

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

ATEP 150 001 Introduction to Athletic Training & Preventative Care
Techniques

3 Credit Hours, Fall 2017

Monday/Wednesday 12-1:15pm LECTURE: Bull Run Hall 132; LAB: Bull
Run Hall 148- Science & Technology Campus

Faculty

Name: Patricia M. Kelshaw, MS, LAT, ATC
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Prerequisites/Corequisites

None.

University Catalog Course Description

Introduces the profession of athletic training and the basic principles of preventative care commonly used in the profession. Topics will include athletic training facility organization and procedures; protective sports equipment; construction of protective devices; and application of protective taping, braces, wrapping, and protective pads. Areas to be studied include the role of the athletic trainer in sports medicine, mechanisms of athletic injuries, tissue response to injury, blood-borne pathogens, introductory techniques of the assessment and evaluation of athletic injuries and emergency procedures.

Course Overview

Not Applicable.

Course Delivery Method

This course will be delivered using a lecture and laboratory.

Learner Outcomes or Objectives

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

1. Select athletic taping, protective devices, or braces;
2. Apply prophylactic preventative athletic tape, protective devices, and braces;
3. Identify rules and requirements specific to sport or activity for athletic taping, protective devices, braces, etc.;

4. Design, fit, and apply custom protective devices;
5. Identify responsibilities of the sports medicine team and related disciplines;
6. Describe certification requirements for athletic training;
7. Describe legislative concerns related to athletic training;
8. List components of an athletic training room;
9. Demonstrate record keeping practices in athletic training;
10. Illustrate how tissues of the body respond to injury;
11. Classify basic musculoskeletal injuries and mechanisms;
12. Outline the process of injury evaluation; and
13. Identify the basic psychological components of injury.

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

Beam, J. (2006). Orthopedic Tapping, Wrapping, Bracing and Padding. F.A. Davis Publishers.

Recommended Readings

Prentice, W.E. (2014). Arnheim's Principles of Athletic Training: A Competency-based Approach, 15th Edition. McGraw Hill Publishers.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor. Students will be evaluated on content standards (knowledge gained) and performance (demonstration of the content). Content standards will be assessed via written assignments, quizzes, and exams. Performance will be assessed through completion of class participation activities and competency testing. *No late assignments will be accepted for a grade.*

- **Assignments**

Various assignments will be used to provide learning opportunities related to topics covered in class. Guidelines and directions will be provided in class for each assignment.

Description	Due Date	Points
History Page	9-6	10
Science & Tech Campus/Laboratory Scavenger Hunt	9-6	20
NATA Website Review	9-13	20
BOC Assignment	9-18	20
Healing Process Project	11-13	30
Professional Phase Student Interview	12-6	30

- **History Page**
Students will be provided directions on the history assignment in class, and will turn in the copy of their completed assignment in class on the assigned date
- **Science & Tech Campus/ Laboratory Scavenger Hunt**
Students will be provided directions on the scavenger in class, and will submit the final assignment on blackboard.
- **NATA Website Review**
Students are to explore the NATA website, and complete the NATA website review assignment module on blackboard.
- **Healing Process Project**
Students will be assigned to a group to create a unique way to demonstrate an assigned phase of the healing process and present it to the class. Examples, directions, and rubric will be provided.
- **Guest Speaker Discussions**
Throughout the semester, guest speakers will join our class to share their experiences through their athletic training career. It is the responsibility of the student to write up a 3-5 sentence reflection of what they learned from the guest speakers on blackboard in the discussion section. In addition, each student must respond to two fellow classmates' discussion posts for full credit, (5 points for writing your initial discussion post, 2.5 points for responding to one classmate, 2.5 points for responding to a second classmate.) All guest speaker reflections and responses to fellow students are due the first Friday following the guest speaker's talk by 11:59PM, unless otherwise specified.
- **Professional Phase Student Interview**
Students will be assigned a professional phase student to contact and conduct an interview about the ATEP. Guidelines and directions for the interview will be provided.
- **Quizzes**
As indicated on the Course Calendar, a quiz will be given at the beginning of class for the required reading. This will be a brief multiple choice and true-false assessment of your knowledge from the reading. *You are required to bring a Scantron to each examination. If you are late to class, you cannot make up the quiz at the end of class.*
- **Lecture Examination**
One written comprehensive final examination will be administered. The format of the examination will be multiple choice, true/false, short answer, matching, and fill in the blank type questions. The examination will test material covered during the prior class meetings and previous reading assignments. The exam will also cover material in the textbook and

activities completed during class sessions. ***You are required to bring a Scantron to the final examination.***

- **Laboratory Assessment**

Three assessments of various taping related psychomotor skills will be administered throughout the semester. The skills practiced in class will be assessed in a live practical examination format. This is a real time examination that will require the student to demonstrate various taping techniques. Students will be randomly scheduled for testing.

- **Course Performance Evaluation Weighting**

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Assignments	6	varies	130
Guest Speaker Discussions	6	10	60
Quizzes	15	5	75
Laboratory Assessments	3	75	225
Lecture Examinations	1	75	75
TOTAL	—	—	565

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

A 525.45 – 565pts. (93%)	C+: 435.05– 451.99 pts. (77%)
A-: 508 – 525.44 pts (90%)	C: 412.45 – 435.04 pts. (73%)
B+: 491.55 – 507.99 pts. (87%)	C-: 395.5 – 412.44 pts. (70%)
B: 468.95 – 491.54 pts. (83%)	D: 355.95 – 395.49 pts. (63%)
B-: 452 – 468.94 pts. (80%)	F: < 355.94 pts.

Grading Policies

Late Work: All work is due at the beginning of class time on the indicated day. **NO LATE WORK WILL BE ACCEPTED!**

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.

Professional Dispositions

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

Students are expected to exhibit professional behaviors and dispositions at all times. It is critical each student conduct themselves in an appropriate manner and decorum fitting of a health care provider within and outside class. 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 identifiable information and comply with Health Insurance Portability & Accountability Act (HIPPA) regulations.

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/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The George Mason University Writing Center staff 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 George Mason University 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 George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). 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://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

Class Schedule

DAY	DATE	TENTATIVE TOPIC	ASSIGNMENT DUE
1 (M)	8-28	LECTURE: Course Introduction	
2 (W)	8-30	LECTURE: Introduction to Athletic Training, Intro to Prince William and Labs, Sample Quiz, Handout History Assignment.	
	9-4	NO CLASS...Labor Day	
3 (W)	9-6	LECTURE: History of Athletic Training and Education	Pren. pg 3-5 (stop @ International Federation of Sports Medicine) pg 31 (start @ Recognition and Accreditation...-33 (stop at Post Professional Athletic Training Ed Programs) Quiz -Science & Tech Campus/Laboratory Scavenger Hunt -History Page
4 (M)	9-11	LECTURE: Roles, Responsibilities and Professional Behaviors of the ATC	Pren. pg 13 (Start @ Roles and Responsibilities...-20 (Stop at The importance of Engaging...), 24 (Start @ Professional Behaviors...-31 (stop @ Recognition and Accreditation...)) Quiz
5 (W)	9-13	LECTURE: Athletic Training Employment and Education Requirements	Pren. pg 7-13 (stop @ Roles & Responsib), 33 (Start @ Requirements for ...)-37 Quiz -NATA Website Review
6 (M)	9-18	LECTURE: Taping, wrapping and bracing introduction	Pren. pg 211-213 (stop @ Elastic Wrap Techniques), 220-223 (stop @ Common Taping Procedures) Beam pg 3-17, 25-27 Quiz -BOC Assignment
7 (W)	9-20	LAB: Arch taping/strapping	Pren pg 223-225 Beam pg 39-51, Quiz

8 (M)	9-25	<u>Guest Speaker #1:</u> Jessica Pope	*Guest Speaker Discussions due 9-29
9 (W)	9-27	LAB: Toe taping/strapping	Pren pg 225-227 Beam pg 54-55, 64-66 Quiz
10 (M)	10-2	<u>Guest Speaker #2:</u> Allyson Nagle	*Guest Speaker Discussions due 10-6
11 (W)	10-4	LAB: Ankle Taping, Achilles Tendon-lower leg /Strapping/bracing	Pren pg 227(start @ The Ankle Joint)-230 Beam pg 84-94, 118-119, Quiz
12 (T)	<u>10-10</u>	LECTURE: Mechanisms/Characteristics of Trauma <i>*Monday Class on Tuesday!</i>	Pren. pg 244-262 Quiz
13 (W)	10-11	LAB: Ankle Taping	
14 (M)	10-16	<u>Guest Speaker #3:</u> Jay Sadory (TBD)	*Guest Speaker Discussions due 10-20
15 (W)	10-18	LAB: Knee- Knee Thigh, Hip-Pelvis Strapping/Wrapping	Pren 214-215 Beam pg 148-150, 161-163, 167, 174-175, 194-212 Quiz
16 (M)	10-23	<u>Guest Speaker #4:</u> Katie Grover (TBD)	*Guest Speaker Discussions due 10-27
17 (W)	10-25	LAB: ASSESSMENT #1	
18 (M)	10-30	LAB: Shoulder-Upper Arm-Elbow Taping/Wrapping Strapping	Pren pg 215-216, 234-235 Beam pg 227-240, 262-269, 274-279 Quiz
19 (W)	11-1	LAB: Wrist -Hand-Finger-Thumb Tapping/Wrapping/Strapping	Pren pg 217, 235-237 Beam 301-309, 313-316, 321-324 Quiz
20 (M)	11-6	<u>Guest Speaker #5:</u> Vicki Galliher	Pren. pg 265-277 (stop @ Pain) Quiz *Guest Speaker Discussions due 11-10
21 (W)	11-8	LAB: Wrist -Hand-Finger-Thumb Tapping/Wrapping/Strapping	Pren pg 237 Beam 336-342, 344-347 Quiz
22 (M)	11-13	LECTURE: Tissue Response to Injury Project Presentation	-Healing Process Project Presentations
23 (W)	11-15	LAB: ASSESSMENT #2	

24 (M)	11-20	Guest Speaker #6: Britton Schaeufele	*Guest Speaker Discussions due 11-27
	11-22	NO CLASS...Thanksgiving	
25 (M)	11-27	LECTURE: On/Off-the-Field Evaluation	Pren. pg 307-310 (Stop @ Primary Survey), 345(stop @ Basic Knowledge Requirements), 359-361 Quiz
26 (W)	11-29	LECTURE: Psychology of Injury	Pren. pg 287-303 Quiz
27 (M)	12-4	LAB: Practice Day	Professional Phase Student Interview
28 (W)	12-6	LAB: Comprehensive Assessment #3	
29 (M)	12-18	Lecture Examination COMPREHENSIVE FINAL EXAMINATION 10:30am-1:15pm	

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

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.

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 various medical procedures. Tank tops, tee-shirts or 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. If there is a concern with exposing areas of the student's body or classmates, it is the student's responsibility to contact the instructor to make appropriate arrangements.

Laboratory Supplies

The student will use issued supplies to practice skills that are taught in the laboratory section of the course. Students are not required to bring their supplies to the formal laboratory course meetings. A laboratory fee of \$120.00 for this course was assessed through financial aid.

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.

E-mail Correspondence

Only messages that originate from a George Mason University address will be accepted. The following is an appropriate professional format:

Dear Professor Kelsaw; *(Beginning salutation)*

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

Regards, *(Ending Salutation)*

First Name Last Name *(Your name)*

Student Acknowledgement of Syllabus

I, _____, by signing below, attest to the following:
(Print First and Last Name)

*I have read the course syllabus for ATEP 150 in its entirety, and I understand the policies contained therein. This syllabus serves as an agreement for ATEP 150 between the instructor and me.

*I have a clear understanding of the due dates for assignments and examinations, and I accept responsibility for the material.

*I am aware that failure to submit assignments by the dates assigned will result in no points awarded as late work will not be accepted.

*I understand the instructor reserves the right to alter the provided schedules as necessary and I am responsible for the assignments and examination dates for the most current version of the syllabus schedule.

*I accept responsibility for reading announcements that are sent to me via e-mail through Blackboard; it is my responsibility to access Blackboard e-mail for announcements and assignments.

(Signature)

(Date)

(Student Copy: This copy should remain attached to your syllabus)

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*I understand the instructor reserves the right to alter the provided schedules as necessary and I am responsible for the assignments and examination dates for the most current version of the syllabus schedule.

*I accept responsibility for reading announcements that are sent to me via e-mail through Blackboard; it is my responsibility to access my Blackboard e-mail for announcements and assignments.

(Signature)

(Date)

(Instructor Copy: Submit to the instructor at the end of the first class meeting)