

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

**ATEP 320 C02—Therapeutic Interventions Foundations (3) Summer 2017
Meeting Days: Online**

Live Meeting Days: August 7-11, 2017- MTWRF 9:00-12:00 PM- 318 Occoquan- PW Campus

Faculty

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Prerequisites/Corequisites

Prerequisites: ATEP 300; BIOL 124, BIOL 125; KINE 310
Co-requisites: None

University Catalog 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 Overview

Not Applicable

Course Delivery Method

Hybrid- the majority of lecture material will be delivered via Blackboard. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on June 25th 11:59 PM.

The hands-on component will occur on campus on August 7-11th- 9:00-12:00 PM.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]
Because asynchronous courses do not have a “fixed” meeting day, our week will start on [Day], and finish on [Day].
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [#] times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

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

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.

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.

Required Texts

Knight, K., & Draper, D. (2010) *Therapeutic Modalities: The Art and Science*. 2nd ed. Riverwoods, IL: Lippincott, Williams and Wilkins.

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).

- **Article Review and Evidence-Based Medicine Assignment**
 - Throughout the semester, you will search for or be provided specific 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.
 - The Evidence Based Medicine Assignment will
- **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.
- **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.

- **Evaluation**

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Class Participation (discussion board)/Attendance	5	10	90
Article Review	3	30	90
Evidence Based Medicine Assignment	1	45	45
Quizzes	9	15	135
Written Examinations	3	100	300
Comprehensive Final Exam	1	100	100
TOTAL	----	----	765

Students will be evaluated on content standards (knowledge gained). All work is due by 5pm (EST) on Friday.

- **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
- 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.

- **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.

Professional Dispositions

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.

Tentative Class Schedule

Week	Tentative Topics	Assignments Due
6/26 – 6/30	Intro to Course & Blackboard/Basic Concepts of Therapeutic Interventions & Pathomechanics of Healing, Pain (Knight)	Quiz 1, discussion board 1, Quiz 2
7/3 – 7/7	Pain, Compression, Cryotherapy, Thermotheapy (Knight)	Exam 1, Quiz 3, discussion board 2, article review 1
7/10 – 7/14	Electrotherapy (TENS, IFC, HVPS, NMES, Ionto) (Knight)	Quiz 4 & 5, discussion board 3, article review 2
7/17 – 7/21	Electrotherapy (TENS, IFC, HVPS, NMES, Ionto) (Knight)	Exam 2, Quiz 6, discussion board 4, article review 3
7/24 – 7/28	Ultrasound (Basic principles, combo, phono) (Knight)	Exam 3, Quiz 7 and 8, discussion board 5, article review 4
7/31-8/4	Manual Therapy Techniques (Handouts)	Quiz 9 and Final Examination
8/7 – 8/11	On-Campus Live Class- Massage, Mobilizations, Stretching, Setup of Modalities (Ultrasound & Electrotherapy) (Knight)	EBM Assignment with Presentation

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.
Reminder- all assignments for the week are due on Friday at 5pm (EST)

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://coursessupport.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/>.

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.