

George Mason University
College of Education and Human Development
Athletic Training

ATEP 660 – 001 —Pediatric Sports Medicine (3)
Fall 2017
Tuesdays: 9:00 – 10:15 AM
Bull Run Hall 253 – Science and Technology Campus

Faculty

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Prerequisites/corequisites

Basic knowledge of anatomy and physiology.

University Catalog Course Description

Examines evidence-based practices for injury prevention, sport safety, emergency preparedness, and risk management within youth and scholastic sport.

Course Overview

Not applicable

Course Delivery Method

This course will be delivered using hybrid (50% online) format.

Learner Outcomes or Objectives

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

1. Manipulate various prevention strategies and procedures in youth and scholastic sport.
2. Differentiate the roles and responsibilities of various care providers.
3. Organize a pre-participation evaluation screening to identify common congenital and acquired risk factors that may influence the health of those participating in physical activity.
4. Distinguish appropriate strategies recognition and management of environmental health conditions in a youth and scholastic sporting population.
5. Manipulate environmental data to inform clinical decisions.
6. Discriminate the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity.
7. Examine various methods of communicating with non-medical personnel regarding a variety of sport safety issues.
8. Categorize the basic principles associated with the design, construction, fit, maintenance, and reconditioning of protective equipment.
9. Critique various rules and regulations relating to sport safety established by youth and scholastic sport governing bodies.
10. Recognize and manage responses to disordered eating or eating disorders.
11. Recommend psychosocial strategies and referral resources available to the athletic trainer to manage a variety of mental health conditions

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 text

Casa, D. J., & Stearns, R. L. (Eds.). (2016). *Preventing Sudden Death in Sport & Physical Activity*. Jones & Bartlett Publishers.

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).

• Assignments and/or Examinations

- Participation (150 points): Students must attend class in order to participate in the discussions generated by the readings. Contribution will be evaluated based on number and quality of questions asked or answered and opinion provided when asked.
- Online Modules (150 points): Students must complete a each online module to earn points available for each module.
- Critically Appraised Topic (50 points): Students will provide a brief written synthesis of the best available research evidence to answer a specific clinical question.
- Critically Appraised Topic Presentation (50 points): Students will provide a brief class presentation summarizing synthesis of the best available research evidence to answer a specific clinical question.
- Case Study (50 points): Students will be identify a clinical case relating to youth and/or scholastic sport and write a case study.

• Other Requirements

- 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 before the course meeting via e-mail or telephone. 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.
- Medical professionalism
 - 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 Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability & Accountability Act (HIPPA) regulations.
- 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.

- **Grading**

- This course will be graded on a point system, with a total of 450 possible points.

Assessment Method	Number	Points Each	Points Total
Class Participation	15	10	150
Online Modules	14	Variable	150
Critically Appraised Topic	1	50	50
Critically Appraised Topic Presentation	1	50	50
Case Study	1	50	50

- 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: (73%)
 - F: (<70%)

- Grading Policies

- 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.
- *Disputed grades.* 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 assignments when you turn them in. Failure to properly list 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!

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule					
Week/DAY/DATE				TOPIC	ASSIGNMENT DUE
1	T	August	28	Intro & The Pediatric Athlete	Online Module #1
	OL	August	31	Pediatric Sport In The United States	Online Module #2
2	T	September	5	Pediatric Sport In The United States	
	OL	September	7	Health Care Delivery In Youth And Scholastic Sports Settings	Online Module #3
3	T	September	12	Health Care Delivery In Youth And Scholastic Sports Settings	
	OL	September	14	Injury Risk In Youth And Scholastic Sports Settings	Online Module #4
4	T	September	19	Injury Risk In Youth And Scholastic Sports Settings	
	OL	September	21	Medicolegal Responsibilities In Youth And Scholastic Sports Settings	Online Module #5
5	T	September	26	Medicolegal Responsibilities In Youth And Scholastic Sports Settings	
	OL	September	28	Pre-Participation Screening & Preventing Sudden Cardiac Death	Online Module #6
6	T	October	3	Pre-Participation Screening & Preventing Sudden Cardiac Death	<i>CAT Due Peer Review</i>
	OL	October	5	Emergency Action Planning	Online Module #7
7	T*	October	10	NO TUESDAY CLASSES	<i>CAT Due Peer Review</i>
	OL	October	12	Recognition and Referral of Mental Health Disorders in Youth and Scholastic Sports	Online Module #8
8	M*	October	16	Mental Health First Aid Training Session#1	Meet Monday
	OL	October	17	Recognition and Referral of Mental Health Disorders in Youth and Scholastic Sports	Online Module #9
9	M*	October	23	Mental Health First Aid Training Session#2	Meet Monday
	OL	October	24	Recognition and Appropriate Management of Disordered Eating or Eating Disorders	Online Module #10
10	T	October	31	Recognition and Appropriate Management of Disordered Eating or Eating Disorders	<i>CAT Due Online</i>
	OL	November	2	Strategies to Prevent and Manage Environmental Injuries	Online Module #1s1
11	T	November	7	Strategies to Prevent and Manage Environmental Injuries	
	OL	November	9	Strategies to Prevent and Manage Brain Injuries in Youth and Scholastic Sports	Online Module #12
12	T	November	14	Strategies to Prevent and Manage Brain Injuries in Youth and Scholastic Sports	<i>Case Study Due to Peer Online</i>
	OL	November	16	Strategies to Prevent and Manage Overuse Injures in Youth and Scholastic Sports	Online Module #12

Class Schedule					
Week/DAY/DATE				TOPIC	ASSIGNMENT DUE
13	T	November	21	Evaluating Evidence for Interventions in Pediatric Sports	
	*	November	23	THANKSGIVING RECESS	Online Module #13
14	T	November	28	Evaluating Evidence for Interventions in Pediatric Sports	
	OL	November	30	Policy Development and Implementation in Youth and Scholastic Sports	Online Module #14
15	T	December	5	Policy Implications of Working in School Based Settings	
	OL	December	7	Policy Implications of Working in School Based Settings	
16	T	December	12		<i>Case Study Due Online</i>

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://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/>