

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

ATEP 365 - 203 Athletic Training Clinical Techniques 4
3 credits, Spring 2017
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 phase of the ATEP and a grade of C or better in the following courses: ATEP 120, ATEP 150, ATEP 201, ATEP 300, ATEP 310, ATEP 320, ATEP 325, ATEP 330, ATEP 340, ATEP 345, ATEP 350, ATEP 355; BIOL 124, BIOL 125; HEAL 110, HEAL 230; KINE 310, KINE 320; PRLS 450

Co-requisites: ATEP 360 and ATEP 366

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: 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. Prentice, W. (2015). *Rehabilitation Techniques for Sports Medicine and Athletic Training*. (6th 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.

- **Other Requirements**

- **Class Participation**

- Class participation will be assessed through completion of daily class activities and assignments that will be given at the end of the class period and due the next class period.

- **Grading**

Course Grading Scale

ASSESSMENT	NUMBER	POINTS	POINTS
Class Participation	25	2	50
Competency Evaluations	5	50	250
Evidence-Based Medicine (EBM)Project	1	50	50
Comprehensive Practical Exam	1	100	100
TOTAL	—	—	450

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+: (77%)
- C: (73%)
- F: (<70%)

Grading

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!!!**

Evidence-based Medicine (EBM) Assignment

Evidence-based medicine is the practice of medicine based on the best available evidence, including the systematic collection of data. Health professionals caring for children and adults need to be aware of the evidence about the benefits and harms of preventive methods, diagnostic strategies, treatments, and rehabilitation techniques in order to provide optimal care to their patients.

Objectives

On completion of the assignment you should have:

1. Improved your internet (Pubmed) searching skills for relevant and supporting evidence
2. Gained practice and skill in collecting and critically appraising patient outcome measures
3. Learned how to apply empirical evidence to support clinical practice decisions

What is required?

1. Collect and analyze outcomes data
2. Present findings in written and oral format
3. Participate in on-line discussion forum

Format of assignment

1. Journals- students will reflect on their clinical practice with biweekly submission using Blackboard discussion board. Students must submit quality posts and respond to others posts in order to be successful.
2. Outcomes synopsis and plan for improvement- each student will document evidence of quality patient interaction. Students will use a variety of patient reported outcome measures and communicate their clinical decisions, outcomes, reflection and plan to improve clinical practice in both written format and through formal presentation.

Grading

The table below indicates the relative points placed on individual components of the assignment in general. There may be modifications made if necessary.

Section	Points
Participated in bi-weekly on line journal	10
Provided quality feedback to peers journaling	5
Search strategy and ability to use evidence to support clinical decisions	5
Utilized appropriate patient outcome measures	5
Written Presentation on reflection of clinical practice-(what helped me in caring for patients, how did my clinical practice evolve over course of semester, plan of improvement for next practical site, etc)	20
Presentation (format followed, length of responses, spelling, grammar, neatness, etc)	5
TOTAL	50

Due date: The assignment has to be completed and handed in on or before the **(May 1, 2017)** **(5pm)**. Assignments handed in after the deadline will automatically get a grade of zero.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

DATE			TENTATIVE TOPIC	READINGS/ASSIGNMENT DUE
M	Jan	23	Introduction to course	
W	Jan	25	Clinical techniques – Applying Rehab Principles	Ch 5, 6, 7, 8
M	Jan	30	Clinical techniques – Applying Rehab Principles	Ch 9, 10, 11, 12 Online Blog
W	Feb	1	Clinical techniques – Shoulder & Upper Arm	Ch 17
M	Feb	6	Clinical techniques – Shoulder & Upper Arm	Ch 17 Online Blog
W	Feb	8	Clinical techniques – Shoulder & Upper Arm	Ch 17
M	Feb	13	Review	Online Blog
W	Feb	15	Competency Evaluation #1	
M	Feb	20		Online Blog
W	Feb	22	Clinical techniques – Elbow & Forearm	Ch 18
M	Feb	27	Clinical techniques – Elbow & Forearm	Ch 18 Online Blog
W	Mar	1	Clinical techniques – Elbow & Forearm	Ch 18
M	Mar	6	Review	
W	Mar	8	Competency Evaluation #2	
M	Mar	13	Spring Break	
W	Mar	15	Spring Break	
M	Mar	20	Clinical techniques – Wrist & Hand	
W	Mar	22	Clinical techniques – Wrist & Hand	Online Blog
M	Mar	27	Review	
W	Mar	29	Competency Evaluation #3- Online Blog	
M	Apr	3	Clinical techniques – Head Face & Related Structures	
W	Apr	5	Clinical techniques – Cervical Spine	Online Blog
M	Apr	10	Clinical Techniques- Thoracic Spine	
W	Apr	12	Clinical Techniques- Thoracic Spine	Online Blog
M	Apr	17	Competency Evaluation #4	
W	Apr	19	Clinical techniques – Concussion	Online Blog
M	Apr	24	Clinical techniques – Concussion	
W	Apr	26	Clinical techniques – Concussion	Online Blog
M	May	1	EBM Project Presentations	EBM Written Project
W	May	3	Competency Evaluation #5	
M	May	15	Comprehensive Final Examination: 7:30-10:15 AM	

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/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide

range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

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, 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 via e-mail or telephone. At the next attended class meeting, the student will discuss material that is to be completed. It is the student's obligation to pursue any make-up work.

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 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.