

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

**ATEP 520 B02—Therapeutic Interventions Foundations (3) Summer 2020
Meeting Days: Online**

Faculty

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Prerequisites/Corequisites

Prerequisites: Basic human anatomy and physiology and functional anatomy knowledge.

Coreq: ATEP 510

University Catalog Course Description

Explores foundational knowledge and skills necessary for the safe, effective, and evidence-based application of therapeutic interventions. Investigates physiologic response to injury and healing, physiologic cause of pain, physiologic response of tissue to therapeutic intervention including modalities and exercise.

Course Overview

Not Applicable

Course Delivery Method

Hybrid- the majority of lecture material will be delivered via Blackboard. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on June 1, 2020.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Friday unless otherwise indicated on the course schedule. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [#5] times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting via webex to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

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

1. Compare physiological effects of various therapeutic modalities used in athletic training;
2. Verbalize the effects of electricity on the muscular, skeletal, circulatory and nervous system;
3. Describe the therapeutic effects on body systems of various therapeutic modalities used in athletic training;
4. Describe the effects of mechanical and manual therapy techniques on the muscular, skeletal, circulatory and nervous system;
5. Describe the therapeutic effects of mechanical and manual therapy on soft tissue injuries;
6. Identify the indications and contraindications of therapeutic modalities;
7. Apply evidence-based clinical practices to therapeutic intervention decisions;
8. Identify goals of the rehabilitation process; and .
9. Apply appropriate administrative procedures.

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.

Required Texts

Draper, D. (2021) Therapeutic Modalities-The Art and Science 3rd ed. Philadelphia, PA: Wolters Kluwer.

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).

- **Evidence-Based Medicine Assignment**
 - PICO Question Development- you will continue to work on the development of a clear and measurable PICO question. The PICO question must be related to Therapeutic Interventions.
 - EBM Review & Synthesis Matrix- you will search for specific evidence-based medicine articles to support your PICO question **that has been approved by the instructor**. You will complete a research synthesis matrix that will be provided to you. You will present a summary of your findings via Kaltura and update the instructor on the status of your PICO via your search. Further details will be provided with the assignment on BB. These will be uploaded via BB.
- **Quizzes**
 - Quizzes will be given through Blackboard and will be on topics covered in the lectures, PPT, and supplemental materials (i.e., quiz on pain theories after the lecture). These quizzes will be timed and you will only have one chance at completing them. All efforts for academic honesty will be taken.
- **Examinations**
 - Three examinations, not including a comprehensive final exam, will be administered via Blackboard. 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 lecture and assigned readings. These will be timed and you will only have one chance at completing them. All efforts for academic honesty will be taken.
- **Class Participation**
 - Active participation via discussion boards, required attendance at 2 (minimum) virtual office hours and completion of lab activities. Therefore, you will receive points at the discretion of the instructor for active and professional participation.
- **Attendance**
- Students are expected to attend any scheduled course meetings online either via Blackboard, Zoom, Webex or other program. Being a hybrid course, online expectations are slightly different, as you will not “attend” lectures daily. This will be self-driven work by you. Attending, being on-time, active participation and respect for peers and instructor are important components of this course. Therefore, students will lose credit for not attending any meeting dates as required and contributing to the class.
- **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 per episode from the final point total.

- **Evaluation**

ASSESSMENT METHOD	NUMBER	% of Total Grade
Professional Participation (discussion board/virtual office hours, lab activity reflections)		10
PICO Development	1	10
Evidence Based Medicine Review	1	15
Quizzes	8	20

Written Examinations	3	30
Comprehensive Final Exam	1	15
TOTAL	----	100%

Students will be evaluated on content standards (knowledge gained).

All work is due by 11:59 pm (EST) on Sunday unless otherwise specified.

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

Grade	Percentage
A	94 – 100%
A-	90 – 93%
B+	88 – 89%
B	84 – 87%
B-	80 – 83%
C	70 – 79%
F	0 – 69%

- **The MSAT requires a grade of B or higher in all MSAT required coursework. In the first nine credits of the program, one course with a grade of B- or C may be allowed.**
 - 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 during online 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 do not complete work (i.e., quizzes, discussion board, etc.) without an official university or a medical doctor's excuse will not be permitted to make up the work. There will be no make-up quizzes or exams unless an excused absence has been warranted. Students who miss an examination, quiz or other 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 by 11:59 pm on Sunday at the end of the week unless otherwise specified, as the assignments will be locked on Blackboard. **NO LATE WORK WILL BE ACCEPTED AND WILL RESULT IN A 0 GRADE!!!**
- **Statement on Progression of Course**
 - Being a hybrid course, you as the student must take responsibility in taking the time to be an active participant. You must complete the assigned readings; watch the

video lectures with included PowerPoint and study. Please take note of due dates for required assessments on the course outline. I have taken many online courses and understand the challenges that you as a student as sometimes faced with. Every effort will be made to answer questions, grade fairly and for both you as a student and myself as the professor, to be an active participant. Please do not hesitate to contact me with any questions or concerns.

Professional Dispositions

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 (HIPAA) regulations.

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.

Dear Dr. Fyock (Beginning salutation)

I am looking forward to your class. (Text body)

Regards, (Ending Salutation)

(Your name)

Tentative Class Schedule

Week	Topic and Assigned Readings	Assignments Due
6/1 – 6/7	In Perspective: Chapters 1-4	Quiz 1 / Discussion board 1
6/8-6/14	Orthopedic Injury, Immediate Care & Healing: Chapters 5-7	Quiz 2
6/15 – 6/21	Pain & Orthopedic Injuries: Chapters 8,9	Quiz 3 Exam #1- Chapters 1-9
6/22 – 6/28	Therapeutic Heat & Cold: Chapters 10-13	Quiz 4 / Discussion board 2 & 3 Lab Activity
6/29 – 7/5	Therapeutic Heat & Cold: Chapters 14, 15	Quiz 5 / Discussion board 4 / Exam #2- Chapters 10-15 Lab Activity
7/6-7/12	Electrotherapy: Chapters 16, 17	Quiz 6 / Discussion board 5 & 6 Lab Activity
7/13 – 7/19	Manual Modalities: Chapters 18-20	Quiz 7 / Discussion board 7 / Exam #3- Chapters 16- 20 Lab Activity PICO due
7/20- 7/25	Other Modalities/ Clinical Review: Chapters 21, 22	Quiz 8 / Discussion board 8 / Final Exam- Cummulative EBM Review

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Reminder- all assignments for the week are due on Sunday at 11:59 pm (EST) or unless otherwise specified.

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/> .
 - **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.