

**George Mason University**  
**College of Education and Human Development**  
School of Recreation, Health and Tourism  
Division of Health and Human Performance  
Athletic Training Education Program

ATEP 530 (001)- Emergency Procedures for Athletic Trainers  
3 credit hours, Fall 2017

Wednesday 9-11:45am, Bull Run Hall 148- Science and Technology  
Campus

**Faculty**

Name: Lida Thanarak Pitsch, Ph.D, ATC, LAT, LPTA, PES  
Office hours: By Appointment  
Office location: Bull Run Hall 220  
Office phone: 703-993-2026  
Email address: lthanara@gmu.edu

**Prerequisites/Corequisites**

Prerequisites: Admission to the Professional Masters ATEP and a B- or greater in the following courses: ATEP 510, 520

**University Catalog Course Description**

Investigates the scientific and philosophical foundations of pre-hospital emergency care principles pertinent to athletic trainers. Develops knowledge, critical thinking and problem solving skills necessary to correctly apply emergency care principles and associated skills in a variety of clinical and professional settings.

**Course Overview**

Not Applicable.

**Course Delivery Method**

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

**Learner Outcomes or Objectives**

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

1. Recognize emergency situations;
2. Describe various emergency medical conditions and disabilities;
3. Interpret the signs and symptoms associated with the pathology of emergency injuries and illnesses;

4. Demonstrate the proper planning, assessment, and evaluation procedures for medical emergencies;
5. Identify the components of an emergency medical services (EMS) system;
6. Employ emergency care skills for injury and illnesses;
7. Demonstrate the ability to select and utilize appropriate emergency medical equipment; and
8. Triage emergency medical conditions and determine appropriate interventions and/or medical referral.

### **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**

Miller, Berry. (2011). *Emergency Response Management for Athletic Trainers*, 1st ed. Lippincott Williams & Wilkins, Philadelphia.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor. Students will be evaluated on content standards (knowledge gained) and performance (demonstration of the content). Content standards will be assessed via written quizzes and exams. Performance will be assessed through completion of class activities.

- **Emergency Skills Assessment**  
Students will be required to perform two patient assessments which is the practical portion of the student's cognitive and psychomotor competencies. All assessments are cumulative.
- **Quizzes**  
There will be daily quizzes during the semester. Quizzes will be objective or short-answer in nature. Information in the textbook, presented for reading assignments, lecture as well as lab will be used in the quizzes. Quizzes will be given during the first 5 minutes of class time. **If you are late for class, you may not make-up the quiz once it has started.**
- **Athletic Emergency Presentation**  
Students will be required to present on an assigned emergency topic related to the emergency care in athletics as discussed in class. A project description will be provided separately.
- **Written Examinations**

Three written exams will consist of written and practical portions assessing students' cognitive competencies.

- **NATA Position Statement**

Students will review and present evidence based practiced on the NATA Position Statement. The student will present the Position Statement as a formal presentation with visual aid.

- **Course Performance Evaluation Weighting**

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Emergency Skills Assessment	5	75	375
Written Examinations	5	75	375
Quizzes	9	10	90
Athletic Emergency Presentation	1	50	50
NATA Position Statement Presentation	1	50	50
<b>TOTAL</b>			930

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

- A: (93%)
- A-: (90%)
- B+: (87%)
- B: (83%)
- B-: (80%)
- C+: (77%)
- C: (73%)
- C-: (70%)
- D: (63%)
- F: < 63%

**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. 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) regulations.

**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](mailto: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/>.

### Class Schedule

DAY	DATE	COURSE TOPIC	ASSIGNMENT
W	8/30	Introduction to class-The Certified Athletic Trainer <i>F2F: Bagging</i>	Chapter 1
W	9/6	Primary, Secondary, & Ongoing Assessment <i>F2F: ABC &amp; LOC</i>	8
	9/6	Assessment of Vital Signs <i>F2F: ABC &amp; LOC</i>	9
W	9/13	Recognition & Management of Hypofusion <i>F2F: Vital signs, pulse, blood pressure, oxygen, respiration, temperature, pain</i>	13
	9/13	General Medical/Sudden Illness <i>F2F: Vital signs, pulse, blood pressure, oxygen, respiration, temperature, pain</i>	19
W	9/20	<b>WRITTEN TEST #1 Chapters 1, 8, 9, 13 &amp; 19</b> <b>SKILLS ASSESSMENT #1</b>	
W	9/27	Allergic Reactions & Poisons <i>F2F: Vital signs, pulse, blood pressure, oxygen, respiration, temperature, pain</i>	20
	9/27	Environmental Emergencies <i>F2F: Epi-pen, glucose, poison, shock, asthma</i>	18
W	10/4	Environmental Emergencies <i>F2F: Epi-pen, glucose, poison, shock, asthma</i>	18
W	10/11	<b>WRITTEN TEST #2 Chapters 18, 20</b> <b>SKILLS ASSESSMENT #2</b>	
W	10/18	Recognition & Management of Soft Tissue Injuries <i>F2F: Wound care</i>	14
	10/18	Recognition & Management of Head & Spine Injuries <i>F2F: Wound care</i>	14
W	10/25	Recognition & Management of Head & Spine Injuries <i>F2F: Wound care</i>	17
	10/25	Recognition & Management of Skeletal Injuries <i>F2F: Immobilization</i>	17
W	11/1	<b>WRITTEN TEST #3 Chapters 14, 17</b> <b>SKILLS ASSESSMENT #3 (Athletic Emergency Presentation)</b>	
W	11/8	Recognition & Management of Skeletal Injuries <i>F2F: Immobilization</i>	15
	11/8	Immobilization Techniques <i>F2F: Immobilization</i>	15
	11/8	Recognition & Management of Breathing Emergencies <i>F2F: Spine Board</i>	16
W	11/15	Recognition & Management of Breathing Emergencies <i>F2F: Spine Board</i>	10
	11/15	Adjunct Breathing Devices & Oxygen <i>F2F: Adjunct airway and oxygen</i>	11
	11/15	Recognition & Management of Cardiac Emergencies	12

<b>F2F: Equipment removal</b>		
W	11/29	<b>WRITTEN TEST #4 Chapters 10, 11, 12, 15 &amp; 16 SKILLS ASSESSMENT #4 (NATA Position Presentation)</b>
W	12/6	<b>COMPREHENSIVE SKILLS ASSESSMENT (NATA Position Presentation)</b>
W	12/13	<b>COMPREHENSIVE WRITTEN FINAL EXAMINATION (10:30-1:15pm)</b>

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 of 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. Pitsch; *(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.

### **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.

### **Name**

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 not be permitted to participate in the class activities for credit the day of the absence or tardy event. There 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!!!**