

GEORGE MASON UNIVERSITY
College of Education and Human Development
Athletic Training Education Program
ATEP 441 001 – Senior Seminar in Athletic Training (3) - Fall 2017
M/W- 12:00-1:15 PM- 318 Colgan Hall- Science & Tech Campus

Faculty

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PRE-/CO-REQUISITES:

Pre-requisites: Formal acceptance to the professional phase of the ATEP; ATEP 150, 180, 250, 255, 256, 260, 265, 266, 270, 350, 355, 356, 360, 365, 366, 450, 456; BIOL 124, 125; HEAL 110, 230; KINE/ATEP 300, 364
Co-requisites: None.

COURSE DESCRIPTION

This is a capstone educational experience focusing on current topics in the Athletic Training Profession and career development issues.

COURSE OVERVIEW

This didactic course will offer students the opportunity to synthesize advanced Athletic Training theory and evidence based practices, clinical techniques, and foundational behaviors of professional practice necessary for successful practice as an entry-level athletic trainer. Students will also have opportunities to develop an understanding of the necessary requirements for continued professional growth, and learn the roles and responsibilities of an athletic trainer.

COURSE DELIVERY METHOD

Face-to-Face.

This course has professionals from the field as guest speakers. Due to their professional responsibilities, guest speakers may not always be able to attend a scheduled class time. Therefore, this course may require meeting outside of regularly scheduled class times and/or travel to sites off campus. Students will be informed of such meetings one week in advance of the scheduled class meeting. Students will be expected to arrange transportation to and from the meeting site.

LEARNER OUTCOMES OR COURSE OBJECTIVES

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

1. Demonstrate understanding of the roles and responsibilities of an entry-level athletic trainer;
2. Demonstrate an understanding of the educational requirements to become an athletic trainer;
3. Identify the eligibility requirements for the Board of Certification Examination in Athletic Training should a student desire;
4. Identify the professional organizations related to Athletic Training, and explain the relationships of these organizations to Athletic Training;
5. Evaluate the accepted guidelines, recommendations, and policy and position statements of professional organizations applicable to Athletic Training;
6. Demonstrate an appreciation for evidence-based practices in healthcare and Athletic Training; and
7. Synthesize athletic training theory, clinical techniques, and relevant research to inform professional practices as an athletic trainer.

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 TEXTBOOK

1) Van Ost L, Manfre K, Lew K. (2010) Athletic Training Exam Review A Student Guide to Success 6th Edition. Slack Inc. Thorofare, NJ.

COURSE PERFORMANCE EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). Students will be evaluated on content standards (knowledge gained) and performance (demonstration of the content). Content standards may be assessed via written assignments, presentations, and exams. Performance will be assessed through completion of class activities.

- **Self Examinations**

Students will be required to provide weekly evidence of study for the Board of Certification (BOC) examination. Self-examinations will be turned in at the beginning of class each week. In the event the student passes BOC prior to the end of semester, he/she will automatically fulfill self-examination requirement and receive due points.

- **Guest Speaker and Discussion**

Students will be assigned relevant readings and guest lectures on selected emergent topics throughout the course. Students will be required to provide a thoughtful written synopsis, arrive in class prepared to actively and professionally participate in discussions and/or activities.

- **Critically Appraised Topic Manuscript and Presentation**

Critically Appraised Topics (CATs) are brief reviews and critiques of the literature. They are used to summarize the best available patient-oriented evidence to answer a specific clinical question. For a CAT, a clinical question is posed—a question that is both specific and answerable. Health professionals caring for patients 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. For this assignment students will write a Critically Appraised Topic manuscript and make a presentation on this paper in class. Additional guidelines will be provided.

- **NATA Consensus & Position Statement Discussions**

NATA has published several key position and consensus statements on topics related to athletic training. For this discussion board activity, you will be assigned a statement to critically analyze and report clinical impact. You will each be required to participate in group discussions related to the statements and clinical impact thoughts. More details will be provided on Blackboard and in class.

- **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, 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. At the next attended class meeting the student will discuss material that is to be completed. It is the student's obligation to pursue any make-up work.

- **Class Participation**

Attending, being professional, and active participation is important components of this course and expected.

- **Course Grading Scale**

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Self Examinations	15	Pass / Fail	150
Topic Reviews and Discussion	TBD	10	TBD
CAT Manuscript	1	200	200
NATA Consensus & position statement discussion	1	50	50
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.

- **Make Up Work**

Students who are absent or who arrive late without an official university or a medical doctor's excuse may miss in-class activities and will be ineligible to submit topic reviews for the day. There will be no make-up work accepted unless an excused absence has been warranted. Students who fail to complete assigned work because of an excused absence must complete the assignment on their first time back in class. All make-up work must be completed by the last day of class unless other approved arrangements are made. It is the student's obligation to pursue any make-up work.

PROFESSIONAL DISPOSITIONS

See <https://cehd.gmu.edu/students/polices-procedures/>

Course Schedule

WEEK	TENTATIVE TOPICS *	ASSIGNMENTS/ READINGS
1 8/28 & 8/30	Introduction to Course/Clinical Philosophy	Self Examination schedule
2 9/6	Regional Interdependence Topic	Self Examination 1, 2
3 9/11 & 9/13	NATA Position & Consensus Statements	Self Examination 3, 4 Reflection on RI Topic due via BB on Monday
4 9/18 & 9/20	<i>Manuscript Meetings</i>	Topic due- 9/20 Self Examination 5, 6
5 9/25 & 9/27		Self Examination 7, 8
6 10/2 & 10/4		Self Examination 9, 10
7 10/11	In Class Writing Day	Self Examination 11, 12
8 10/16 & 10/18	Mental First Aid Training-10-16	Self Examination 13, 14
9 10/23 & 10/25	Mental First Aid Training-10-23 Katie Racine- 10/25	Draft 1 due-10/25 , Self Examination 15
10 10/30 & 11/1	Ilana Bell- 11/1	Reflection on guest speaker due via BB on Monday
11 11/6 & 11/8	<i>Manuscript Meetings</i>	Reflection on guest speaker due via BB on Monday
12 11/13 & 11/15		
13 11/20		
14 11/27 & 11/29		
15 12/4 & 12/6	Exit Survey/Clinical Philosophy	
16 12/18: 10:30 am	Finals – CAT Manuscript Submission	

***Note: Faculty reserve the right to alter schedule as necessary, with notification to students**

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 George Mason University 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 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 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 turned off 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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

TECHNOLOGY USE DURING CLASS

As per GMU policy, all sound emitting technology is required to be turned off during the class meeting time. No sound emitting technology (cell phones, smart phones, iPads, Tablets, pagers, etc.) is allowed at any time during the class period. Students who are observed using any form of technology inappropriately (sending text messages from cell phones, visiting social networking sites from laptops, etc.) will be dismissed from class for the day, counted as an absence, and not permitted to make up missed assignments. Additionally, no laptop computers (netbooks, notebooks, etc.) will be permitted for use during class time unless with permission from the instructor.

EMAIL CORRESPONDENCE

Only messages that originate from a George Mason University address will be accepted. Please address the subject line for all email pertaining to this course as:

ATEP 441: Last Name – purpose of email.

The following is an appropriate professional format:

Dear Dr. Fyock (*Beginning salutation*)

I have a question regarding (*Text body*)

Regards, (*Ending Salutation*)

(*Your name*)

