

**George Mason University**  
**College of Education and Human Development**  
Athletic Training Education Program  
ATEP 555-201- Athletic Training Clinical Techniques 2 (3)- Fall 2017  
T/R 9:00-10:15 AM- 318 Colgan Hall- Science & Technology

**Faculty**

Name: Marcie Fyock, DAT, VLAT, ATC

Office Hours: M/W 10:30-12:00/By Appointment

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**Pre/Co-requisites**

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; BIOL 124, BIOL 125; HEAL 230; KINE 310, KINE 320; PRLS 450

Co-requisites: ATEP 550

**University Catalog Course Description**

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

**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. Describe mechanisms of lower extremity and spine injuries, including the etiology, pathogenesis, pathomechanics, signs, symptoms, and epidemiology of these conditions;
2. Define functional human anatomy, physiology and kinesiology relative to mechanisms of injury.
3. Identify signs and symptoms of lower extremity and spine injuries.
4. Choose appropriate medical terminology and documentation to record injuries and illnesses (e.g., history and examination findings, progress notes, and others).
5. Describe specific sport and/or position requirements relative to the return of an injured athlete to activity following injury.
6. Practice basic principles of acute management of lower body and spine conditions and injuries
7. List the goniometric measurements of the lower body, and spine;

8. Administer neurological testing of the lower body and spine;
9. Employ muscle testing of the lower body and spine.
10. Synthesize the literature to develop an evidence-based research project (to include but not limited to case study, clinical research project, literature review).
11. Critically appraise lower body evaluation techniques/interventions.

### Accreditation 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*. (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

### Course Performance Evaluation

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. Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

<i>Class Participation</i> - Students must attend class in order to participate in the practical skill development. Contribution will be evaluated based student engaging in lab activities and interacting with class.	50
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<i>Competency Evaluations</i> - Student competence will be assessed through cognitive and psychomotor examinations related to rehabilitation of lower body athletic injuries.	250
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<i>Comprehensive Final Examination</i> - One comprehensive practical examination will be administered. The examination will require a demonstration of content knowledge and psychomotor skill gained throughout the entire semester.	100
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*Evidence-Based Practice Assignment-* Using an evidence-based practice format, you will examine the current literature to critique an intervention technique or concept of your choice and synthesize this information into a critical appraisal of the test (CAT manuscript).

100

<b>ASSESSMENT METHOD</b>	<b>POINTS EACH</b>	<b>POINTS TOTAL</b>
Class Attendance/Participation	25 x 2	50
Competency Evaluations 1,2,3,4,5	50	250
Comprehensive Final Examination	100	100
EBP Manuscript Assignment	100	100
<b>TOTAL</b>	—	500

### **Grading Scale**

**A:** 465-500 pts. (93%)

**A-:** 450-464 pts. (90%)

**B+:** 435-449 pts. (87%)

**B:** 415-434 pts. (83%)

**B-:** 400-414 pts. (80%)

**C+:** 385-399 pts. (77%)

**C:** 365-384 pts. (73%)

**C-:** 350-364 pts. (70%)

**D:** 315-349 pts. (63%)

**F:** <315 pts.

### **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 (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 via e-mail or telephone the same day of the absence. At the next attended class meeting the student will discuss material that is to be completed with the instructor. *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.*

### **Assignments**

Late assignments will not be accepted. Assignments should be submitted at the beginning of the class meeting on the due date. Late assignment will result in a zero (0) for the assignment. This applies to electronic submissions as well.

Your name **MUST** be on your papers when you turn them in. Failure to put your name will result in a zero (0) for the assignment.

### **Professional Disposition**

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 (HIPPA) regulations. See <https://cehd.gmu.edu/students/policies-procedures/>

### Class Schedule

Date		Topic	Reading/Assignment Due
T	8-29	Intro Course/Review Modalities/Designing Rehab Plan	Knight & Draper text Chapter 1
R	8-31	Modality Completion	
T	9-5	Modality Completion	
R	9-7	Eval Process in Rehab	Chapter 3- Prentice
T	9-12	Core Stability	Chapter 5- Prentice
R	9-14	Stability & Balance	Chapter 7- Prentice
T	9-19	Strength, Endurance, Power	Chapter 9- Prentice
R	9-21	Strength, Endurance, Power con't	Chapter 9- Prentice
T	9-26	Lab Competency Exam #1	5-10 Prentice
R	9-28	OKC/CKC	Chapter 12- Prentice
T	10-3	PNF	Chapter 14- Prentice
R	10-5	Functional Progressions	Chapter 16- Prentice
R	10-12	Lab Competency #2	11-16 Prentice
T	10-17	Lower leg, ankle, foot	Chapter 22, 23 Prentice
R	10-19	Lower leg, ankle, foot Critical Review	Chapter 22, 23 Prentice
T	10-24	CAT Manuscript working day	
R	10-26	Lab Competency #3	Lower leg, ankle, foot
T	10-31	Knee & Patellofemoral	Chapter 21- Prentice
R	11-2	Knee & Patellofemoral	Chapter 21- Prentice
T	11-7	Lab Competency #4	Knee & Patellofemoral

R	11-9	Hip, Pelvis, Thigh	Chapter 22- Prentice
T	11-14	Hip, Pelvis, Thigh	
R	11-16	Lab Competency #5	Hip, Thigh, Pelvis
T	11-21	Thoracic/Lumbar Spine Critical Review	Chapter 24- Prentice
T	11-28	Thoracic/Lumbar Spine Critical Review	
R	11-30	TBD	
T	12-5	Outcome Measures/ Alternative Interventions	Handouts CAT Manuscript Due
R	12-7	Review	
T	12- 14	Final Exam 7:30-10:15	

**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](mailto: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/> .**

### **Technology Use During Class**

As per GMU policy, all sound emitting technology is required to be turned off during the lecture and laboratory class meeting times. Additionally, no laptop computers or tablets 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; thus your e-mail address must end in gmU.edu. The instructor will not read e-mail messages not originating from a GMU account. Also, when corresponding with any professional at GMU or off campus via e-mail, use the following, appropriate professional format; any e-mail not using this format will be returned to the students for revision before a response will be issued:

Dear Dr. Fyock (Beginning salutation)

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

Regards, (Ending Salutation)

(Your name)

