

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

ATEP 565 - 201 Athletic Training Clinical Techniques 4  
3 credits, Spring 2019  
M/W- 9-10:15 AM- 148 Bull Run Hall Science & Technology Campus

**Faculty**

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**Prerequisites/Corequisites**

Pre-requisites: 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  
Co-requisites: ATEP 560 and ATEP 566

**University Catalog Course Description**

Applies therapeutic interventions for the upper body, head and neck in a laboratory setting. Develops rehabilitation treatment plans and skills necessary to carry out patient care.

**Course Overview**

Not Applicable

**Course Delivery Method**

Laboratory

**Learner Outcomes or Objectives**

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

1. Synthesize information obtained in a patient physical assessment to determine the indications, contraindications and precautions for the selection and evidence-based application of therapeutic rehabilitation to patients with upper body, head and neck injuries;
2. Differentiate baseline and post-rehabilitation objective physical measurements to evaluate patient progress;
3. Appraise therapeutic rehabilitation and treatment environment for potential safety hazards;
4. Demonstrate techniques and procedures for the rehabilitation of upper body, head and neck injuries;
5. Modify treatment and rehabilitation protocols for various upper body, head and neck injuries; Formulate a progressive rehabilitation plan from initial assessment to return-to-participation;
6. Employ appropriate clinical therapeutic rehabilitation techniques, exercises, and equipment;
7. Adapt appropriate clinical therapeutic rehabilitation techniques, exercises, and equipment according to patient physiological and psychological response;
8. Compile functional testing procedures and appraise information to determine appropriate return-to-participation;
9. Employ proper medical documentation procedures;

10. Create lines of communication to elicit and convey information about the patient's status and the prescribed rehabilitation protocol(s); and,
11. Facilitate patient confidentiality.

### **Professional Standards**

Upon completion of this course, students will have met the following 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: clinical examination and diagnosis, and therapeutic interventions.

### **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) and psychomotor competency performance (demonstration of the skill content). Content standards and psychomotor skills will be assessed via practical skill demonstrations (Competency Evaluations) and a comprehensive practical examination. Class participation will be assessed through completion of daily class activities.

- **Assignments and/or Examinations**

- **Competency Assessment**

- Performance will be assessed through completion of cognitive and psychomotor competency examinations.

- **Comprehensive Practical Examination**

- One comprehensive practical examination will be administered. The examination will require a demonstration of content knowledge and psychomotor skill gained throughout the entire semester.

- **Case Study**

- For this assignment, you will be required to write your own case study report based upon from semester's clinical experiences. The case study may involve the upper extremity, lower extremity or thorax. The format of this paper will coincide with *AMA* guidelines. This assignment should be of a length, quality, and style that emulates a case study article found a peer-review scholarly medical journal (*for example: Journal of Athletic Training, International Journal of Athletic Training & Therapy, Journal of Sports Rehabilitation,*). An outline for the format of the case study will be provided on BB.

- **Other Requirements**

- **Professionalism**

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.

*Communication* – When communicating with the instructor and classmates, either face-to-face or via email, students should address the other person appropriately, use appropriate language and maintain a civil demeanor.

*Responsibility/Accountability/ Honesty/Integrity*– Professionals take responsibility for their actions and are accountable. This can occur at multiple levels but generally consists of being on time, completing assignments on time, submitting work that is of the appropriate quality, honoring commitments and owning up to mistakes. Students are expected to interact with the instructor and classmates in appropriate, respectful and civil behaviors. Professionals keep their word when committing to something and act in an ethical and respectful manner. See George Mason University policy for further guidance.

*Professionalism evaluation* – Any professionalism violation will be documented by the instructor. Violations will result in a 1-point deduction from the final point total.

**Attendance**

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 1 point 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**

**Course Grading Scale**

<b>ASSESSMENT</b>	<b>NUMBER</b>	<b>POINTS</b>	<b>POINTS</b>
Class Participation & Professionalism			25
Competency Evaluations	5	50	250
Case Study	1	100	100
Comprehensive Practical Exam	1	100	100
<b>TOTAL</b>	—	—	<b>475</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.**

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 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**

**TBD**

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://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/> .**

## 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, iPad* 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

## **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 emergency medical procedures. Tank tops and 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.