

George Mason University
College of Education and Human Development
Athletic Training Education Program
ATEP 670 001- Post Rehabilitative Techniques (2)- Fall - 2018
Thursday- 10:30-12:20 PM- 318 Colgan Hall- Science & Tech Campus

Faculty

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Prerequisites/Corequisites

Admission to the 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, ATEP 560, ATEP 565, ATEP 566, ATEP 570, ATEP 575, ATEP 650, ATEP 656, ATEP 667

University Catalog Course Description

Explores current topics of musculoskeletal injury prevention and intervention. Investigates injury epidemiology, pain and nutritional theories.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a Face to Face format.

Learner Outcomes or Objectives

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

1. Examine the role of nutrition in regards to performance, injury prevention, healthy lifestyle including recommendations of macro nutrient intake, analysis of, and effects on healing.
2. Describe proper selection of pre-activity, activity and recovery nutrients and the effect on the musculoskeletal system.
3. Describe the methods of body assessment and weight management as well as the impact on injury, overall health and movement function.
4. Examine the principles of human movement and effects of movement dysfunction on chronic pain and disease.
5. Review movement and fitness assessments including designing of programming and interventions to meet the needs of individual patients.
6. Identify etiology of disease and identify prevention strategies.

7. Differentiate between different theories of musculoskeletal rehabilitation.
8. Explore seminal works in musculoskeletal rehabilitation theories.
9. Explore and understand treatment approaches for patients with movement dysfunction and pain.
10. Synthesize the literature to develop an evidence-based research project (to include but not limited to case study, clinical research project, literature review).

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. Cook, G. (2011). *Movement: Functional Movement Systems*. On Target Publications.
2. Clark, M. (2013). *NASM Essentials of Corrective Exercise*. Jones & Bartlett Learning.

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).

- **Current Rehabilitation Philosophy-** Students will articulate their current rehabilitation philosophy(s). This will include current theories that guide practice, philosophies of patient care, and explanation of your decision making process.
- **Clinical Technique Teaching Presentation** – Students will review an assigned clinical technique or theory. The presentation needs to include an introduction, an explanation of the technique/theory, demonstration of technique/theory, appropriate current research supporting topic and conclusion/recommendations. Visual support such as PowerPoint & teaching demonstration must be used.
- **Patient Outcomes Collection & Presentation-** Students, using an evidence-based practice format, will document progression of clinical competence by examining their current clinical practice thru reflection and critique of collected patient outcomes. Please synthesize this information into concise written account and share meaningful and impactful clinical decisions and outcomes. Further details will be shared in class.
- **Quizzes & Assignments-** Students will be required to complete weekly online quizzes and related assignments that will correspond to the NASM Correct Exercise textbook and related content. All quizzes and assignments will be posted and submitted via BB. Further description on each assignment will be provided on BB.
- **Other Requirements**
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.

Participation & Professional Decorum -Students must attend class in order to participate in the scholarly discussions generated by the readings. Contribution will be evaluated based on quality of questions asked or answered, opinion provided and professional decorum.

- **Grading**

Course Grading Scale

| ASSESSMENT | NUMBER | POINTS | POINTS |
|---------------------------------------------|---------------|---------------|---------------|
| Clinical Philosophy | 1 | 25 | 25 |
| Clinical Technique Teaching Presentation | 1 | 50 | 50 |
| Patient Outcomes Project | 1 | 100 | 100 |
| Quizzes/Assignments | TBD | 15 | TBD |
| Attendance & Professionalism | 1 | 25 | 25 |
| TOTAL | — | — | |

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: (70%)
- F: (<70%)

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.

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 designated time on the indicated day. **NO LATE WORK WILL BE ACCEPTED AND WILL RESULT IN A 0 GRADE!!!**

Professional Dispositions

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

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.

Class Schedule

| DATE | | TOPIC | READINGS/ASSIGNMENT DUE |
|------|-------|---------------------------------------------------|-------------------------------------------------------|
| T | 8-28 | Intro to Course & Content | |
| R | 9-6 | NASM | Chapter 1,2,3 Quiz #1 Assignment #1 |
| R | 9-13 | NASM | Chapter 4,5,6 Quiz #2 Assignment #2 |
| R | 9-20 | NASM | Chapters 7,8 Quiz #3 |
| R | 9-27 | NASM Integrated Flexibility Continuum | Chapters 9,10,11/Handouts Quiz #4 Assignment #3 |
| R | 10-4 | NASM | Chapters 12,13,14 Quiz #5 Assignment #4 |
| R | 10-11 | NASM Periodization/Resistance Training Systems | Chapters 15, 16/Handouts Quiz #6 Assignment #5 |
| R | 10-18 | Nutrition Concepts & Other Recovery Concepts | Handouts |
| R | 10-25 | MOVEMENT | Chapters 3-9 Quiz #7 |
| R | 11-1 | MOVEMENT | Chapters 10-13 Quiz #8 |
| R | 11-8 | Clinical Theory Presentations | Groups 1,2 Clinical Philosophy Due |

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|---|-------|-------------------------------------------------|--------------------------------|
| R | 11-15 | Clinical Theory Presentations | Groups 3,4 |
| R | 11-22 | Thanksgiving Break | |
| R | 11-29 | Clinical Theory Presentations | Groups 5,6,7 |
| R | 12-6 | TBD | |
| R | 12-19 | Final Exam Patient Outcome PPT Presentations | Written Component (PPT) Due |

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://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/> .

E-MAIL CORRESPONDENCE

Only messages that originate from a George Mason University address will be accepted. The following is an appropriate professional format:

Dear Ms. _____; (*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.

