GEORGE MASON UNIVERSITY  
School of Recreation, Health and Tourism  
ATEP 441 001 – Senior Seminar in Athletic Training (3)  
Fall, 2012

DAY/TIME: MW 12:00 PM – 1:15 PM  
LOCATION: Bull Run Hall # 212

PROFESSOR: Dr. Jatin P. Ambegaonkar  
EMAIL ADDRESS: jambegao@gmu.edu

OFFICE LOCATION: 201B Bull Run Hall  
PHONE NUMBER: 703 993 2123

OFFICE HOURS: MW 1.15 PM – 2:00 PM and by APPT  
FAX NUMBER: 703-993-2025

PRE-/CO-REQUISITES:
Pre-requisites: Formally accepted to the professional phase of the ATEP; ATEP 150, 180, 250, 255, 256, 260, 265, 266, 270, 350, 355, 356, 360, 365, 366, 450, 456; BIOL 124, 125; HEAL 110, 230; KINE/ATEP 300, 364
Co-requisites: None.

COURSE DESCRIPTION
This is a capstone educational experience focusing on current topics in the Athletic Training Profession and career development issues.

COURSE OBJECTIVES
At the completion of this course students should be able to:
1. Demonstrate understanding of the roles and responsibilities of an entry-level athletic trainer;
2. Demonstrate an understanding of the educational requirements to become an athletic trainer;
3. Identify the eligibility requirements for the Board of Certification Examination in Athletic Training should a student desire;
4. Identify the professional organizations related to Athletic Training, and explain the relationships of these organizations to Athletic Training;
5. Evaluate the accepted guidelines, recommendations, and policy and position statements of professional organizations applicable to Athletic Training;
6. Demonstrate an appreciation for evidence-based practices in healthcare and Athletic Training; and
7. Synthesize athletic training theory, clinical techniques, and relevant research to inform professional practices as an athletic trainer.

COURSE OVERVIEW
This didactic course will offer students the opportunity to synthesize advanced Athletic Training theory and evidence-based practices, clinical techniques, and foundational behaviors of professional practice necessary for successful practice as an entry-level athletic trainer. Students will also have opportunities to develop an understanding of the necessary requirements for continued professional growth, and learn the roles and responsibilities of an athletic trainer.

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. It is the student's obligation to pursue any make-up work.

Alternate Schedule
This course may have professionals from the field as guest speakers. Due to their professional responsibilities, guest speakers may not be able to attend a scheduled class time. Therefore, this course may require meeting outside of regularly scheduled class times and/or travel to sites off campus. Students will be informed of such meetings one week in advance of the scheduled class meeting. Students will be expected to arrange transportation to and from the meeting site.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD-C1</td>
<td>Explain the role and function of state athletic training practice acts, 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.</td>
</tr>
<tr>
<td>PD-C2</td>
<td>Describe the process of attaining and maintaining national and state athletic training professional credentials.</td>
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<tr>
<td>PD-C3</td>
<td>Describe the current professional development requirements for the continuing education of athletic trainers and how to locate available, approved continuing education opportunities.</td>
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<tr>
<td>PD-C4</td>
<td>Describe the role and function of the governing structures of the National Athletic Trainers' Association.</td>
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<tr>
<td>PD-C5</td>
<td>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.</td>
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<tr>
<td>PD-C6</td>
<td>Summarize the position statements regarding the practice of athletic training.</td>
</tr>
<tr>
<td>PD-C7</td>
<td>Describe the role and function of the professional organizations and credentialing agencies that impact the athletic training profession.</td>
</tr>
<tr>
<td>PD-C8</td>
<td>Summarize the current requirements for the professional preparation of the athletic trainer.</td>
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<tr>
<td>PD-C9</td>
<td>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.</td>
</tr>
<tr>
<td>PD-C10</td>
<td>Identify the issues and concerns regarding the health care of patients (e.g., public relations, third-party payment, and managed care).</td>
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<tr>
<td>PD-C11</td>
<td>Identify and access available educational materials and programs in health-related subject matter areas (audiovisual aids, pamphlets, newsletters, computers, software, workshops, and seminars).</td>
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<tr>
<td>PD-C12</td>
<td>Summarize the principles of planning and organizing workshops, seminars, and clinics in athletic training and sports medicine for health care personnel, administrators, other appropriate personnel, and the general public.</td>
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<tr>
<td>PD-C13</td>
<td>Describe and differentiate the types of quantitative and qualitative research and describe the components and process of scientific research (including statistical decision-making) as it relates to athletic training research.</td>
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</table>
PD-C14 Interpret the current research in athletic training and other related medical and health areas and apply the results to the daily practice of athletic training.

PD-C15 Identify the components of, and the techniques for constructing, a professional resume.

PD-C16 Summarize the history and development of the athletic training profession.

PD-C17 Describe the theories and techniques of interpersonal and cross-cultural communication among athletic trainers, patients, administrators, health care professionals, parents/guardians, and other appropriate personnel.

NATURE OF COURSE DELIVERY
Face-to-Face

RECOMMENDED TEXTBOOKS

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

Self Examinations
Students will be required to provide weekly evidence of study for the Board of Certification (BOC) examination.

Topic Reviews and Discussion
Students will be assigned relevant readings and guest lectures on selected topics throughout the course. Students will be required to provide a thoughtful written synopsis, arrive in class prepared to actively and professionally participate in discussions and/or activities.

Senior Thesis Paper and Presentation
Students will write a senior thesis paper and make a presentation on this paper in class. Additional guidelines will be provided in class.

COURSE GRADING SCALE

<table>
<thead>
<tr>
<th>ASSESSMENT METHOD</th>
<th>NUMBER</th>
<th>POINTS EACH</th>
<th>POINTS TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Examinations</td>
<td>15</td>
<td>Pass / Fail</td>
<td>150</td>
</tr>
<tr>
<td>Topic Reviews and Discussion</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Senior Thesis Paper</td>
<td>1</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Senior Thesis Presentation</td>
<td>1</td>
<td>50</td>
<td>50</td>
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<tr>
<td>TOTAL</td>
<td>—</td>
<td>—</td>
<td>500</td>
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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.

CLASS PARTICIPATION
Attending, being professional, and active participation are important components of this course and expected.

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 work accepted unless an excused absence has been warranted. Students who fail to complete assigned work because of an excused absence must complete the assignment on their first time back in class. All make-up work must be completed by the last day of class unless other approved arrangements are made. It is the student's obligation to pursue any make-up work.

You can get 10 extra credit points by attending Dr. Mr. Caswell’s presentation at the Vision Series on November 13th at 7:30pm on Fairfax Campus. You must check in with Ms. Parham, Dr. Mrs. Caswell or Dr. Ambegaonkar.

**Technology Use During Class**
As per GMU policy, all sound emitting technology is required to be turned off during the class meeting time. No sound emitting technology (e.g., cell phones, smart phones, iPads, Tablets, pagers, etc.) is allowed at any time during the class period. Students who are observed using any form of technology inappropriately (e.g., sending text messages from cell phones, visiting social networking sites from laptops, etc.) will be dismissed from class for the day, counted as an absence, and not permitted to make up missed assignments. Additionally, no laptop computers (e.g., netbooks, notebooks, etc.) will be permitted for use during class time unless with permission from the instructor.

**E-mail Correspondence**
Only messages that originate from a George Mason University address will be accepted. Please address the subject line for all email pertaining to this course as: EFHP 690: Last Name – purpose of email. The following is an appropriate professional format:

Dear Dr. A *(Beginning salutation)*

I have a question regarding …. *(Text body)*

Regards, *(Ending Salutation)*

*(Your name)*

**OTHER USEFUL CAMPUS RESOURCES:**

WRITING CENTER: (703) 993-1200; [http://writingcenter.gmu.edu](http://writingcenter.gmu.edu)
Fairfax campus – A114 Robinson Hall
Prince William campus – 204 Occoquan Bldg.

UNIVERSITY LIBRARIES: “Ask a Librarian” [http://library.gmu.edu/mudge/IM/IMRef.html](http://library.gmu.edu/mudge/IM/IMRef.html)

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380; [http://caps.gmu.edu](http://caps.gmu.edu)

UNIVERSITY POLICIES: The University Catalog, [http://catalog.gmu.edu](http://catalog.gmu.edu), is the central resource for university policies affecting student, faculty, and staff conduct in university affairs.
<table>
<thead>
<tr>
<th>WEEK (DATE(s))</th>
<th>TENTATIVE TOPICS *</th>
<th>ASSIGNMENTS/READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Aug 27/29)</td>
<td>Introduction to Course</td>
<td>Self Examination 1</td>
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<tr>
<td>2 (Sep 3/5)</td>
<td>NATA BOC Candidacy and Preparation</td>
<td>Self Examination 2</td>
</tr>
<tr>
<td>3 (Sep 10/12)</td>
<td>Licensure and Continuing Education Responsibilities</td>
<td>Self Examination 3 &amp; Thesis Topic due</td>
</tr>
<tr>
<td>4 (Sep 24/26)</td>
<td><em>Senior Thesis Meetings</em></td>
<td>Self Examination 4</td>
</tr>
<tr>
<td>5 (Sep 24/26)</td>
<td>Low Level Laser Therapy</td>
<td>Self Examination 5</td>
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<tr>
<td>6 (Oct 1/3)</td>
<td>Eating Disorders Management in Athletes</td>
<td>Self Examination 6</td>
</tr>
<tr>
<td>7 (Oct 9/10)</td>
<td>Pilates as a Therapeutic Modality</td>
<td>Self Examination 7</td>
</tr>
<tr>
<td>8 (Oct 15/17)</td>
<td>Being a Young Professional</td>
<td>Self Examination 8 &amp; Thesis Draft 1</td>
</tr>
<tr>
<td>9 (Oct 22/24)</td>
<td><em>Senior Thesis Meetings</em></td>
<td>Self Examination 9</td>
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<tr>
<td>10 (Oct 29/31)</td>
<td>Dental Injuries</td>
<td>Self Examination 10</td>
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<tr>
<td>11 (Nov 5/7)</td>
<td>Manual Therapy</td>
<td>Self Examination 11</td>
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<tr>
<td>12 (Nov 12/14)</td>
<td>Imaging in Sports Medicine</td>
<td>Self Examination 12 &amp; Thesis Draft 2</td>
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<tr>
<td>13 (Nov 19)</td>
<td>Gait Analyses</td>
<td>Self Examination 13</td>
</tr>
<tr>
<td>14 (Nov 26/28)</td>
<td><em>Senior Thesis Meetings</em></td>
<td>Self Examination 14</td>
</tr>
<tr>
<td>15 (Dec 3/5)</td>
<td>Throwing Injuries in Baseball</td>
<td>Self Examination 15 &amp; Exit Survey</td>
</tr>
<tr>
<td>16 (Dec 17)</td>
<td><strong>Finals Senior Presentations</strong></td>
<td>Final Thesis Paper and Presentation Due</td>
</tr>
</tbody>
</table>

*Faculty reserve the right to alter syllabus 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.