

Dear Dr. Mrs. Caswell (*Beginning salutation*)

I am looking forward to your class. (*Text body*)

Regards, (*Ending Salutation*)

Amanda Caswell (*Your name*)

### Accreditation Standards

Upon completion of this course, students will meet the following Commission on Accreditation of Athletic Training Education (CAATE) competencies and proficiencies:

Code	Competency
PA-C5	Describe the etiology, pathogenesis, pathomechanics, signs, symptoms, and epidemiology of common orthopedic injuries, illnesses and diseases to the body's systems.
PD-C1	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.
PD-C2	Describe the process of attaining and maintaining national and state athletic training professional credentials.
PD-C3	Describe the current professional development requirements for the continuing education of athletic trainers and how to locate available, approved continuing education opportunities.
PD-C4	Describe the role and function of the governing structures of the National Athletic Trainers' Association.
PD-C5	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.
PD-C6	Summarize the position statements regarding the practice of athletic training.
PD-C7	Describe the role and function of the professional organizations and credentialing agencies that impact the athletic training profession.
PD-C8	Summarize the current requirements for the professional preparation of the athletic trainer.
PD-C9	Identify the objectives, scope of practice and professional activities of other health and medical organizations and professions and the roles and responsibilities of these professionals in providing services to patients.
PD-C11	Identify and access available educational materials and programs in health-related subject matter areas (audiovisual aids, pamphlets, newsletters, computers, software, workshops, and seminars).
PD-C16	Summarize the history and development of the athletic training profession.
RM-C3	Identify and explain the epidemiology data related to the risk of injury and illness related to participation in physical activity.
RM-C4	Identify and explain the recommended or required components of a preparticipation examination based on appropriate authorities' rules, guidelines, and/or recommendations.
RM-C10	Interpret data obtained from a wet bulb globe temperature (WBGT) or other similar device that measures heat and humidity to determine the scheduling, type, and duration of activity.
RM-C12	Explain the components and purpose of periodization within a physical conditioning program

RM-C20	Recognize the clinical signs and symptoms of environmental stress.
RM-C16	Explain the basic principles associated with the use of protective equipment, including standards for the design, construction, fit, maintenance and reconditioning of protective equipment; and rules and regulations established by the associations that govern the use of protective equipment; and material composition.
RM-C17	Explain the principles and concepts related to prophylactic taping, wrapping, bracing, and protective pad fabrication
RM-C18	Explain the principles and concepts related to the fabrication, modification, and appropriate application or use of orthotics and other dynamic and static splints. This includes, but is not limited to, evaluating or identifying the need, selecting the appropriate manufacturing material, manufacturing the orthosis or splint, and fitting the orthosis or splint.
RM-P4	Select and fit appropriate standard protective equipment on the patient for safe participation in sport and/or physical activity. This includes but is not limited to:
RM-P4.1	Shoulder Pads
RM-P4.2	Helmet/Headgear
RM-P4.3	Footwear
RM-P4.4	Mouthguard
RM-P4.5	Prophylactic Knee Brace
RM-P4.6	Prophylactic Ankle Brace
RM-P4.7	Other Equipment (as appropriate)
RM-P5	Select, fabricate, and apply appropriate preventive taping and wrapping procedures, splints, braces, and other special protective devices. Procedures and devices should be consistent with sound anatomical and biomechanical principles.

### REQUIRED READINGS

1. Prentice, W.E. (2010). Arnheim's Principles of Athletic Training: A Competency-based Approach, 14<sup>th</sup> Edition. McGraw Hill Publishers.
2. Beam, J. (2006). Orthopedic Tapping, Wrapping, Bracing and Padding. F.A. Davis Publishers.

### EVALUATION

Students will be evaluated on content standards (knowledge gained) and performance (demonstration of the content). Content standards will be assessed via written assignments, quizzes, and exams. Performance will be assessed through completion of class participation activities and competency testing.

### Quizzes

As indicated on the Course Calendar, a quiz will be given in class for the required reading. This will be a brief multiple choice and true-false assessment of your knowledge from the reading. ***You are required to bring a Scantron to each examination.***

### Lecture Examinations

Four written examinations will be administered. The format of the examinations will be multiple choice, true/false, short answer, matching, and fill in the blank type questions. Each of the examinations will test material covered during the prior class meetings. Exams will cover material in the textbook and activities completed during class sessions. ***You are required to bring a Scantron to each examination.***

### Laboratory Assessment

Four assessments of various taping related psychomotor skills will be administered throughout the semester. The skills practiced in class will be assessed in a practical examination format. This is a real time examination that will require the student to demonstrate various taping techniques. Students will be randomly scheduled for testing.

### Assignments

Description	Due Date	Points
History Page	9-1	10
Sports Medicine Organization Review	9-8	10
Prince William/Laboratory Scavenger Hunt	-----	5
NATA Website Review	9-13	10
BOC Assignment	9-20	10
Guest Speaker Review and Questions	10-2	10
Emergency Action Plan	10-6	10
Data Gathering System Review	10-12	10
Mechanisms/Characteristics of Trauma Improvisation	-----	5
Healing Process Project	11-8	15
SOAP Note	-----	5

### GRADING

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Assignments	11	varies	100
Professional Phase Student Interview	1	25	25
Quizzes	19	5	95
Laboratory Assessments	4	75	300
Lecture Examinations	3	75	225
<b>TOTAL</b>	—	—	<b>745</b>

### Course Grading Scale

The student's final letter grade will be earned based on the following scale:

A: 692.8 – 745pts. (93%)	C+: 573.6– 595.99 pts. (77%)
A-: 670.5 – 692.79 pts (90%)	C: 543.8 – 573.59 pts. (73%)
B+: 648.1 – 670.49 pts. (87%)	C-: 521.5 – 543.79 pts. (70%)
B: 618.3 – 648.09 pts. (83%)	D: 469.3 – 521.49 pts. (63%)
B-: 596 – 618.29 pts. (80%)	F: < 469.29 pts.

### EXTRA CREDIT

You can get 15 points by joining the NATA as a student member. You will need to present a copy of your registration to the instructor by the last day of the semester.

### MAKE UP WORK

Students who are absent or who arrive late without an official university or a medical doctor's excuse may miss quizzes or other in-class activities. There will be no make-up quizzes or exams unless an excused absence has been warranted. Students who miss an examination quiz or other class activity because of an excused absence must complete the assignment *within a week of the excused absence*. It is the student's obligation to pursue any make-up work.

## **LATE ASSIGNMENTS**

All work is due at the beginning of class time on the indicated day. **NO LATE WORK WILL BE ACCEPTED!**



- ❖ All students are held to the standards of the George Mason University Honor Code [See <http://www.gmu.edu/catalog/apolicies/#Anchor12>]
- ❖ *University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor*
- ❖ Students with disabilities who seek accommodations in a course must be registered with the Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester [See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc)]
- ❖ For additional School of Recreation, Health, and Tourism information, please visit the website at <http://rht.gmu.edu>

### ATEP 150 Calendar *\*Subject to change\*\**

DAY	DATE	TENTATIVE TOPIC	ASSIGNMENT
1	8-30	LECTURE: Introduction to Athletic Training	<i>Friend Quiz</i>
2	9-1	LECTURE: History of Athletic Training and Education	<b>Pren.</b> pg 3-5 (stop @ International Federation of Sports Medicine) pg 27-29 <i>Quiz</i>
3	9-8	LECTURE: Taping, wrapping and bracing introduction; Intro to Prince William and Labs	<b>Pren.</b> pg 207-208, 215-218, 232-233 <b>Beam</b> pg 1-11 (stop @ Braces), 14-26 <i>Quiz</i>
4	9-13	LECTURE: Roles, Responsibilities and Professional Behaviors of the ATC	<b>Pren.</b> pg 13 -24 (stop @ Referring the Patient) <i>Quiz</i>
5	9-15	LAB: Arch taping/strapping	<b>Beam</b> pg 35-51 <i>Quiz</i>
6	9-20	LECTURE: Athletic Training Employment and Education Requirements	<b>Pren.</b> pg 7-13 (stop @ Roles & Responsib), 29-32, pg 47 (start w/Potential AT Duties) - 50 <i>Quiz</i>
7	9-22	LAB: Toe taping/strapping	<b>Beam</b> pg 52-64, 77-78 <i>Quiz</i>
8	9-27	Guest Speaker	Assigned Reading
9	9-29	LAB: <b>ASSESSMENT # 1</b>	
10	10-4	LECTURE: Health Care Administration in Athletic Training	<b>Pren.</b> pg 37-46, 301-303 <i>Quiz</i>
11	10-6	LAB: Ankle Taping, Achilles Tendon-lower leg /Strapping/bracing	<b>Beam</b> pg 90-97, 101-103, 120-121 9Reserach Brief) 123-124 <i>Quiz</i>
12	<b>10-12</b>	LECTURE: Health Care Administration in Athletic Training	<b>Pren.</b> pg 50-64 <i>Quiz</i>
13	10-13	LAB: Achilles Tendon-lower leg /Strapping/bracing	<b>Beam</b> pg 129-134,136-142 <i>Quiz</i>
14	10-18	LECTURE: <b>EXAMINATION # 1</b>	
15	10-20	LAB: Achilles Tendon-lower leg /Strapping/bracing	
16	10-25	LECTURE: Mechanisms/Characteristics of Trauma	<b>Pren.</b> pg 239-256 <i>Quiz</i>
17	10-27	LAB: <b>ASSESSMENT #2</b>	
18	11-1	LECTURE: Tissue Response to Injury/Pain Control Mechanisms	<b>Pren.</b> pg 260-275 <i>Quiz</i>

19	11-3	LAB: Knee- Knee Thigh, Hip-Pelvis Strapping/Wrapping	<b>Beam</b> pg 162-172, 201-224 <b>Quiz</b>
20	11-8	LECTURE: Tissue Response to Injury/Pain Control Mechanisms Project Presentation	
21	11-10	LAB: Shoulder-Upper Arm Taping/Wrapping Strapping	<b>Beam</b> pg 234-248 <b>Quiz</b>
22	11-15	LECTURE: <b>EXAMINATION #2</b>	
23	11-17	LAB: Elbow-Forearm Taping/Wrapping/Strapping	<b>Beam</b> pg 266-271, 273-274, 276-278, 286-288, <b>Quiz</b>
24	11-22	LAB: <b>ASSESSMENT #3</b>	
25	11-29	LECTURE: On/Off-the-Field Evaluation	<b>Pren.</b> pg 304-306 (stop @ Overview of Emergency), 316-319, 337-344 (stop @ Move. Assess), 351-353 <b>Quiz</b>
26	12-1	LAB: Wrist -Hand-Finger-Thumb Tapping/Wrapping/Strapping	<b>Beam</b> 310-325, 332-334, 346-350, 354-358, <b>Quiz</b>
27	12-6	LECTURE: Psychology of Injury	<b>Pren.</b> pg 281-297 <b>Quiz</b>
28	12-8	LAB: Wrist -Hand-Finger-Thumb Tapping/Wrapping/Strapping	
29	12-20	<b>Examination #3 FINAL EXAMINATION 10:30am-1:15pm</b> <b>LAB: ASSESSMENT #4</b>	



## Blackboard E-mail Directions

1. Logging in to Blackboard at course.gmu.edu
2. Select “My Settings” in the upper right hand corner
3. Click My Tool Options.
4. Under Mail:
  - o Specify whether to forward copies of all incoming course messages to the external e-mail address in your profile by selecting Forward all mail messages to the e-mail address in my profile. Messages will appear in both the Mail tool and the external e-mail account. However, if you want to respond to the message, you must open it from within the Mail tool.

-Depending on administrator settings, mail forwarding may not be available in some courses.

Note:

-A valid e-mail address must be specified in your profile for this setting to take effect.

- o Specify whether to show all messages or only unread messages when you first enter Mail by selecting a Show messages option.
- o Specify whether to show new messages at the top or bottom of the list by selecting Show new messages option.