

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

ATEP 680.001 – Athletic Training Research
3 Credits, Spring 2018
M/9 – 10:45 AM Bull Run Hall 253 – Science & Technology Campus

Faculty

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Prerequisites/Corequisites

Pre-requisites: Formal acceptance to the professional masters ATEP; Grade of B- or better in the following courses: ATEP 510, 520, 530, 540, 545, 550, 555, 560, 565, 566, 570, 575, 650, 656, 667, 660, 670, & 676.

Corequisite: Concurrently enrolled in ATEP 680.

University Catalog Course Description

Examines methods for critically evaluating clinical research techniques and interventions to improve patient outcomes specific to the practice of athletic training.

Course Overview

Not applicable

Course Delivery Method

This course will be delivered using hybrid (50% online) format.

Learner Outcomes or Objectives

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

1. Explain the theoretical foundation of clinical outcomes assessment in healthcare.
2. Differentiate common methods of outcomes assessment in athletic training clinical practice.
3. Categorize various types of outcomes measures for clinical practice.
4. Distinguish between types and quality of evidence that is gathered through outcomes assessment.
5. Interpret methods of assessing patient status and progress with clinical outcomes assessments.
6. Manipulate methods to conduct participatory action research in athletic training.
7. Critique and interpret clinical outcomes to assess patient status, progress and change.
8. Discriminate various outcomes instruments on the basis of their psychometric performance characteristics.

9. Examine concepts and uses of injury and illness surveillance relevant to athletic training.
10. Recommend appropriate epidemiological measures to monitor injury prevention strategies.
11. Categorize modifiable and non-modifiable risk factors and mechanisms for injury and illness.
12. Differentiate among the effectiveness of prevention strategies using clinical outcomes, surveillance, or evaluation data.
13. Recommend assessment tools to identify various precautions and risk factors associated with physical activity in persons with common congenital and acquired abnormalities, disabilities and diseases.
14. Critique epidemiological data related to the risk of injury and illness associated with participation in physical activity.
15. Effectively conduct and disseminate participatory action research in athletic training.

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. Laake, P., Benestad, H.B., Olsen, B.R. (2007). *Research Methodology in the Medical and Biological Sciences*. Elsevier. New York, NY.
2. Koshy, E., Koshy, V., Waterman, H. (2011). *Action Research in Healthcare*. Sage Publications, New York, NY.

Recommended Texts

1. Portney, L.G., Watkins, M.P., (2009) *Foundations of Clinical Research: Application to Practice*. Third Edition. Prentice Hall. Upper Saddle River, 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).

Assignments and/or Examinations

- **Participation:** Students must attend class in order to participate in the discussions generated by the readings. Contribution will be evaluated based on number and quality of questions asked or answered and opinion provided when asked.
- **Advancing Knowledge Project** Throughout the semester, the Advancing Knowledge Foundational Behaviors of Professional Practice (FBPP) of Athletic Trainers will be discussed and presented in ATEP 686. This assignment will provide the student with an opportunity to develop a project using at least one of the 5 FBPP areas for Advancing Knowledge. Working with the Preceptor, the student will identify a topic, population, etc in which research and evidence can be delivered on a relevant or needed topic to address a health care issue or disparity at the clinical site. This will include presentation to, and assessment of the project from the target audience. A proposal, project development, and final project reflection will each be submitted for a grade. Grading guidelines will be provided in class.

Grading

Assessment Method	Number	Points Each	Points Total
Class Participation	14	10	140
Advancing Knowledge Project Proposal	1	25	25
Advancing Knowledge Project Development	1	25	25
Advancing Knowledge Project Final Project Reflection	1	100	100
TOTAL			290

Grading Scale

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

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

Professional Dispositions

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

Students are expected to exhibit professional behaviors and dispositions at all times. It is critical that each student conduct himself/herself in an appropriate manner and decorum fitting of a health care provider. Making light of injuries, conditions, or illnesses or any action 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 should comply with Health Insurance Portability & Accountability Act (HIPAA) regulations.

Class Schedule

DAY	DATE	TENTATIVE TOPIC	ASSIGNMENT
1	M 1-22	Introduction to course	Chapter 5- Laake
2	M 1-29	Theoretical foundation of clinical outcomes assessment in healthcare	Chapter 7- Laake
3	M 2-5	Outcomes measures of clinical practice	Chapter 8- Laake
		CAATE Site Visit- 12:45-2:15pm; BRH212	
4	M 2-12	Methods of outcomes assessment in athletic training: primary and secondary prevention	Chapter 8- Laake
5	M 2-19	Modifiable and non-modifiable risk factors: tertiary prevention	Chapter 8- Laake
6	M 2-26	Epidemiological measures to monitor injury prevention strategies:	Chapter 9-Laake
7	M 3-5	Epidemiological measures to monitor injury prevention strategies	Chapter 9-Laake <i>*Advancing Knowledge Project Proposal Due</i>
	3-12 to 18	Spring Break!	NOTHING!!!
8	M 3-19	Evaluating clinical interventions	Chapter 12-Laake
9	M 3-26	Systematic reviews	Chapter 12-Laake <i>*Advancing Knowledge Project Development Due</i>
10	M 4-2	What is Participatory Action Research (PAR)?	Chapter 1 - Koshy
11	M 4-9	PAR in the context of alternative participatory research strategies	Chapter 3 - Koshy
12	M 4-16	PAR data collection methods	Chapter 4 - Koshy
13	T 4-23	PAR data analysis and generating evidence	Chapter 7 – Koshy <i>*Reflection on Advancing Knowledge Project Due</i>
14	M 4-30	PAR data sharing & dissemination of findings	Chapter 8 - Koshy
FINAL	Th 5-10	Final Exam, 9:00 to 10:45 AM	

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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/> .

Other Requirements

- **Academic Responsibility**
Although many students must work to meet living expenses, ***employment must not take priority over academic responsibilities***. Students employed more than 20 hours a week are strongly urged not to attempt a full-time academic load. Students employed more than 40 hours a week should attempt no more than 6 credits per semester. Students who fail to observe these guidelines may expect no special consideration for academic problems arising from the pressures of employment. Please see the GMU Academic Catalog (http://catalog.gmu.edu/content.php?catoid=5&navoid=104#Registration_attendance) for further 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!!!**

- **Technology Usage in the Classroom**

Students who are observed using any form of technology inappropriately (e.g., sending text messages from cell phones, visiting social networking sites from laptops) will be dismissed from class for the day and not permitted to make up missed assignments.

- **Additional Policies**

For additional guidelines relating to your athletic training education, please see the University catalog at: <https://catalog.gmu.edu/colleges-schools/education-human-development/recreation-health-tourism/athletic-training-ms/#text>.

Student Acknowledgement of Syllabus

I, _____, by affixing my signature below, attest to the following:

*I have read the course syllabus for ATEP 680 in its entirety, and I understand the policies contained therein.

*I have a clear understanding of the due dates for assignments, and I accept responsibility for knowing when due dates are approaching.

*I am aware that failure to complete the proficiencies by the dates assigned will result in failure of the course.

*I understand the instructor reserves the right to alter the provided schedule as necessary, and I am responsible for obtaining the most current version from Blackboard.

*I accept responsibility for reading announcements that are sent to me via email or posted to Blackboard.

Signature

Date

(Student Copy: This copy should remain attached to your syllabus.)

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*I accept responsibility for reading announcements that are sent to me via email or posted to Blackboard.

Signature

Date

(Instructor Copy: This copy should be signed and returned to course instructor no later than the second class meeting.)