

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health and Tourism**

**ATEP 150 001— Introduction to Athletic Training and Preventative Care Techniques (3)**  
**Fall 2014**

DAY/TIME:	M/W 12-1:15pm	LOCATION:	Lecture: BRH 257 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:	T/Th 10:30-11:45am ; other times by appointment	FAX NUMBER:	703-993-2025
SCHOOL WEBSITE:	rht.gmu.edu	COURSE 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.

**NATURE OF COURSE DELIVERY**

Face to face.

## **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 before the course meeting 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 medical 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 with exposing areas of the student's body or classmates, it is the student's responsibility to contact the instructor to make appropriate arrangements.

## **LABORATORY SUPPLIES**

The student will use issued supplies to practice skills that are taught in the laboratory section of the course. Students are not required to bring their supplies to the formal laboratory course meetings. A laboratory fee of \$120.00 for this course was assessed through financial aid. Supplies will be issued at the all-athletic training majors meeting on August 25<sup>th</sup>, 5-8pm in the Verizon Auditorium. If you cannot make the meeting due to a class conflict, please see the instructor after class.

## **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, Smart Phones, or other technology* 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. 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)*

First Name Last Name *(Your name)*

## ACCREDITATION STANDARDS

The course meets Commission on Accreditation of Athletic Training Education (CAATE) competencies and proficiencies in one or more of the following content areas: evidence-based practice, prevention and health promotion, clinical examination and diagnosis, acute care of injury and illness, therapeutic interventions, psychosocial strategies and referral, healthcare administration, professional development and responsibility.

## REQUIRED READINGS

1. Prentice, W.E. (2014). Arnheim's Principles of Athletic Training: A Competency-based Approach, 15<sup>th</sup> Edition. McGraw Hill Publishers.
2. Beam, J. (2006). Orthopedic Tapping, 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.

### Assignments

Various assignments will be used to provide learning opportunities related to topics covered in class. Guidelines and directions will be provided in class for each assignment.

### Professional Phase Student Interview

Students will be assigned a professional phase student to contact and conduct an interview about the ATEP. Guidelines and directions for the interview will be provided.

### 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 to each examination.*** If you are late to class, you cannot make up the quiz at the end of class.

### 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 and previous reading assignments. Exams will also cover material in the textbook and activities completed during class sessions. ***You are required to bring a Scantron 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.

## Assignments

Description	Due Date	Points
History Page	9-8	10
Prince William/Laboratory Scavenger Hunt	9-10	20
NATA Website Review	9-15	20
BOC Assignment	9-22	20
Healing Process Project	11-3	30

## GRADING

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Assignments	6	varies	100
Professional Phase Student Interview	1	30	30
Quizzes	15	5	75
Laboratory Assessments	4	75	300
Lecture Examinations	3	75	225
<b>TOTAL</b>	—	—	<b>735</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.

## 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. **NO LATE WORK WILL BE ACCEPTED!**

**ATEP 150 Calendar** *Faculty reserves the right to alter the schedule as necessary*

DAY	DATE	TENTATIVE TOPIC	ASSIGNMENT
1	8-25	LECTURE: Introduction to Athletic Training	
2	8-27	LECTURE: Taping, wrapping and bracing introduction	
	9-1	NO CLASS...Labor Day	
3	9-3	Intro to Prince William and Labs	
4	9-8	LECTURE: History of Athletic Training and Education	<b>Pren.</b> pg 3-5 (stop @ International Federation of Sports Medicine) pg 27-28 (stop at Other Health Care Org. Accrediting Agencies) <b>Quiz</b>
5	9-10	LAB: Arch taping/strapping	<b>Pren</b> pg 223-225 <b>Beam</b> pg 39-53 <b>Quiz</b>
6	9-15	LECTURE: Roles, Responsibilities and Professional Behaviors of the ATC	<b>Pren.</b> pg 13-20 (Stop at The importance of Engaging...), 24-31 (stop @ Recognition and Accreditation...) <b>Quiz</b>
7	9-17	LAB: Toe taping/strapping	<b>Pren</b> pg 225-227 <b>Beam</b> pg 54-63, 75-76 <b>Quiz</b>
8	9-22	LECTURE: Athletic Training Employment and Education Requirements	<b>Pren.</b> pg 7-13 (stop @ Roles & Responsib), 31-37 <b>Quiz</b>
9	9-24	LAB: Toe taping/strapping	
10	9-29	LECTURE: Protective Equipment	<b>Pren.</b> pg 181-196 (Stop at Lower-Extremity Protective Equipment) <b>Quiz</b>
11	10-1	LAB: <b>ASSESSMENT # 1</b>	
12	10-6	LECTURE: Protective Equipment	<b>Pren.</b> pg 181-196
13	10-8	LAB: Ankle Taping, Achilles Tendon-lower leg /Strapping/bracing	<b>Pren</b> pg227-230 <b>Beam</b> pg 64-66, 84-100 <b>Quiz</b>
14	<b>10-14</b>	LECTURE: <b>EXAMINATION # 1</b>	
15	10-15	LAB: Achilles Tendon-lower leg /Strapping/bracing	<b>Pren</b> 230-231 <b>Beam</b> pg 126-138 <b>Quiz</b>

16	10-20	LECTURE: Mechanisms/Characteristics of Trauma	<b>Pren.</b> pg 244-262 <b>Quiz</b>
17	10-22	LAB: Achilles Tendon-lower leg /Strapping/bracing	
18	10-27	LECTURE: Tissue Response to Injury	<b>Pren.</b> pg 265-277 <b>Quiz</b>
19	10-29	LAB: <b>ASSESSMENT #2</b>	
20	11-3	LECTURE: Tissue Response to Injury Project Presentation	Presentation
21	11-5	LAB: Knee- Knee Thigh, Hip-Pelvis Strapping/Wrapping	<b>Pren</b> 214-215 <b>Beam</b> pg 148-150, 161-163, 167, 174-175, 194-212 <b>Quiz</b>
22	11-10	LECTURE: On/Off-the-Field Evaluation	<b>Pren.</b> pg 307-313, 320-329, 344-352, (stop @ Move. Assess), 359-361 <b>Quiz</b>
23	11-12	LAB: Shoulder-Upper Arm-Elbow Taping/Wrapping Strapping	<b>Pren</b> 215-216, 234-235 <b>Beam</b> pg 227-242, 262-269, 274-279 <b>Quiz</b>
24	11-17	LECTURE: Psychology of Injury	<b>Pren.</b> pg 287-303 <b>Quiz</b>
25	11-19	LAB: Wrist -Hand-Finger-Thumb Tapping/Wrapping/Strapping	<b>Pren</b> pg217, 235-237 <b>Beam</b> 301-309, 311-316, 321-324, 336-342, 344-347, <b>Quiz</b>
26	11-24	LECTURE: <b>EXAMINATION #2</b>	
	11-26	NO CLASS...Thanksgiving	
27	12-1	LAB: <b>ASSESSMENT #3</b>	
28	12-3	LAB: <b>Comprehensive Assessment #4</b>	
29	12-15	<b>Lecture Examination #3 COMPREHENSIVE FINAL EXAMINATION 10:30am-1:15pm</b>	

### *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.



### 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.

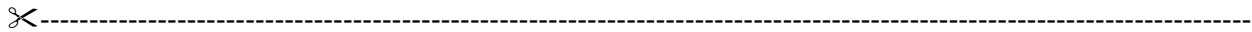
\*I understand the instructor reserves the right to alter the provided schedules as necessary and I am responsible for the assignments and examination dates for the most current version of the syllabus schedule.

\*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)*