

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

ATEP 525 C02- Athletic Training Foundations
3 Credits, Summer 2017
6-26 to 7-30 On-line; 7-31 to 8-4 9am-3pm
BRH 148- Prince William Science & Technology

Faculty

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Prerequisites/Corequisites

Recommended Co-requisites: ATEP 510 and 520

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, arid prophylactic preventative taping.

Course Overview

Not Applicable.

Course Delivery Method

The course will be delivered online from 6-26 to 7-30 and face to face in a laboratory format from 7-31 to 8-4.

This course will be delivered online 75% of the time using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. 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 6-26.

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 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:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- 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 5 times per week.
- 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. Evaluate significant historical events in the athletic training profession,
2. Identify certification requirements for athletic training
3. Contrast the practice domains of athletic training,
4. Explain the role of evidence based practice in health care,
5. Integrate 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. Generalize the rules and requirements specific to sport or activity for athletic taping, protective devices, braces, etc.,
10. Develop, 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. (2017). *Orthopedic Tapping, Wrapping, Bracing and Padding, 3rd Edition*. F.A. Davis Publishers.

Recommended Text

Prentice, W.E. (2016). *Arnheim's Principles of Athletic Training: A Competency-based Approach, 16th Edition*. McGraw Hill Publishers.

Course Performance Evaluation

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

- **Assignments**

There are a variety of assignments that will be disbursed throughout the course. Directions, content and grading information will be provided as the assignments are included in the on-line modules and in class.

Description	Points
Sci Tech Scavenger Hunt	10
NATA scavenger hunt	10
BOC scavenger hunt	10
Tearing Tape Video	5
CITI Training	10
Clinical Question Final Draft	20
CAT Paper Draft	5
CAT Paper Feedback to Group	5

- **Laboratory Assessments**

Two examination assessments of various taping related psychomotor skills will be administered throughout the laboratory section of the course. The skills practiced in class will be assessed in a timed, 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. Each assessment will include 3 techniques from the previous course meetings.

- **Discussion Boards**

Throughout the semester, Discussion Boards on Blackboard will be utilized. These may include posting of assignments, videos, and responses; each module will have specific directions for each Discussion Board. Students are to refer to posted directions. Each section of the Discussion Board has a specific time and date that material is to be submitted.

Description	Points
Video Introduction and response to each classmate	5
AT History	5
AT Employment	5
PICO Clinical Question	10
Diagnosis or Prognosis Article Review	10
NATA Position Statement Review	10
CAT Presentation Questions & Responses	10

- **Quizzes**

The Course Calendar indicates a *Quiz* in the assessment column on the days required. There are two types of quizzes for this course:

Syllabus Quiz: A quiz will be given over the syllabus. This will be a brief multiple choice and true-false assessment of your knowledge from the syllabus material. It is not timed and students can attempt it as many times as wanted until a desired score is achieved.

Taping Practical Quizzes: One taping/wrapping technique from the previous class will be selected and the student will have to perform the entire technique. A total of 3 quizzes will be given during the laboratory section of the course.

- **Critically Appraised Topic (CAT) Presentation**

The student will develop a presentation about their CAT. A voice-over Powerpoint and/or the Kaltura program on Blackboard will be utilized for development and delivery. Once completed, the student will:

- 1) post the presentation in the designated discussion board on Blackboard
- 2) answer questions posted by classmates on the discussion board specific to your presentation

- **Critically Appraised Topic (CAT) Paper**

Student will develop and answer a clinical question by performing an evidence-based medicine search to identify the seminal original research papers for critical review. The student will present a clinical scenario and then relate the evidence to this clinical case. A manuscript based paper will be developed using provided guidelines.

- **Grading Scale**

This course will be graded on a point system, with a total of 500 possible points.

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
CAT Presentation	1	40	40
CAT Paper	1	100	100
Quizzes	4	5-75pts	80
Assignments	8	5-20pts	75
Laboratory Assessments	2	75	150
Discussion Boards	7	5-10pts	55
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

Week	TENTATIVE TOPIC	ASSIGNMENT
June - 6-26 & 27	LECTURE: Introduction to Course and Athletic Training	<i>6-27 @ 11:59pm: Video Introduction & Syllabus Quiz Due</i>
6-28	LECTURE: History of Athletic Training and Education	<i>6-28@ 11:59pm: Discussion Board Threads 7-2 @ 11:59pm: Discussion Board 3 Responses</i>
6-29	LECTURE: Tearing Tape	<i>Go Purchase at least 2 rolls of 1 ½” non- elastic tape 7-4 @ 11:59pm: Video of tearing tape due by</i>
6-30	LECTURE: Roles, Responsibilities and Professional Behaviors of the ATC, Athletic Training Employment and Education Requirements	<i>6-30@ 11:59pm: Discussion Board Thread 7-4@ 11:59pm: Discussion Board 3 Responses 7-4@ 11:59pm: NATA & BOC Scavenger Hunt Sheet Due</i>
7-5	LECTURE: Introduction to Evidence Based Practice and Models	<i>Raab Chp 1 Quiz</i>
7-6	LECTURE: Steps in Evidence-Based Practice Research	<i>Raab Chp 2</i>
7-7	LECTURE: Research Evaluation	<i>Raab Chp 3 7-7 @ 11:59pm Discussion Board Thread PICO Clinical Question</i>
7-10	LECTURE: Diagnostic Research	<i>Raab Chp 4 Quiz 7-10 @ 11:59pm Discussion Board 3 Feedback Responses to PICO Clinical Questions</i>
7-11	LECTURE: Prognostic Research	<i>Raab Chp 5 7-11 @ 11:59pm Discussion Board on</i>

		<i>Assigned Diagnostic or Prognostic Article</i>
7-12	LECTURE: Systematic Review and Meta-Analyses	Raab Chp 6 <u>7-12 @ 11:59pm</u> Assignment PICO Clinical Question
7-13	LECTURE: Evidence-Based Clinical Practice	Raab Chp 7 <u>7-13 @ 11:59pm</u> Discussion Board 1 Thread on NATA Position Statement
7-14	LECTURE: Overview of Outcome Measures	Raab Chp 8 <u>7-13 @ 11:59pm</u> Discussion Board 3 Responses to Threads on NATA Position Statement
7-17	LECTURE: Quantitative Research	Raab Chp 9 <u>7-17 @ 11:59pm</u> First Draft of CAT paper to partner for Feedback
7-18	LECTURE: Qualitative Studies	Raab Chp 10 Quiz
7-19	LECTURE: Research Ethics	Raab Chp 11 Quiz <u>7-19 @ 11:59pm</u> First Draft of CAT paper back to partner (submit copy with partner feedback in Assignments)
7-20 & 21	HSRB CITI Training	<u>7-21 @ 11:59pm</u> Submit Certificate of Completion
7-25	CAT Presentations	<u>7-25 @ 12pm</u> Discussion Board Submission
7-26	Review and post questions to CAT presentations	<u>7-26 @ 11:59pm</u> Respond to each presentation on Discussion Board with questions and comments
7-27	Authors answer questions from CAT presentations	<u>7-27 @ 11:59pm</u> Authors answer questions posted

7-28	LECTURE: Taping, wrapping and bracing introduction *Make sure you can tear tape!	Beam pg 1-32 7-28 @ 12pm CAT Paper Due in Assignments
7-31 9am-3pm	LAB: Arch, Toe, Ankle, Achilles Tendon, and Lower leg taping/strapping; Introduction to Science and Technology Campus	Beam pg 43-155
8-1 9am-3pm	LAB: Knee Thigh, Hip-Pelvis /Strapping/bracing	Beam pg 157-164, 168-200, 205-235 Taping Practical Quiz (no ankle closed basketweave)
8-2 9am-12pm	LAB PRACTICAL EXAM #1 LAB: Strapping/Wrapping	EXAM: 4 techniques from 7-31 & 8-1 class (no ankle closed basketweave)
8-2 12pm-3pm	LAB: Shoulder-Upper Arm-Elbow Taping/Wrapping Strapping	Beam pg 241-274, 277-314 Taping Practical Quiz
8-3	LAB: Wrist -Hand-Finger-Thumb Tapping/Wrapping/Strapping	Beam 317-390 Taping Practical Quiz
8-4 9am-12pm	LAB PRACTICAL EXAM #2: 4 tape/wrap techniques from 8-2 & 8-3	EXAM: 4 Techniques from 8-2 & 8-3 (includes ankle closed basketweave), Sci Tech Scavenger Hunt Due
8-4 12pm-3pm	Protective Equipment Fitting	Beam Pg 425-447

Note: *Faculty reserves the right to alter the 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 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/>.

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.