

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health and Tourism**  
**ATEP 150 — Introduction to Athletic Training and Preventative Care Techniques (3)**  
**Fall 2012**

DAY/TIME:	M/W 12-1:15pm	LOCATION:	Lecture: BRH 132 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:	times by appointment or via live chat on Blackboard	FAX NUMBER:	703-993-2025
SCHOOL WEBSITE:	Rht.gmu.edu	COURSE WEBSITE:	mymason.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 via live lecture, Blackboard and 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 including taping, wrapping and bracing 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 (contact instructor in advance), 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 the same day of the absence. At the next attended class meeting the student will discuss material that is to be completed with the instructor. ***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 taping, wrapping and strapping procedures. Tank tops, tee-shirts or 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. If there is a concern it is the student's responsibility to contact the instructor to make appropriate arrangements.

### **Special Requirements**

This course requires a laboratory fee of \$120.00 payable to George Mason University. This fee is due on September 5<sup>th</sup> by 2pm; you will give it to Ms. Mimi Fitipaldi or Ms. Ruth Potter in BRH 220. ***You can only pay by check or money order; make it out to George Mason University and in the Memo section write in "ATEP 150 Lab Fee."*** A receipt will be issued to you upon payment. Failure to pay this fee by the second week of class will result in failure of the course.

### **Technology Use During Class**

As per GMU policy, all sound emitting technology is required to be turned off during the lecture and laboratory class meeting times. Additionally, *no laptop computers* will be permitted for use during class time; the exceptions are for use during presentations/projects, and technology deemed as necessary by the Office of Disability Services. Students utilizing various technology devices during class will be asked to leave class and will not be permitted to complete course work or receive any points for assignments that day.

### **E-mail Correspondence**

Only messages that originate from a George Mason University address will be accepted; thus your e-mail address must end in gmU.edu. The instructor will not read e-mail messages not originating from a GMU account. Also, when corresponding with any professional at GMU or off campus via e-mail, use the following, appropriate professional format; any e-mail not using this format will be returned to the students for revision before a response will be issued:

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. (2012). Orthopedic Tapping, Wrapping, Bracing and Padding; 2<sup>nd</sup> Edition. 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 at the beginning of 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 and sharpened pencil to each examination for all quizzes given in class.*** If you are late to class, you cannot make up the quiz at the end of class. On days that we do not meet as a formal class, the quizzes will be provided via Blackboard and will be required to be completed by 1:15pm on the day of class.

### Written Examinations

Four written examinations will be administered throughout the semester. 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 and previous reading

assignments. Exams will also cover material in the textbook and activities completed during class sessions. All written examination will be given live in class. ***You are required to bring a Scantron and sharpened pencil 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 live 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.

### Lecture Assignments

Lecture Blackboard modules are to be completed by 1:15pm the day of class. All reading, Powerpoint, Quizzes, and accompanying assignments must be completed by this time to be eligible for material to be graded.

### Assignments

Description	Due Date	Points
History Page	9-12	15
Prince William/Laboratory Scavenger Hunt (Submit on Blackboard)	9-12	20
NATA Website Review (Assignment on Blackboard)	9-26	15
BOC Assignment (Assignment on Blackboard)	10-1	15
Guest Speaker Review and Questions	10-3	15
Healing Process Project (Discussion on Blackboard)	11-7	20
Professional Phase Student Interview	12-5	30

### GRADING

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Assignments	7	varies	130
Quizzes	18	5	90
Laboratory Assessments	4	75	300
Written 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 10 points by joining Mason Athletic Training Society (MATS) and attending 2 meetings during the semester. Meeting attendance will be checked with MATS officers.

OR

You can get 10 points by attending Dr. Mr. Caswell's presentation at the Vision Series on November 13<sup>th</sup> at 7:30pm on Fairfax Campus. You must check in with Ms. Parham or Dr. Ambegaonkar.

## MAKE UP WORK

Students who are absent or who arrive late without an official university or a medical doctor's excuse will not be permitted to participate in the class activities for credit the day of the absence or tardy event. 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 or on the assignment directions. **NO LATE WORK WILL BE ACCEPTED!**

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

DAY	DATE	TENTATIVE TOPIC	ASSIGNMENT
1	8-27	LECTURE: Introduction to Athletic Training; Taping, wrapping and bracing <b>**We will be meeting in class**</b>	<b>Friend Quiz</b>
2	8-29	Intro to Prince William and Labs  <b>**We will be meeting in class**</b>	<b>Pren.</b> pg 207-208, 215-218, 232-233 <b>Beam</b> pg 1-19 (stop @ Braces), 25-26 <b>Quiz</b>
3	9-5	LAB: Arch taping/strapping <b>*Pick up Laboratory supplies either before or after class from Ms. Mimi or Ms. Ruth in the RHT Suite 220*</b> <b>**We will be meeting in class**</b>	<b>Beam</b> pg 39-53 <b>Quiz</b>
4	9-10	LECTURE: History of Athletic Training and Education  <b>**On-line Learning Module**</b>	<b>Pren.</b> pg 3-5 (stop @ International Federation of Sports Medicine) pg 27-31 <b>Quiz</b>
5	9-12	LAB: Toe taping/strapping <b>*History sheet is due at the beginning of class and PW Scavenger Hunt due on Blackboard*</b> <b>**We will be meeting in class**</b>	<b>Beam</b> pg 54-65, 75 <b>Quiz</b>
6	9-17	LECTURE: Roles, Responsibilities and Professional Behaviors of the ATC  <b>**On-line Learning Module**</b>	<b>Pren.</b> pg 13 -27 (stop @ Recognition and Accreditation) <b>Quiz</b>
7	9-19	LAB: <b>ASSESSMENT # 1</b> <b>**We will be meeting in class**</b>	
8	9-24	Guest Speaker  <b>**We will be meeting in class**</b>	
9	9-26	LAB: Ankle Taping  <b>*NATA Website Review due on Blackboard*</b> <b>**We will be meeting in class**</b>	<b>Beam</b> pg 84-95, 99-100, 105-106, 118-119 Research Brief <b>Quiz</b>

10	10-1	LECTURE: Athletic Training Employment and Education Requirements  <i><b>*BOC Website review due on Blackboard*</b></i> <i><b>**On-line Learning Module**</b></i>	<b>Pren.</b> pg 7-13 (stop @ Roles & Responsibility), 28-32, pg 47 (start w/Potential AT Duties) - 50 <b>Quiz</b>
11	10-3	LAB: Achilles Tendon-lower leg /Strapping/bracing <i><b>*Turn in Guest Speaker paper and questions*</b></i> <i><b>**We will be meeting in class**</b></i>	<b>Beam</b> pg 126-133,136-138 <b>Quiz</b>
12	<b>10-9</b>	LECTURE: Protective Equipment <i><b>*Monday classes are on Tuesday*</b></i> <i><b>**On-line Learning Module**</b></i>	<b>Pren.</b> pg 176-198 <b>Quiz</b>
13	10-10	LAB: Ankle/Achilles/Lower leg <i><b>**We will be meeting in class**</b></i>	-----
14	10-15	LECTURE: <b>EXAMINATION # 1</b> <i><b>**We will be meeting in class**</b></i>	
15	10-17	LAB: <b>ASSESSMENT #2</b> <i><b>**We will be meeting in class**</b></i>	
16	10-22	LECTURE: Mechanisms/Characteristics of Trauma <i><b>**On-line Learning Module**</b></i>	<b>Pren.</b> pg 239-256 <b>Quiz</b>
17	10-24	LAB: Knee- Knee Thigh, Hip-Pelvis Strapping/Wrapping <i><b>**We will be meeting in class**</b></i>	<b>Beam</b> pg 162-172, 201-224 <b>Quiz</b>
18	10-29	LECTURE: Tissue Response to Injury/Pain Control Mechanisms <i><b>**On-line Learning Module**</b></i>	<b>Pren.</b> pg 260-275 <b>Quiz</b>
19	10-31	LAB: Shoulder-Upper Arm Taping/Wrapping Strapping <i><b>**We will be meeting in class**</b></i>	<b>Beam</b> pg 234-248 <b>Quiz</b>
20	11-5	LECTURE: Tissue Response to Injury/Pain Control Mechanisms Project Presentation <i><b>**On-line Learning Module**</b></i>	
21	11-7	LAB: Elbow-Forearm Taping/Wrapping/Strapping <i><b>**We will be meeting in class**</b></i>	<b>Beam</b> pg 266-271, 273-274, 276-278, 286-288, <b>Quiz</b>
22	11-12	LECTURE: On/Off-the-Field Evaluation  <i><b>**On-line Learning Module**</b></i>	<b>Pren.</b> pg 301-306 (stop @ Overview of Emergency), 316-319, 337-344 (stop @ Move. Assess), 351-353 <b>Quiz</b>
23	11-14	LAB: Wrist -Hand-Finger-Thumb Tapping/Wrapping/Strapping <i><b>**We will be meeting in class**</b></i>	<b>Beam</b> 310-325, 332-334, 346-350, 354-358, <b>Quiz</b>
24	11-19	LECTURE: Psychology of Injury <i><b>**On-line Learning Module**</b></i>	<b>Pren.</b> pg 281-297 <b>Quiz</b>
25	11-26	LECTURE: <b>EXAMINATION #2</b> <i><b>**We will be meeting in class**</b></i>	

26	11-28	LAB: <b>ASSESSMENT #3</b> <b>**We will be meeting in class**</b>	
27	12-3	LAB: Comprehensive Review <b>**We will be meeting in class**</b>	
28	12-5	LAB: <b>ASSESSMENT #4 COMPREHENSIVE EXAM</b> <b>**We will be meeting in class**</b>	
29	12-17	Lecture: <b>Examination #3 COMPREHENSIVE FINAL EXAMINATION 10:30am-1:15pm</b> <b>**We will be meeting in class**</b>	

## 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/>].
- 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.



### 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 an agreement 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.

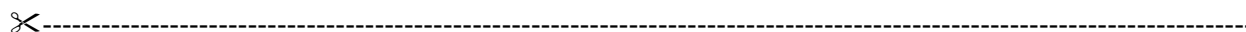
\*I understand the instructor reserves the right to alter the provided schedules as necessary and I am responsible for the assignments and examination dates for the most current version of the syllabus schedule.

\*I accept responsibility for reading announcements that are sent to me via e-mail through Blackboard; it is my responsibility to access Blackboard e-mail for announcements and assignments.

\_\_\_\_\_  
(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 announcements and assignments.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

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