

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

ATEP 560 - 001 Upper Body Therapeutic Interventions  
3 credits, Spring 2018  
M/W-7:30-8:45 AM-148 Bull Run Hall-Science & Technology Campus

**Faculty**

Name: Marcie Fyock, DAT, VATL, ATC

Office hours: T 9-12/R 9-10:30 or By Appointment

Office location: 210 Bull Run Hall, Science and Technology Campus

Office phone: 703-993-7118

Email address: [mfyock@gmu.edu](mailto:mfyock@gmu.edu)

**Prerequisites/Corequisites**

Pre-requisites: Formal admission to Professional Masters ATEP and a grade of B- or better in the following courses: ATEP 510, ATEP 520, ATEP 530, ATEP 540, ATEP 545, ATEP 550, ATEP 555

Co-requisites: ATEP 565 and ATEP 566

**COURSE DESCRIPTION**

Utilizes an integrated approach to therapeutic interventions including modalities and rehabilitation in the treatment of upper body, head and neck injuries and conditions. Includes development, implementation, and evaluation of treatment plans for upper body, head and neck injuries.

**COURSE OVERVIEW**

Not Applicable

**COURSE DELIVERY METHOD**

Face-to-face

**LEARNER OUTCOMES OR OBJECTIVES**

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

1. Appraise the healing process and incorporate therapeutic interventions suitable to each phase;
2. Design rehabilitative plans specific to upper body, neck and head injuries;
3. Develop long and short-term rehabilitative goals appropriate for specific upper body, neck and head injuries;
4. Choose appropriate therapeutic interventions for upper body, neck and head injuries;
5. Construct therapeutic exercises used for specific upper body, neck and head injuries;
6. Identify return to sport criteria and testing for each joint of the upper body, neck and head; and
7. Assess abnormal posture patterns.

**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, clinical examination and diagnosis, therapeutic interventions, psychosocial strategies and referral.

## REQUIRED TEXTS

1. Prentice, W. (2015). *Rehabilitation Techniques for Sports Medicine and Athletic Training*. (6<sup>th</sup> ed.). Slack Incorporated.
2. Knight K., Draper D. (2012). *Therapeutic Modalities: The Art and Science*. Lippincott, Williams & Wilkins.
3. Additional readings as assigned via Blackboard.

## 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). Content standards will be assessed via projects, written quizzes and exams. Performance will be assessed through completion of class activities.

- **Assignments and/or Examinations**

- **Current Rehabilitation Philosophy**

- Students will articulate their current rehabilitation philosophies. This will include current theories that guide practice, philosophies of patient care, and explanation of your decision-making process.

- **Examinations**

- Five examinations, including a comprehensive final exam, will be administered in class. 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 the assigned readings, discussions and during the prior class meetings.

- **Evidence-Based Medicine (EBM) Assignment**

- This assignment will require you to collect patient outcomes, reflect upon your clinical decisions and develop a plan of improvement for the next clinical experience. You will disseminate in appropriate presentation format to your peers at the conclusion of the semester. Further details will be provided on BB.

- **Other Requirements**

- **Class Participation & Professionalism**

- Attending, being prompt, active participation and respect for peers and instructor are important components of this course. Therefore, students will lose credit for not attending and contributing to the class. ***An unexcused absence will result in a point reduction of the student's final grade. Each late arrival will result in 1point reduction of the student's final grade.*** If a student arrives more than 20 minutes after the beginning of class, it will be recorded as an unexcused absent even if the student attends the class. 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. 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. Attendance will be recorded at the beginning of class.

- **Grading**

ASSESSMENT	NUMBER	POINTS EACH	POINTS TOTAL
Class Participation & Professionalism			25
Current Clinical Philosophy	1	25	25
Exams	4	50	200
Evidence-Based Medicine (EBM) Assignment	1	50	50
Comprehensive Final Exam	1	100	100
<b>TOTAL</b>			<b>400</b>

### Grading Scale

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: (73%)

F: (<73%)

**\* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.**

### 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 name **MUST** be on your papers/assignments 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!!!**

## PROFESSIONAL DISPOSITIONS

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

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

## CLASS SCHEDULE

Day	Date	Topic	Reading	Assignments Due
M	Jan 22	Patient Outcomes PPT	Handouts	
W	Jan 24	Traction Techniques Lab		
M	Jan 29	Lumbar Spine PPT		
W	Jan 31	Lumbar Spine Clinical Techniques		
M	Feb 5	Thoracic Spine Clinical Techniques		
W	Feb 7	Cervical Spine Clinical techniques		
M	Feb 12	<b>Written Exam #1</b>		
W	Feb 14	<b>Competency Evaluation #1</b>		
M	Feb 19	Shoulder and Upper Arm PPT	Ch	
W	Feb 21	Shoulder and Upper Arm		
M	Feb 26	Shoulder and Upper Arm	Ch 18	
W	Feb 28	<b>Competency Evaluation #2</b>		
M	Mar 5	<b>Exam #2</b>		
W	Mar 7	Elbow and Upper Arm	Ch 19	
M	Mar 19	Elbow and Upper Arm	Ch 19	<b>Clinical Philosophy due</b>
W	Mar 21	<b>Clinical Philosophy</b>		

M	Mar 26	<b>Competency Evaluation #3</b>		
W	Mar 28	Wrist and Hand PPT		
M	Apr 2	<b>Competency Evaluation #4</b>		Case study Proposal topic
W	Apr 4	Whole Body Rehabilitation Programming		
M	Apr 9	Case Study In-Class Work day		
W	Apr 11	No Class- Motor Control and Dance presentation	April 12 <sup>th</sup> 7:00 PM Hylton Center	
M	Apr 16	<b>Competency Evaluation #5</b>		
W	Apr 18	Concussion		
M	Apr 23	<b>Final Written Examination (Cumulative)</b>		
W	Apr 25	<b>EBM Project Presentations</b>		<b>EBM Written Component due</b>
M	Apr 30	<b>EBM Project Presentations</b>		
W	May 2	<b>EBM Project Presentations</b>		
	<b>May 9</b>	<b>Final 7:30am-10:15am</b>		

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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/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. Additionally, *no laptop computers, smart phones, Ipads* 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.

### **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.

As a future health care practitioner, the ability to present yourself and communicate in a professional manner is essential, including the use of e-mail. The following is an appropriate professional format that should be followed for this class, as well as any other instructors/ACIs:

*(Beginning salutation)* Dear Dr./Mr./Mrs. *Last Name*

*(Text body)* I have a question regarding...

*(Ending Salutation)* Regards/Respectfully/Sincerely,  
*(Your name)* First and Last Name