

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

**ATEP 520 001—Therapeutic Interventions Foundations (3)**  
**Summer 2016**

DAY/TIME:	Hybrid	LOCATION:	Online with Hands-on at Campus August 3, 4 and 5 from 9am-4pm
INSTRUCTOR:	Dr. Ryan Krzyzanowicz, DAT, ATC	EMAIL ADDRESS:	<a href="mailto:Ryan.krzyzanowicz@mcla.edu">Ryan.krzyzanowicz@mcla.edu</a> or rkrzyzan@gmu.edu
OFFICE LOCATION:	Hybrid	PHONE NUMBER:	Cell phone: 716-410-0127
OFFICE HOURS:	Online TBD	FAX NUMBER:	413-662-5016

**PREREQUISITES:**

Prerequisites: ATEP 300; BIOL 124, BIOL 125; KINE 310

Co-requisites: None

**COURSE DESCRIPTION**

Explores foundational knowledge and skills necessary for the safe, effective, and evidence-based application of therapeutic interventions. Investigates physiologic response to injury and healing, physiologic cause of pain, physiologic response of tissue to therapeutic intervention including modalities and exercise.

**COURSE OBJECTIVES**

At the completion of this course students should be able to:

1. Compare physiological effects of various therapeutic modalities used in athletic training;
2. Verbalize the effects of electricity on the muscular, skeletal, circulatory and nervous system;
3. Describe the therapeutic effects on body systems of various therapeutic modalities used in athletic training;
4. Describe the effects of mechanical and manual therapy techniques on the muscular, skeletal, circulatory and nervous system;
5. Describe the therapeutic effects of mechanical and manual therapy on soft tissue injuries;
6. Identify the indications and contraindications of therapeutic modalities; and
7. Apply evidence-based clinical practices to therapeutic intervention decisions.
8. Identify goals of the rehabilitation process.
9. Differentiate flexibility techniques used in the prevention and rehabilitation of athletic injuries.
10. Explain muscular strength testing techniques.
11. List goniometric measurements for each joint.
12. Indicate appropriate joint mobilization techniques for increased range of motion.
13. Identify therapeutic exercise equipment, techniques and principles.
14. Contrast the indications and contraindications of rehabilitative equipment.

## 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.

## NATURE OF COURSE DELIVERY

Hybrid- the majority of lecture material will be delivered via Blackboard. The hands-on component will occur on campus on August 3, 4 and 5 from 9am-4pm.

## ATTENDANCE

Students are expected to attend any course meetings online either via Blackboard, FaceTime, Skype or other program. Being a hybrid course, online expectations are slightly different, as you will not “attend” lectures daily. This will be self-driven work by you. You will attend all hands-on meetings in August for the entire time period. 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. It is the student's obligation to pursue any make-up work.

## MEDICAL PROFESSIONALISM

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 (HIPAA) regulations.

## TECHNOLOGY USE DURING CLASS

This section will really only apply during the hands-on portion of the course, as you need technology for the online portion of the course. As per GMU policy, all sound emitting technology is required to be turned off during the class meeting time. 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.

Please note that e-mail is a wonderful tool for brief communication of ancillary matters, but is a poor substitute for in-person discussion of detailed matters. Therefore, to make communication more effective, e-mail correspondence from students should be limited to brief clarification of matters related to the class schedule, to receive confirmation of receipt of an assignment, to schedule a meeting, to notify the instructor of problems accessing materials on the course website, or to notify the instructor of an anticipated or unanticipated absence (to be followed by in-person discussion prior to or following the class meeting time). All other communication including clarification of information presented in lecture, questions regarding assignments, questions regarding grades, and all other matters should be addressed with the instructor in-person during office hours or during a scheduled meeting.

As a future health care practitioner, the ability to present yourself and communicate in a professional manner is essential, including the use of e-mail. The following is an appropriate professional format that should be followed for this class, as well as any other instructors/preceptors:

*(Beginning salutation) Dear Dr./Mr./Mrs. Last Name*

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

*(Ending Salutation) Regards/Respectfully/Sincerely,*

*(Your name) First and Last Name*

## REQUIRED READINGS

1. Knight, K., & Draper, D. (2010) *Therapeutic Modalities: The Art and Science*. 2<sup>nd</sup> ed. Riverwoods, IL: Lippincott, Williams and Wilkins.
2. Prentice, W. (2015) *Rehabilitation Techniques for Sports Medicine and Athletic Training*. 3th ed. Thorofare, NJ: Slack, Inc.

## EVALUATION

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Class Participation (discussion board)	9	10	90
Article Review/Evidence Based Medicine	4	35	140
Quizzes	9	15	135
Written Examinations	3	100	300
Comprehensive Final Exam	1	100	100
<b>TOTAL</b>	—	—	765

Students will be evaluated on content standards (knowledge gained). Content standards will be assessed via projects, written quizzes and exams. All work is due by 5pm (EST) on Friday.

### **Article Review and Evidence-Based Medicine Assignment**

Throughout the semester you will search for evidence-based medicine articles to review. You will write a reflective summary that is typed (12pt, Times New Roman font), single spaced with the AMA citation listed at the top of the page along with your first/last name, course number and date. Reviews should include how you could incorporate evidence from literature into your clinical practice. An outline describing the information to be included in each article review will be provided. This will be uploaded via Blackboard.

### **Quizzes**

Quizzes will be given through Blackboard and will be on topics covered in lecture (i.e., quiz on pain theories after the lecture). These quizzes will be timed and you will only have one chance at completing them. All efforts for academic honesty will be taken.

### **Examinations**

Three examinations, not including a comprehensive final exam, will be administered via Blackboard. The format of these examinations may be multiple choice, true/false, short answer, matching, essay and fill in the blank type questions. Each of the examinations will test the material covered in lecture and assigned readings.

## Class Participation

Active participation via discussion boards and during the live hands-on component is vital. Therefore, you will receive points for active and successful participation.

## Grading Scale

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

A: 712 – 765 pts. (93%)

A-: 689 – 711 pts. (90%)

B+: 666 – 688 pts. (87%)

B: 635 – 665 pts. (83%)

B-: 612 – 634 pts. (80%)

C+: 590 – 611 pts. (77%)

C: 559 – 589 pts. (73%)

C-: 536 – 558 pts. (70%)

D: 482– 535 pts. (63%)

F: < 481

## GRADING

Every attempt will be made to grade and return assignments in a timely manner to provide students with constructive feedback. To provide students the opportunity to fully assess the feedback provided on graded assignments, the professor will be happy to answer any questions during online office hours. The professor acknowledges the passion with regards to grades, but unprofessional and uncivil behavior either in person or through other modes of communication will not be tolerated.

## NAME

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

## MAKE UP WORK

Students who do not complete work (i.e., quizzes, discussion board, etc.) without an official university or a medical doctor's excuse will not be permitted to make up the work. There will be no make-up quizzes or exams unless an excused absence has been warranted. Students who miss an examination, quiz or other 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 by 5pm on Friday at the end of the week, as the assignments will be locked on Blackboard. **NO LATE WORK WILL BE ACCEPTED AND WILL RESULT IN A 0 GRADE!!!**

## STATEMENT ON PROGRESSION OF COURSE

Being a hybrid course, you as the student must take responsibility in taking the time to be an active participant. You must complete the assigned readings; watch the video lectures with included powerpoints and study. Please take note to due dates for required assessments on the course outline. I have taken many online courses and understand the challenges that you as a student as sometimes faced with. The live hands-on portion of the course will tie together the foundational principles that you will receive through lecture. Every effort will be made in both the online and live hands-on portion to answer questions, grade fairly and for both you as a student and myself as the professor to be an active participant. Please do not hesitate to contact me with any questions or concerns.

### Tentative Course Outline

Week	Tentative Topics	Assignments Due
6/27 – 7/1	Intro to Course & Blackboard/Basic Concepts of Therapeutic Interventions & Pathomechanics of Healing, Pain (Knight)	Quiz 1, discussion board 1, Quiz 2
7/4 – 7/8	Pain, Compression, Cryotherapy, Thermohearpny (Knight)	Exam 1, Quiz 3, discussion board 2 & 3, article review 1
7/11 – 7/15	Eletrotherapy (TENS, IFC, HVPS, NMES, Ionto) (Knight)	Quiz 4 & 5, discussion board 4 & 5, article review 2
7/18 – 7/22	Ultrasound (Basic principles, combo, phono) (Knight) and Basic components of Rehab (Prentice)	Exam 2, Quiz 6, discussion board 6 & 7, article review 3
7/25 – 7/29	Range of Motion/Flexibility, Strength, Proprioception (Prentice)	Exam 3, Quiz 7 and 8, discussion board 8 & 9, article review 4
8/1 – 8/5	Manual Therapy (prior to on campus) (Prentice) On Campus- Massage, Mobilizations, Stretching, Setup of Modalities (Ultrasound & Electrotherapy) (Prentice & Knight)	Quiz 9 and Final Examination

***Note: Faculty reserves the right to alter the schedule as necessary.***

Reminder- all assignments for the week are due on Friday at 5pm (EST)

## *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-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.