

GEORGE MASON UNIVERSITY
School of Recreation, Health and Tourism
ATEP 441 001 – Senior Seminar in Athletic Training (3)
Fall, 2013

DAY/TIME:	MW 12 – 1:15 PM	LOCATION:	Bull Run Hall # 249
PROFESSOR:	Shruti Ambegaonkar	EMAIL ADDRESS:	sambegao@gmu.edu
OFFICE LOCATION:	225A Bull Run Hall	PHONE NUMBER:	703-993-7119
OFFICE HOURS:	W 1:15 - 2 PM and by appointment	FAX NUMBER:	703-993-2025

PRE-/CO-REQUISITES:

Pre-requisites: Formal acceptance 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.

NATURE OF COURSE DELIVERY

Face-to-Face

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 has professionals from the field as guest speakers. Due to their professional responsibilities, guest speakers may not always 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:

Code	Competency
PD-C1	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.
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-C10	Identify the issues and concerns regarding the health care of patients (e.g., public relations, third-party payment, and managed care).
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-C12	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.
PD-C13	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.

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.

RECOMMENDED TEXTBOOKS

1) Van Ost L, Manfre K, Lew K. (2010) Athletic Training Exam Review A Student Guide to Success 4th Edition. Slack Inc. Thorofare, NJ.

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. Self examinations will be turned in at the beginning of class each Monday.

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

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Self Examinations	15	Pass / Fail	150
Topic Reviews and Discussion	10	10	100
Senior Thesis Paper	1	200	200
Senior Thesis Presentation	1	50	50
TOTAL	—	—	500

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

A: 465 – 500 pts. (93%)	C+: 385 – 399 pts. (77%)
A-: 450 – 464 pts. (90%)	C: 365 – 384 pts. (73%)
B+: 435 – 449 pts. (87%)	C-: 350 – 364 pts. (70%)
B: 415 – 434 pts. (83%)	D: 315 – 349 pts. (63%)
B-: 400 – 414 pts. (80%)	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.

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:

ATEP 441: Last Name – purpose of email.

The following is an appropriate professional format:

Dear Mrs. Ambegaonkar (*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>

Fairfax campus – A114 Robinson Hall

Prince William campus – 204 Occoquan Bldg.

UNIVERSITY LIBRARIES: “Ask a Librarian” <http://library.gmu.edu/mudge/IM/IMRef.html>

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

UNIVERSITY POLICIES: The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university affairs

WEEK	TENTATIVE TOPICS *	ASSIGNMENTS/ READINGS
1 8/26 & 28	Introduction to Course	
2 9/4	NATA BOC Candidacy and Preparation: Self study	Self Examination schedule
3 9/9 & 9/11	NATA BOC Candidacy and Preparation; Licensure and Continuing Education Responsibilities	Topic Review Self Examination Thesis Topic due
4 9/16 & 18	<i>Senior Thesis Meetings</i>	Topic Review, Self Examination
5 9/23 & 25	Kinesiotaping	Self Examination
6 9/30 & 10/2	Manual Therapy - Current concepts	Topic Review, Self Examination
7 10/7 & 9	Low Level Laser Therapy/Graston	Topic Review, Self Examination
8 10/14 & 16	ATCs as Physician Extenders	Topic Review, Self Examination & Thesis Draft 1 due
9 10/21 & 23	<i>Senior Thesis Meetings</i>	Self Examination
10 10/28 & 30	General Medicine	Topic Review, Self Examination
11 11/4 & 6	Athletic Training Research	Topic Review, Self Examination
12 11/11 & 13	<i>Senior Thesis Meetings</i>	Topic Review, Self Examination
13 11/18 & 20	Concussion Injuries in Youth	Self Examination
14 11/25 & 27	Imaging in Sports Medicine	Topic Review, Self Examination
15 12/2 & 4	Throwing Injuries in Baseball	Topic Review, Exit Survey Final Thesis Paper Due
16 12/16: 10:30- 1:15	Finals - Senior Presentations	Final Thesis Presentation Due

***Note: Faculty reserve the right to alter syllabus as necessary**

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

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>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

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.

