

George Mason University
College of Education and Human Development
Athletic Training Education Program
ATEP 670 002- Post Rehabilitative Techniques (2)- Fall - 2024
Wednesday 9:30-11:30 AM- 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. Examine the principles of human movement and effects of movement dysfunction on chronic pain and disease.
4. Review movement and fitness assessments including designing of programming and interventions to meet the needs of individual patients.
5. Differentiate between different theories of musculoskeletal rehabilitation.
6. Explore seminal works in musculoskeletal rehabilitation theories.

7. Explore and understand treatment approaches for patients with movement dysfunction and pain.
8. 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.

Suggested Texts

1. Cook, G. (2011). Movement: Functional Movement Systems. On Target Publications.
2. Falsone, S. (2018). Bridging the Gap From Rehab to Performance. On Target Publications.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

- **Current Rehabilitation Philosophy-** Students will articulate their current rehabilitation philosophy(s). This will include current theories that guide clinical practice decisions, philosophies of patient care, and explanation of your decision making process. This version should be an evolution of your previous as you now have clinical experiences to draw from.
- **Student Presentation** – Students, in small groups, will review an assigned Performance Factor Topic. The presentation will include an introduction to the topic, appropriate current research supporting topic and conclusion/recommendations of integration into clinical practice. Visual support such as PowerPoint & informational handout must be incorporated.
- **Weekly Journal Reflection-** Students will complete a weekly reflective journal based upon the required readings, supplemental materials and class discussion. Reflection allows you to take a step back, critically appraise, analyze what you have learned and share how this new view/information may influence your practice and/or decisions. A weekly assignment link will be provided on BB with further assignment description.
- **Quizzes-** Students will complete weekly quiz that will be based upon the required readings and other supplemental materials assigned for that week. The quiz will be completed via BB. Quiz will be due each Wednesday at 9:00 AM. A late submission will result in zero points.
- **Blood Flow Restriction Course-** Students **WILL COMPLETE (MANDATORY)** Blood Flow Restriction Course -online. Students will be expected to complete the online course materials and complete two subsequent assignments. Assignment 1- quiz on course material presented. Assignment 2- clinical implications of knowledge learned including a summary review of current published evidence.
- **Class Attendance/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 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. Professionalism includes but is not limited to:

- **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 (all course events,) 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/or contributing to the class, whether that be through discussion or activity. Each unexcused absence will result in a reduction of the student’s final grade. Each late arrival will result in a reduction of the student’s final grade. If a student arrives more than 10 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**

| ● Evaluation type | ● Number | ● Total % |
|------------------------|----------|-----------|
| ● Student Presentation | ● 1 | ● 30% |
| ● Reflection Journals | ● 8 | ● 20% |

| | | |
|--|-----|---------------|
| • Blood Flow Restriction Course Requirements | • 1 | • 15% |
| • Clinical Philosophy | • 1 | • 10% |
| • Quizzes | • 7 | • 15% |
| • Attendance/Professionalism | • - | • 10% |
| • TOTAL | • | • 100% |

Course Grading Scale

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.**

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 a 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. The off-campus Healthy Baller visit cannot be made up in any capacity.

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!!!**

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work

and including citations when using the work of others, whether individual people or Generative AI tools.

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. ____; (*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.

Class Schedule

| DATE | | TOPIC | READINGS/ASSIGNMENT DUE |
|------|------|--|--|
| W | 8-28 | Blood Flow Restriction Online Course | Completion of Online BFR Course modules Articles Quiz #1 |
| W | 9-4 | Understanding Movement – What affects it? | Videos/Articles Weekly Journal Quiz #2 |
| W | 9-11 | FMS/SFMA Movement Screens | Videos/Articles/Manual Weekly Journal Quiz #3 |
| W | 9-18 | Performance Assessment-Isokinetic Testing, Force plate technology @ Innovation SMART Lab | Videos/Articles Weekly Journal Quiz #4 |
| W | 9-25 | Low Back Pain: Current approaches & Controversies | Videos /Articles Weekly Journal Quiz #5 |
| W | 10-2 | Guest Lecture- Kelsey Shaffer ATC- Dry Needling | Articles Weekly Journal |

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|---|-------|---|---------------------------|
| | | | Quiz #6 |
| W | 10-9 | Guest Lecture- Drew Dudek PT/ATC- Healthy Baller Physical Therapy | Weekly Journal |
| W | 10-16 | Student Presentations: Performance Factors- Nutrition for Performance & Recovery, Sleep Metrics & Recovery, Readiness to Perform Metrics, Current Supplement Trends for Performance & Health | Weekly Journal Quiz #7 |

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

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

Core Values Commitment

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: <https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>
- For additional information on the College of Education and Human Development's Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

