

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

ATEP 560 - 002 Upper Body Therapeutic Interventions  
3 credits, Spring 2022  
Online Only 3-7-3-13-2022  
M/W 9:30-12:00 PM 3-14-5-8-2022  
318 Colgan Hall Science & Technology Campus

**Faculty**

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**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**

Hybrid

**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. Draper, D. (2021) *Therapeutic Modalities-The Art and Science* 3<sup>rd</sup> ed. Philadelphia, PA: Wolters Kluwer.
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. All efforts of academic integrity will be taken and it is expected no forms of assistance will be utilized to complete quiz or exam (this includes but not limited to: textbook, notes, online sources)

- **Assignments and/or Examinations**

- **Quizzes**

- Quizzes will be administered weekly via BB or face-to-face on the assigned reading materials for that week.

- **Examinations**

- 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, class discussions and textbook.

- **CAT Manuscript Assignment**

- Students will complete the Critically Appraised Topic manuscript that was begun in ATEP 550. A critically appraised topic (CAT) is essentially a brief systematic review and critique of the most current and best available evidence to answer a focused clinical question. These questions should be related to the recognition, rehabilitation, and prevention of sport-related injuries. You are expected to edit any suggestions re: focused clinical question and introduction/clinical scenario from Fall 2021. Continue an EBM search and identify a minimum of **6-10 ORIGINAL (research) peer-reviewed manuscripts** relevant to the proposed clinical question. The proposed clinical question **must be** approved by instructor and directly related to therapeutic interventions. You will then complete the CAT manuscript in its entirety. A complete assignment description and grading rubric will be available on Blackboard. You will present your CAT manuscript in Practicum 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. Interactions and behaviors in the classroom should be appropriate and respectful.

*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.

## Attendance

Attending, being on-time for class, 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	% of Total Grade
Class Participation & Professionalism		10

Quizzes	7	10
Exams	3	40
CAT Manuscript Assignment	1	20
Comprehensive Final Exam	1	20
<b>TOTAL</b>		<b>100%</b>

### Grading Scale

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

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

**\*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/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 1 week of the excused absence***. It is the student's obligation to pursue any make-up work. Attendance will be recorded promptly at the beginning of class.

## LATE ASSIGNMENTS

All work is due at the assigned date and time as indicated on syllabi and Blackboard. **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

Focus/Week/Date			Focus	Due
<i>Lower Extremity Rehab Techniques</i>	Week 1	March 7	<b>Week 1- ONLINE ONLY</b> Review of Rehabilitation Principles Review Chapters 5-14	
		March 9	Groin Hip Thigh <i>Read: Chapter 20</i> <i>Associated Articles</i>	<b>Quiz#1 due March 11 @ 11:59 pm- Note the day of week &amp; time- only for week 1</b>
<i>Lower Extremity Rehab Techniques</i>	Week 2	March 14	Groin Hip Thigh <i>Read: Chapter 20</i> <i>Associated Articles</i>	<b>Quiz #2 due March 14 @9:30 am</b>
		March 16	Spine <i>Read: Chapter 24</i> <i>Associated Articles</i>	<b>Quiz #3 due March 16 @ 9:30am</b> <b>Lab Exam #1- Hip</b>
<i>Upper Extremity Rehab Techniques</i>	Week 3	March 21	Spine <i>Read: Chapter 24</i> <i>Associated Articles</i>	
		March 23	Spine <i>Read: Chapter 24</i> <i>Associated Articles</i>	
<i>Upper Extremity Rehab Techniques</i>	Week 4	March 28	Shoulder <i>Read: Chapter 17</i> <i>Associated Articles</i>	<b>Exam #1</b> <b>Chapters 20, 24(lumbar spine), Articles</b> <b>Lab Exam #2- Lumbar spine</b>
		March 30	Shoulder <i>Read: Chapter 17</i> <i>Associated Articles</i>	<b>Quiz #4 due March 30 @9:30 am</b>
<i>Techniques</i>	Week 5	April 4	Shoulder	

			<i>Read: Chapter 17 Associated Articles</i>	
		April 6	<del>Elbow</del> <i>Read: Chapter 18 Associated Articles</i>	<b>Exam #2 Chapters 24 (thoracic, cervical), 17, Articles</b>
<b>Upper Extremity Rehab Techniques</b>	Week 6	April 11	Elbow <i>Read: Chapter 18 Associated Articles</i>	<b>Lab Exam #3- Shoulder, Tspine,</b>
		April 13	Elbow <i>Read: Chapter 18 Associated Articles</i>	<b>Quiz #5 due April 13 @ 9:30 am</b>
<b>Upper Extremity Rehab Techniques</b>	Week 7	April 18	Wrist Hand Fingers <i>Read: Chapter 19</i>	<b>Quiz #6 Due April 18 @ 9:30 am</b>
		April 20	Wrist Hand Fingers <i>Read: Chapter 19</i>	<b>Exam # 3 Chapters 18, 19, Articles</b>
<b>Upper Extremity Rehab Techniques</b>	Week 8	April 25	Head & Post-Concussion Rehabilitation <i>Read: Articles</i>	<b>Quiz #7 Due April 25 @ 9:30 am Lab Exam #4- Elbow &amp; Wrist</b>
<b>Techniques</b>		April 27	Head & Post-Concussion Rehabilitation <i>Read: Articles</i> <b>Dillon from Prehab Guys 9:30 via Zoom</b>	<b>Home Exercise Program Due 11:59 pm</b>
<b>Upper Extremity Rehab Techniques</b>	Week 9	May 2	Whole Body Approach to Rehabilitation <i>Read: Articles</i>	<b>Exam #3 Articles related to Head, Concussion, Whole Body Approach</b>
		May 4	<b>Review Day</b>	<b>CAT Manuscript Due 11:59 pm</b>
	Final Exam Week	May 9	<b>Final Lecture Exam 9:30 am</b>	<b>Outcome Measure Assignment Due 11:59 pm</b>

		May 10	Final Lab Exam- Assigned times	
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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/> .**
- **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](mailto:titleix@gmu.edu).**

### **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*