

GEORGE MASON UNIVERSITY
School of Recreation, Health and Tourism
Spring 2011

ATEP 150 Section 001 Intro. to Athletic Training and Preventative Care Techniques
(3)

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|-------------------------|--|-----------------------|-----------------------|
| DAY/TIME: | T/TH 12-1:15PM | LOCATION: | OB 318 |
| PROFESSOR: | Dr. Amanda Caswell, ATC | EMAIL ADDRESS: | aalleni@gmu.edu |
| OFFICE LOCATION: | BRH 208D | PHONE NUMBER: | 703-993-9914 |
| OFFICE HOURS: | Th 10:30am-11:45 AM M/W 9am-10:15 AM <i>Other times by appt.</i> | FAX NUMBER: | 703-993-2025 |
| DEPT. WEBSITE: | rht.gmu.edu | CLASS WEBSITE: | mymasonportal.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 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. Students utilizing various technology devices during class will be asked to leave class and will not be permitted to complete course work for that day.

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*)

Dr. Mrs. 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. |

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|---------|---|
| 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, 14th Edition. McGraw Hill Publishers.
2. Beam, J. (2006). Orthopedic Taping, 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.*** If you do not bring a Scantron, you will not be permitted to take the quiz.

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.*** If you do not bring a Scantron, you will not be permitted to take the 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.

Class Activities & Assignments

In-class activities will be assigned during the class meeting and due at the end of the course meeting. Out of class assignments are listed on the syllabus and will be submitted at the beginning of the corresponding class meeting time. **NO late assignments will be accepted!**

Assignments

| Description | Due Date | Points |
|--|----------|--------|
| History Page | 2-1 | 10 |
| Sports Medicine Organization Review | 2-15 | 10 |
| Prince William/Laboratory Scavenger Hunt | 2-3 | 10 |
| NATA Website Review | 2-8 | 10 |
| BOC Assignment | 2-15 | 10 |
| Guest Speaker Review | 2-22 | 10 |
| Emergency Action Plan | ----- | 10 |
| Data Gathering System Review | 3-3 | 10 |
| Healing Process Project | 4-7 | 20 |
| Professional Phase Student Interview | TBA | 25 |

GRADING

| ASSESSMENT METHOD | NUMBER | POINTS EACH | POINTS TOTAL |
|------------------------|--------|-------------|--------------|
| Assignments | 11 | varies | 125 |
| Quizzes | 19 | 5 | 95 |
| Laboratory Assessments | 4 | 75 | 300 |
| Lecture Examinations | 3 | 75 | 225 |
| TOTAL | — | — | 745 |

Course Grading Scale

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

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|-------------------------------|-------------------------------|
| 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 10 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.

* Kyle Wilson Walk for Fitness, April 16th: **2 points for each hour of volunteering for a total of 10 points/5 hours**

-Sign up on Dr. Mrs. Caswell's door or in class for opportunities. On the day of the event, sign in with Dr. Mrs. Caswell or Dr. Ambegaonkar for proof of participation.

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!**

ATEP 150 TENTATIVE SCHEDULE *Faculty reserves the right to alter the schedule.*

| DAY | DATE | TENTATIVE TOPIC | ASSIGNMENT |
|------------|-------------|--|--|
| 1 | 1-25 | LECTURE: Introduction to Athletic Training | <i>Friend Quiz</i> |
| 2 | 1-27 | LECTURE: Taping, wrapping and bracing introduction; Intro to Prince William and Labs | Pren. pg 207-208, 215-218, 232-233 Beam pg 1-11 (stop @ Braces), 14-26 Quiz |
| 3 | 2-1 | LECTURE: History of Athletic Training and Education | Pren. pg 3-5 (stop @ International Federation of Sports Medicine) pg 27-29 Quiz |
| 4 | 2-3 | LAB: Arch taping/strapping | Beam pg 35-51 Quiz |
| 5 | 2-8 | LECTURE: Roles, Responsibilities and Professional Behaviors of the ATC | Pren. pg 13 -24 (stop @ Referring the Patient) Quiz |
| 6 | 2-10 | LAB: Toe taping/strapping | Beam pg 52-64, 77-78 Quiz |
| 7 | 2-15 | LECTURE: Athletic Training Employment and Education Requirements | Pren. pg 7-13 (stop @ Roles & Responsib), 29-32, pg 47 (start w/Potential AT Duties) - 50 Quiz |
| 8 | 2-17 | Guest Speaker | Assigned Reading |
| 9 | 2-22 | LECTURE: Health Care Administration in Athletic Training | Pren. pg 37-46, 301-303 Quiz |
| 10 | 2-24 | LAB: ASSESSMENT # 1 | |
| 11 | 3-1 | LECTURE: Health Care Administration in Athletic Training | Pren. pg 50-64 Quiz |
| 12 | 3-3 | LAB: Ankle Taping, Achilles Tendon-lower leg /Strapping/bracing | Beam pg 90-97, 101-103, 120-121 9Reserach Brief) 123-124 Quiz |
| 13 | 3-8 | LECTURE: EXAMINATION # 1 | |
| 14 | 3-10 | LAB: Achilles Tendon-lower leg /Strapping/bracing | Beam pg 129-134,136-142 Quiz |
| | 14-18 | Spring Break | |
| 15 | 3-22 | LECTURE: Mechanisms/Characteristics of Trauma | Pren. pg 239-256 Quiz |
| 16 | 3-24 | LAB: Achilles Tendon-lower leg /Strapping/bracing | |
| 17 | 3-29 | LECTURE: Tissue Response to Injury/Pain Control Mechanisms | Pren. pg 260-275 Quiz |
| 18 | 3-31 | LAB: ASSESSMENT #2 | |

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|----|------|---|---|
| 19 | 4-5 | LECTURE: Tissue Response to Injury/Pain Control Mechanisms Project Presentation | |
| 20 | 4-7 | LAB: Knee- Knee Thigh, Hip-Pelvis Strapping/Wrapping | Beam pg 162-172, 201-224 Quiz |
| 21 | 4-12 | LECTURE: EXAMINATION #2 | |
| 22 | 4-14 | LAB: Shoulder-Upper Arm Taping/Wrapping Strapping | Beam pg 234-248 Quiz |
| 23 | 4-19 | LECTURE: On/Off-the-Field Evaluation | Pren. pg 304-306 (stop @ Overview of Emergency), 316-319, 337-344 (stop @ Move. Assess), 351-353 Quiz |
| 24 | 4-21 | LAB: Elbow-Forearm Taping/Wrapping/Strapping | Beam pg 266-271, 273-274, 276-278, 286-288, Quiz |
| 25 | 4-26 | LECTURE: Psychology of Injury | Pren. pg 281-297 Quiz |
| 26 | 4-28 | LAB: Wrist -Hand-Finger-Thumb Tapping/Wrapping/Strapping | Beam 310-325, 332-334, 346-350, 354-358, Quiz |
| 27 | 5-3 | Psychology of Injury | |
| 28 | 5-5 | LAB: ASSESSMENT #3 | |
| 29 | 5-17 | Examination #3 FINAL EXAMINATION 10:30am-1:15pm LAB: ASSESSMENT #4 | |

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

School of Recreation, Health, and Tourism

- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

Student Acknowledgement of Syllabus

I, _____, by signing below, attest to the following:
(Print First and Last Name)

*I have read the course syllabus for ATEP 150 in its entirety, and I understand the policies contained therein. This syllabus serves as a binding contract for ATEP 150 between me and the instructor.

*I have a clear understanding of the due dates for assignments and examinations, and I accept responsibility for the material.

*I am aware that failure to submit assignments by the dates assigned will result in no points awarded as late work will not be accepted.

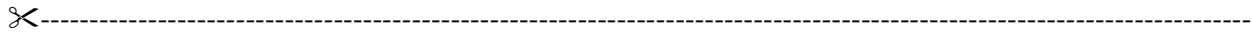
*I understand the instructor reserves the right to alter the provided schedules as necessary and I am responsible for the assignments and examination dates for the most current version of the syllabus schedule.

*I accept responsibility for reading announcements that are sent to me via e-mail through Blackboard; it is my responsibility to access my Blackboard e-mail for messages, or forward Blackboard e-mail as per the directions provided in the syllabus.

(Signature)

(Date)

(Student Copy: This copy should remain attached to your syllabus)



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*I accept responsibility for reading announcements that are sent to me via e-mail through Blackboard; it is my responsibility to access my Blackboard e-mail for messages, or forward Blackboard e-mail as per the directions provided in the syllabus.

(Signature)

(Date)

(Instructor Copy: Submit to the instructor at the end of the first class meeting)