

George Mason University
College of Education and Human Development
Athletic Training Education Program

ATEP 325 002- Athletic Training Foundations
3 Credits, Spring 2017
T/Th 12-1:15pm BRH 148- Prince William Science & Technology

Faculty

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Prerequisites/Corequisites

Grade of C or higher in ATEP 120, ATEP 150, ATEP 201, ATEP 300; BIOL 124, BIOL 125; HEAL 230; KINE 310; KINE 320.

University Catalog Course Description

Investigates the knowledge, skill and professional foundations of the athletic training. Emphasizes is placed on the role of the athletic trainer as a member of the health care system by decision-making through evidence-based practice and foundational skills including fitting protective equipment and devices, and prophylactic preventative taping.

Course Overview

Not Applicable.

Course Delivery Method

This course will be delivered using a lecture and laboratory format.

Learner Outcomes or Objectives

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

1. Identify significant historical events in the athletic training profession,
2. Describe certification requirements for athletic training
3. Explain the practice domains of athletic training,
4. Describe the role of evidence based practice in health care,
5. List the five steps of evidence based practice,
6. Solve a clinical question through evidence assessment,
7. Select appropriate athletic taping, protective devices, or braces,
8. Apply prophylactic preventative athletic tape, protective devices, and braces,
9. Identify rules and requirements specific to
10. sport or activity for athletic taping, protective devices, braces, etc.,
11. Design, fit, and apply custom protective devices

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 Texts

1) Raab, S. & Craig, D. (2016). *Evidence-Based Practice in Athletic Training*. Human Kinetics.

2) Beam, J. (2006). *Orthopedic Taping, Wrapping, Bracing and Padding*. F.A. Davis Publishers.

Recommended Text

Prentice, W.E. (2014). *Arnheim's Principles of Athletic Training: A Competency-based Approach, 15th Edition*. McGraw Hill Publishers.

Course Performance Evaluation

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

- **Quiz/Assignments**

There are a variety of assignments that will be used throughout the course. Directions, content and grading information will be provided either in class or on Blackboard. The Course Calendar indicates a *Quiz/Assignment* in the assessment column on the days required. The instructor reserves the right to change assignments to quizzes. If needed, a quiz will be given for the required reading and on-line module material. This will be a brief multiple choice and true-false assessment of your knowledge from the required material. Quizzes will only be implemented if the instructor identifies that students are not prepared for class. Students will be informed of a change from Assignment to in class quizzes before implemented. It is the goal of the instructor to have an interactive course focusing on actively using information from reading and on-line material.

- **Laboratory Assessments**

3 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, wrapping and strapping techniques. Students will be randomly scheduled for testing.

- **Evaluation of Evidence Based Practice Project Presentations**

The student will review each EBP Presentation in class and will develop questions for the presenter. Directions and worksheet will be provided in class during the presentations. The student must be present the entire class and complete the worksheet to receive credit.

- **Evidence Based Practice (EBP) Project, Presentation and Critically Appraised Topic (CAT)**

Student will develop and answer a clinical question by performing an evidence-based medicine search to identify an original research paper for critical review. The student will present a clinical scenario and then relate the evidence to this clinical case. A paper including the CAT and a presentation will be the culminating project. Instructions and grading will be provided.

- **Grading Scale**

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

| ASSESSMENT METHOD | NUMBER | POINTS EACH | POINTS TOTAL |
|---|--------|-------------|--------------|
| Evidence Based Practice Project, Presentation, & CAT | 1 | 100 | 100 |
| Quiz/Assignment | 12 | 5 | 60 |
| Laboratory Assessments | 3 | 100 | 300 |
| Evaluation of Evidence Based Practice Project & Presentations | — | — | 40 |
| 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. |

- **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 at the next class period following the return of the assignments or during the professor's 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.

Professional Dispositions

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

- **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 (HIPPA) and Federal Education Rights and Privacy Act (FERPA) regulations.

Class Schedule

TENTATIVE COURSE SCHEDULE

| DATE | | | TOPIC | READINGS |
|--------|-----|----|---|--|
| T | Jan | 24 | Syllabus Review Review of Athletic Training... Welcome Back! Tearing Tape ;) | |
| T H | Jan | 26 | Historical Underpinnings of AT Profession AT Professionalism and Ethical Practice AT State Legislative Review Presentations | Assigned Readings <i>AT State Leg. Due</i> |
| T T | Jan | 31 | Introduction to Evidence Based Practice and Models | **Raab Chp 1 Quiz/Assignment -Review of EBP Article Assignment |
| TH | Feb | 2 | Steps in Evidence-Based Practice Research | **Raab Chp 2 Quiz/Assignment - PICO Clinical Question -PEDro Scale Critical Appraisal of Evidence |
| T | Feb | 7 | Research Evaluation | **Raab Chp 3 Quiz/Assignment -PICO Clinical Question -Sensitivity and Specificity Assignment |
| TH | Feb | 9 | LAB: Arch & toe taping/strapping/bracing | Beam pg43-60 |
| T | Feb | 14 | Diagnostic Research | **Raab Chp 4 Quiz/Assignment -Bring Article, CRAAP & QUADAS Due |
| TH | Feb | 16 | LAB: Arch & toe taping/strapping/bracing | Beam pg66-79 |
| T | Feb | 21 | Prognostic Research | **Raab Chp 5 Quiz/Assignment -Article, and CASP |

| | | | | |
|----------|------------|--------------|---|---|
| T | Feb | 23 | LAB: Ankle Taping, Achilles Tendon-lower leg /Strapping/bracing | Beam pg85-116 |
| T | Feb | 28 | Systematic Review and Meta-Analyses | **Raab Chp 6 Quiz/Assignment -TRIP Search Engine, CAT |
| T | Mar | 2 | LAB: Ankle Taping, Achilles Tendon-lower leg | Beam pg128-142 |
| T | Mar | 7 | Evidence-Based Clinical Practice | **Raab Chp 7 Quiz/Assignment -NATA Position Statement Assignment |
| T | Mar | 9 | LAB: EXAM#1 | |
| | Mar | 13-19 | SPRING BREAK | |
| T | Mar | 21 | Overview of Outcome Measures | **Raab Chp 8 Quiz/Assignment -Measurement Outcomes Assignment |
| TH | Mar | 23 | LAB: Knee- Knee Thigh, Hip-Pelvis Strapping/Wrapping | Beam pg168-186 |
| T | Mar | 28 | Quantitative Research | **Raab Chp 9 Quiz/Assignment -Article Review |
| TH | Mar | 30 | LAB: Knee- Knee Thigh, Hip-Pelvis Strapping/Wrapping | Beam pg196-215 |
| T | Apr | 4 | Qualitative Studies | **Raab Chp 10 Quiz/Assignment -Critical Appraisal of Article |
| TH | Apr | 6 | LAB: Shoulder-Upper Arm Taping/Wrapping Strapping | Beam pg230-245 |
| T | Apr | 11 | Research Ethics | **Raab Chp 11 Quiz/Assignment Submit CITI Training |
| TH | Apr | 13 | LAB: Exam #2 | |
| T | Apr | 18 | EBM Project Presentation and CAT | Presentation & CAT |

| | | | | |
|----------|------------|-----------|---|--------------------------------------|
| TH | Apr | 20 | LAB: Elbow-Forearm-Wrist -Hand-Finger-Thumb Tapping/Wrapping/Strapping | Beam pg265-295 |
| T | Apr | 25 | EBM Project Presentation & CAT | <i>Presentation & CAT</i> |
| TH | Apr | 27 | LAB: Wrist -Hand-Finger-Thumb Tapping/Wrapping/Strapping & Protective Equipment Fitting | Beam pg313-329, 338-365 |
| T | May | 2 | EBM Project Presentation | <i>Presentation & CAT</i> |
| TH | May | 5 | Protective Equipment | ** Assigned Reading |
| W | May | 11 | Final Exam LAB: Exam #3 | 10:30am-1:15pm |

Note: *Faculty reserves the right to alter the schedule as necessary, with notification to students.
 **Material and presentations for each lecture class will be posted no less than 24 hours before the course meeting time. It is the student's responsibility to complete all reading and on-line materials before class.

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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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

Additional Course Information

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 at the next class period following the return of the assignments or during the professor's 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.

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.

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. Caswell; (*Beginning salutation*)

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

Regards, (*Ending Salutation*)

First Name Last Name (*Your name*)

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.

Name Requirement on Assignments

Your first and last 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 are absent or who arrive late without an official university or a medical doctor's excuse 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 AND WILL RESULT IN A 0 GRADE!!!**

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.