

George Mason University
College of Education and Human Development
Athletic Training Education Program
ATEP 545 – 202 —Athletic Training Clinical Techniques 1
3 Credits, Fall 2016
MW 12.00-1.15 pm, Colgan Hall 318, Prince William Campus

Faculty

Name: Jatin Ambegaonkar, PhD ATC OT CSCS
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Prerequisites/Corequisites

Prerequisite(s): Admission to Professional Masters ATEP and a grade of B- or better in the following courses: ATEP 510, ATEP 520.
Corequisite(s): ATEP 540

University Catalog Course Description

Applies principles of lower body, thoracic and lumbar spine physical assessment. Develops evaluation skills including special testing leading to diagnosis.

Course Overview

This clinical techniques laboratory course will be taught in the Athletic Training Clinical Simulation Laboratory. The focus of this course is to develop the cognitive and psychomotor competencies necessary for the safe, effective, and evidenced-based application of therapeutic modalities in a physically active patient population.

Course Delivery Method

This course will be delivered using a laboratory format

Learner Outcomes or Objectives

The course is designed to enable students to do the following:

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

Professional 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. Starkey C, Brown SD, Ryan J. Examination of Orthopedic and Athletic Injuries. 4th Ed. Philadelphia, PA: FA Davis
2. Konin Jeff G.; Lebsack, Denise; Snyder Vailer Alyson R, Isear Jr. Jerome A., Special Tests for Orthopedic Examination. Slack Incorporated; 4th Ed

Recommended Textbooks

1. Hoppenfeld, S: Physical Examination of the Spine and Extremities, Upper Saddle River, NJ, Prentice Hall; 1976
2. Kendall F, McCreary E. Muscle Testing and Function. 5th ed. Baltimore, MD: Williams & Wilkins; 2005.
3. Norkin C, White DJ. Measurement of Joint Motion: A Guide to Goniometry. 4th ed. Philadelphia, PA: FA Davis; 2009.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor

This course will be graded on a point system, with a total of 600 possible points. 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.

Class Participation – You are expected to communicate, participate, and perform assessments with multiple partners under the direction of clinical instructors. You are expected to be dressed appropriately for each laboratory session.

Competency Laboratory Examinations – You will be expected to perform 1 or more assessments during testing. You will be given an allotted amount of time to perform the necessary and applicable special test(s). Instructors will provide any necessary materials or equipment for testing. You will be expected to demonstrate your practical knowledge of the clinical techniques reviewed.

Comprehensive Practical Examination – The final examination will be cumulative and any material covered in class is open for testing.

Evidence Based Practice Oral Presentations – Evidence-based medicine is the practice of medicine based on the best available evidence. Health professionals caring for children and adults need to be aware of the evidence about the benefits and harms of preventive methods, diagnostic strategies, treatments, and rehabilitation techniques in order to provide optimal care to their patients You will

develop oral presentations about your EBM Project/paper from 2 article reviews in the co-requisite ATEP 540 class. A voice-over Powerpoint and/or the Kaltura program on Blackboard will be utilized for development and delivery by beginning of class on **October 26 and December 7 2016**.

Grading Scale

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Class Participation	25	2	50
Competency Laboratory Examinations	5	70	350
Comprehensive Practical Exam	1	100	100
Evidence Based Practice Oral Presentations	2	50	100
TOTAL	—	—	600

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

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Grade	Percentage	Quality Points	Grade	Percentage	Quality Points
A+	93%	4.00	B	83%	3.00
A	93%	4.00	B-*	80%	2.67
A-	90%	3.67	C	73%	2.00
B+	87%	3.33	F	<73%	0.00

*Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. It is critical each student conduct themselves in an appropriate manner and decorum fitting of a health care provider within and outside class. 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 identifiable information and comply with Health Insurance Portability & Accountability Act (HIPAA) regulations. If you choose to be a part of a professional organization or club i.e. National Athletic Trainers' Association, GMU Athletic Training Club, etc; you will be expected act and perform your duties according to those organizational values or code of ethics.

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://coursessupport.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/>

Dress Code

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 emergency 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 when topics focus on the lower body. If there is a concern with, it is the student's responsibility to contact the instructor to make appropriate arrangements.

Special Requirements

The student will use issued supplies to practice skills that are taught in the laboratory section of the course. A laboratory fee of \$100.00 for this course was assessed through financial aid. **Supplies will be issued at the all-athletic training majors meeting in the Verizon Auditorium.** More

information will be offered in class. If you cannot make the meeting due to a class conflict, please see the instructor after class.

Tentative Class Schedule

DATE			TOPIC	READINGS/ASSIGNMENT DUE
M	Aug	29	Introduction, Lab Etiquette & Syllabus	Starkey: Chapter 1
W	Aug	31	Fitting Equipment & General Examination Skills	Starkey: Chapter 1
W	Sept	7	Palpation & Ranges of Motion	Starkey: Chapter 2 & 4 Abbreviations Handout
M	Sept	12	Manual Muscle & Neurological Testing	Starkey: Chapter 2 & 4 Abbreviations Handout
W	Sept	14	Clinical techniques – Foot, Ankle & Lower Leg	Starkey: Chapter 8 & 9 Konin: Section 11 Hoppenfeld: Chapter 8
M	Sept	19	Clinical techniques – Foot, Ankle & Lower Leg	Starkey: Chapter 8 & 9 Konin: Section 11 Hoppenfeld: Chapter 8
W	Sept	21	Clinical techniques – Foot, Ankle & Lower Leg	Starkey: Chapter 8 & 9 Konin: Section 11 Hoppenfeld : 221-231
M	Sept	26	Clinical Techniques – Foot, Ankle & Lower Leg Review	Starkey: Chapter 8 & 9 Konin: Section 11 Hoppenfeld : 232-235
W	Sept	28	Exam #1	
M	Oct	3	Clinical techniques – Knee	Starkey: Chapter 10 Konin: Section 10 Hoppenfeld : 172-191
W	Oct	5	Clinical techniques – Knee	Starkey : Chapter 10 Konin: Section 11 Hoppenfeld : 172-191
M	Oct	10	Clinical techniques – Knee	Starkey : Chapter 11 Konin: Section 10 Hoppenfeld : 191-196
T	Oct	11	Clinical techniques – Knee Columbus Day Change	Starkey : Chapter 11 Konin: Section 10 Hoppenfeld : 191-196
M	Oct	17	Clinical Techniques – Knee	Starkey : Chapter 11 Konin: Section 10 Hoppenfeld : 191-196

W	Oct	19	Clinical Techniques – Knee Review	Starkey : Chapter 11 Konin: Section 10 Hoppenfeld : 191-196
M	Oct	24	Exam #2	
W	Oct	26	Clinical techniques – Hip, Pelvis, and Thigh	Starkey : Chapter 12 Konin: Section 9 Hoppenfeld : 143-153 Evidence Based Practice Oral Presentation 1 due
M	Oct	31	Clinical techniques – Hip, Pelvis, and Thigh	Starkey : Chapter 12 Konin: Section 9 Hoppenfeld : 143-153
W	Nov	2	Clinical Techniques – Hip, Pelvis and Thigh	Starkey : Chapter 12 Konin: Section 9 Hoppenfeld : 153- 167
M	Nov	7	Clinical Techniques – Hip, Pelvis, and Thigh Review	Starkey : Chapter 12 Konin: Section 9 Hoppenfeld : 153- 167
W	Nov	9	Exam #3	
M	Nov	14	Clinical techniques – Lumbar Spine	Starkey : Chapter 13 Hoppenfeld : 238-256 Konin: Section 6 and 7
W	Nov	16	Clinical techniques – Lumbar Spine	Starkey : Chapter 13 Hoppenfeld : 238-256 Konin: Section 6 and 7
M	Nov	21	Clinical techniques – Lumbar Spine	Starkey : Chapter 14 Hoppenfeld : 257- 263 Konin: Section 6 and 7
M	Nov	28	Clinical techniques – Lumbar Spine – Review	Starkey : Chapter 14 Konin: Section 6 and 7
W	Nov	30	Exam #4	
M	Dec	5	Gait Analysis	Hoppenfeld : 134-141
W	Dec	7	Gait Analysis	Starkey : Chapter 3 & 5 Evidence Based Practice Oral Presentation 2 due
M	Dec	12	Exam #5 and Review	

M	Dec	19	Final Exam (10:30 am– 1:15pm)	
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Note: Faculty reserves the right to alter the schedule 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.

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 Dr. Ambegaonkar (Beginning salutation)

I am looking forward to your class.

(Text body) Regards, (Ending

Salutation)

(Your name)

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 545 in its entirety, and I understand the policies contained therein. This syllabus serves as an agreement for ATEP 545 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 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 my Blackboard e-mail for announcements and assignments.

(Signature) (Date)

(Instructor Copy: Submit to the instructor at the end of the first class meeting)