

GEORGE MASON UNIVERSITY
School of Recreation, Health and Tourism

ATEP 203 – Prevention, Recognition, and Management of Athletic and Fitness Related Injuries (3)
Spring 2012

DAY/TIME:	NET	LOCATION:	NET
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PREREQUISITES: None

COURSE DESCRIPTION

Provides coaches and fitness professionals with theory on the prevention, recognition, and management of injuries and conditions that occur in athletic competition and recreational fitness activities.

COURSE OBJECTIVES

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

1. Demonstrate understanding of the roles and responsibilities of a coach or fitness professional in the prevention of injury;
2. Identify responsibilities of the sports medicine team and related disciplines;
3. Evaluate the accepted guidelines, recommendations, and policy and position statements of professional organizations and governing bodies relating to the prevention, care and overall management of injuries and conditions that occur in athletic competition and recreational fitness activities;
4. Describe current legislative and governance policies and issues related to the prevention of and care for injuries and conditions associated with athletic competition and recreational fitness activities;
5. Demonstrate an appreciation for evidence-based practices in the care and overall management of injuries and conditions that occur in athletic competition and recreational fitness activities;
6. Identify rules and requirements specific to sport or activity for protective equipment and devices;
7. Illustrate how tissues of the body respond to injury;
8. Classify basic musculoskeletal injuries and mechanisms;
9. Outline the basic process of injury evaluation; and
10. Identify the basic psychological components of injury.

COURSE OVERVIEW

This didactic course will offer students the opportunity to examine the position statements from the National Athletic Trainers' Association, American College of Sports Medicine, National Strength and Conditioning Association, National Collegiate Athletic Association, and National Federation of State High School Associations regarding safety precautions, and management of basic injuries to the upper and lower extremity.

All content will be delivered via the George Mason University Blackboard System 9.1. This is accessed through the "My Mason" portal located on the main page of the University.

REQUIRED TEXTBOOK

Prentice, W.E. (2006). Essentials of Athletic Injury Management (8th ed). McGraw-Hill

EVALUATION

Students will be evaluated on content standards (knowledge gained) and performance (demonstration of the content). Content standards will be assessed via written exams, quizzes, and discussions. This course will be graded on a point system, with a total of 500 possible points as listed below.

Discussions

Students will participate in online discussions on Blackboard about several topics throughout the semester. The topic for each discussion will be available on Monday ~ 8 am (beginning of the discussion week). Discussions will be due by Sunday at 11:59 pm (end of discussion week) as listed on the syllabus.

Quizzes

Quizzes will be administered online on Blackboard throughout the semester as listed in the schedule. The quizzes may contain a combination of multiple choice, fill-in-the-blank, short answer or true/false questions. Quizzes will cover information from the reading assignments provided for the week.

Exams

Two online exams (one mid-term and one final) will be administered on Blackboard. The format of these examinations may be multiple choice, true/false, short answer, matching, and fill in the blank type questions. Each of the examinations will test the material covered in the assigned readings and discussions. The final examination is cumulative.

COURSE GRADING SCALE

ASSESSMENT METHOD	NUMBER	POINTS EACH	Total Points
Discussions	10	10	100
Quizzes	4	50	200
Midterm Exam	1	100	100
Final Exam	1	100	100
		TOTAL	500

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

A: 465 – 500 pts. (93%)

A-: 450 – 464 pts. (90%)

B+: 435 – 449 pts. (87%)

B: 415 – 434 pts. (83%)

B-: 400 – 414 pts. (80%)

C+: 385 – 399 pts. (77%)

C: 365 – 384 pts. (73%)

C-: 350 – 364 pts. (70%)

D: 315 – 349 pts. (63%)

F: < 315 pts.

TENTATIVE SCHEDULE

Week	Date	Reading Assignment	Topic	Assignment
1	1/23 to 1/29	Chapter 1	Introduction to Course Sports Medicine Team Health Care Administration & Organization	<i>Discussion 1:</i> Due by 11:59 pm on 1/29 -Introduction -Sports Medicine Organization
2	1/30 to 2/5	Chapter 2	Rules of operation Record Keeping Budget and Facilities	QUIZ 1 Due by 11:59 pm on 2/5
3	2/6 to 2/12	Chapter 3	Legal Concerns Insurance	<i>Discussion 2:</i> -Texas Tech Mike Le Case Due by 11:59 pm on 2/12
4	2/13 to 2/19	Chapter 4	Conditioning Warm up and Cool down Strength, Power, Endurance Cardiorespiratory Fitness	<i>Discussion 3:</i> ACSM/NSCA Position Statements QUIZ 2 Due by 11:59 pm on 2/19
5	2/20 to 2/26	Chapter 7	Emergency Action Plan Injury Assessments	<i>Discussion 4:</i> - EAP Development - NATA Emergency Planning Due by 11:59 pm on 2/26
6	2/27 to 3/4	Chapter 8	Blood Borne Pathogens	<i>Discussion 5:</i> - NATA Position Statement Due by 11:59 pm on 3/4
7	3/5 to 3/11	MID-TERM EXAM		
8	3/12 to 3/18	Chapter 9	Environmental Considerations	<i>Discussion 6:</i> NATA Position Statement Due by 11:59 pm on 3/18
9	3/19 to 3/25	Chapter 13	Injury Recognition Process of Healing	<i>Discussion 7:</i> Personal Injury and treatment Due by 11:59 pm on 3/25
10	3/26 to 4/1	<i>SPRING BREAK</i>		

11	4/2 to 4/8	Chapter 25	Age Considerations	QUIZ 3 Due by 11:59 pm on 4
12	4/9 to 4/15	Chapter 6	Protecting the Athlete	<i>Discussion 8:</i> NATA, NSCA, NCA NFL & Other Position Statements Due by 11:59 pm on 4
13	4/16 to 4/22	Chapter 12	Psychological Aspects of Injury	QUIZ 4 Due by 11:59 pm on 4
14	4/23 to 4/29	Current Topics	Concussion	<i>Discussion 9:</i> Zurich Consensus Statement/CDC Due by 11:59 pm on 4
15	4/30 to 5/4	Current Topics		<i>Discussion 10</i> Due by 11:59 pm on 4
16	FINAL EXAM – Available 5/8 ~8am to 5/11 ~11pm			

Note: Faculty reserves the right to alter the schedule as necessary.

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/>].
- 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/>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.



