

George Mason University
College of Education and Human Development
Athletic Training Education Program
ATEP 555-001- Athletic Training Clinical Techniques 2 (3)- Fall 2016
T/R 9:00-10:15 AM- 318 Colgan Hall- Prince William Campus

Faculty

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Pre/Co-requisites

Pre-requisites: Admission to the professional phase of the ATEP and a grade of C or better in the following courses: ATEP 120, ATEP 150, ATEP 201, ATEP 300, ATEP 310, ATEP 320; BIOL 124, BIOL 125; HEAL 230; KINE 310, KINE 320; PRLS 450
Co-requisites: ATEP 550

University Catalog Course Description

Applies therapeutic interventions for the lower body in a laboratory setting.
Develops rehabilitation treatment plans and skills necessary to carry out patient care.

Course Delivery Method

Face to Face.

Learner Outcomes or Objectives

At the completion of this course student will be able to:

1. Describe mechanisms of lower extremity and spine injuries, including the etiology, pathogenesis, pathomechanics, signs, symptoms, and epidemiology of these conditions;
2. Define functional human anatomy, physiology and kinesiology relative to mechanisms of injury.
3. Identify signs and symptoms of lower extremity and spine injuries.
4. Choose appropriate medical terminology and documentation to record injuries and illnesses (e.g., history and examination findings, progress notes, and others).
5. Describe specific sport and/or position requirements relative to the return of an injured athlete to activity following injury.
6. Practice basic principles of acute management of lower body and spine conditions and injuries
7. List the goniometric measurements of the lower body, and spine;
8. Administer neurological testing of the lower body and spine;
9. Employ muscle testing of the lower body and spine.
10. Synthesize the literature to develop an evidence-based research

project (to include but not limited to case study, clinical research project, literature review).

11. Critically appraise lower body evaluation techniques/interventions.

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 Texts

1. Prentice, W. (2015). *Rehabilitation Techniques for Sports Medicine and Athletic Training*. (6th ed.). Slack Incorporated.
2. Knight K., Draper D. (2012). *Therapeutic Modalities: The Art and Science*. Lippincott, Williams & Wilkins.
3. Additional readings as assigned

Course Performance Evaluation

Students will be evaluated on content standards (knowledge gained) and psychomotor competency performance (demonstration of the skill content). Content standards and psychomotor skills will be assessed via practical skill demonstrations (Competency Evaluations) and a comprehensive practical examination. Class participation will be assessed through completion of daily class activities.

<i>Class Participation</i> - Students must attend class in order to participate in the practical skill development. Contribution will be evaluated based student engaging in lab activities and interacting with class.	50
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<i>Competency Evaluations</i> - Student competence will be assessed through cognitive and psychomotor examinations related to rehabilitation of lower body athletic injuries.	350
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<i>Comprehensive Final Examination</i> - One comprehensive practical examination will be administered. The examination will require a demonstration of content knowledge and psychomotor skill gained throughout the entire semester.	100
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<i>Evidence-Based Practice Assignment</i> - Using an evidence-based practice format, you will examine the current literature to critique an intervention technique (test) of your choice and synthesize this information into a critical appraisal of the test (CAT).	100
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ASSESSMENT METHOD	POINTS EACH	POINTS TOTAL
Class Participation	25 x 2	50
Competency Evaluations 1,2,3,4,5	70	350
Comprehensive Final Examination	100	100
EBM Assignment	100	100
TOTAL	—	600

Grading Scale

A: 558.0- 600 pts. (93%)

A-: 540.0- 557.9 pts. (90%)

B+: 522.0- 539.9 pts. (87%)

B: 498.0- 521.9 pts. (83%)

B-: 480.0- 497.9 pts. (80%)

C+: 462.0- 479.9 pts. (77%)

C: 438.0- 461.9 pts. (73%)

C-: 420.0- 437.9 pts. (70%)

D: 378.0- 419.9 pts. (63%)

F: <378.0 pts.

Professional Disposition

It is critical each student conduct themselves in an appropriate manner and decorum fitting of a health care provider. Making light of injuries, conditions, or illnesses that is not respectful to the class, instructor, or patient study will not be tolerated. Submission of documents or assignments should not include personal information and comply with Health Insurance Portability & Accountability Act (HIPPA) regulations.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

Date		Topic	Reading/Assignment Due
T	8-30	Intro Course/Review Modalities/Designing Rehab Plan	Knight & Draper text Chapter 1
R	9-1	Eval Process in Rehab	Chapter 3- Prentice
T	9-6	Critical Review	Article-Blackboard
R	9-8	Core Stability	Chapter 5- Prentice
T	9-13	Stability & Balance	Chapter 7- Prentice
R	9-15	Strength, Endurance, Power	Chapter 9- Prentice
T	9-20	Strength, Endurance, Power con't	Chapter 9- Prentice
R	9-22	Competency Exam #1	5-10 Prentice
T	9-27	OKC/CKC	Chapter 12- Prentice
R	9-29	PNF	Chapter 14- Prentice
T	10-4	Functional Progressions	Chapter 16- Prentice
R	10-13	TBD	
T	10-18	Competency Exam #2	11-16 Prentice
R	10-20	Lower leg, ankle, foot	Chapter 22, 23 Prentice
T	10-25	Lower leg, ankle, foot Critical Review	Chapter 22, 23 Prentice Article
R	10-27	Competency #3	Lower leg, ankle, foot
T	11-1	Knee & Patellofemoral	Chapter 21- Prentice
R	11-3	Knee & Patellofemoral	Chapter 21- Prentice Article
T	11-8	Competency #4	Knee & Patellofemoral
R	11-10	Hip, Pelvis, Thigh	Chapter 22- Prentice
T	11-15	Hip, Pelvis, Thigh	Chapter 22- Prentice
R	11-17	Lab Competency #5	Hip, Thigh, Pelvis
T	11-22	Thoracic/Lumbar Spine	Chapter 24- Prentice

T	11-29	Thoracic/Lumbar Spine Critical Review	Chapter 24- Prentice Article
R	12-1	Review Day	
T	12-6	Outcome Measures	Handouts
R	12-8	Alternative Interventions	
T	12- 15	Final Exam 7:30-10:15	

NOTE: Faculty reserves the right to alter the schedule and assignments as necessary, with notification to students.

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.*

Assignments

Late assignments will not be accepted. Assignments should be submitted at the beginning of the class meeting on the due date. Late assignment will result in a zero (0) for the assignment. This applies to electronic submissions as well.

Your name **MUST** be on your papers when you turn them in. Failure to put your name will result in a zero (0) for the assignment.

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 or tablets 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 Ms. Fyock (Beginning salutation)

I am looking forward to your class. (Text body)

Regards, (Ending Salutation)

(Your name)