

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

ATEP 550-001- Lower Body Therapeutic Interventions (3)- Fall 2018
T/R 7:30-8:45 AM- 318 Colgan Hall- Science & Technology Campus

Faculty

Name: Marcie Fyock, DAT, VLAT, ATC

Office Hours: M/W 11-12:00/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 555

University Catalog Course Description

Develops, implements, and evaluates treatment plans using therapeutic modalities and rehabilitation interventions in the treatment of lower body injuries and conditions. Establishes an evidence-based approach to therapeutic interventions use in patient treatment.

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. Review the healing process and incorporate therapeutic interventions suitable to each phase;
2. Develop rehabilitative plans specific to lower body injuries;
3. Define long and short-term rehabilitative goals appropriate for specific lower body injuries;
4. Select appropriate therapeutic interventions for lower body injuries;
5. Explain therapeutic exercises used for specific lower body injuries;
6. Identify return to sport criteria and testing for each joint of the lower body; and
7. Evaluate abnormal gait patterns.

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*. (6th 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 performance (demonstration of the content). Content standards may be assessed via written assignments and exams. Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Examinations - Five exams (four midterm examinations and one final examination) will be issued with multiple choice, true/false, fill in the blank, matching, short answer, and essay questions. Each examination will test the material covered in class and assigned readings. Final examination is cumulative.

Evidence Based Medicine (EBM) Review and Clinical Application Presentation-

Evidence-based medicine is the practice of medicine based on the best available evidence. 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. This assignment assesses your ability to find evidence and critically review manuscripts using the strategies that you have learned in the Foundation courses. You are required to do an EBM search and identify **3-5 ORIGINAL (research) papers** relevant to a proposed clinical question. More information will be provided in class.

Attendance/Professionalism- 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.

Grading Scale

Evaluation type	Number	Points each	Total points
Written exams	5	50-75	375
Comprehensive Final Exam	1	100	100
EBM Assignment	1	50	50
Attendance/Professionalism	-	-	25
TOTAL POINTS			550

A: 511.5- 550 pts. (93%)

A-: 495.0- 511.4 pts. (90%)

B+: 478.5- 494.9 pts. (87%)

B: 456.5- 478.4 pts. (83%)

B-: 440.0- 456.4 pts. (80%)

C: 385.0- 439.9 pts. (77%)

F: <384.9 pts.

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.

You MUST follow provided directions completely on all assignments. Failure to do so 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	8-28	ATEP 520 Completion	
R	8-30	ATEP 520 Completion	
T	9-4	Intro Course/Review Modalities/Designing Rehab Plan	Knight & Draper text Chapter 1-Prentice
R	9-6		
T	9-11	Modality review	
R	9-13	Modality application	

T	9-18	Psych Considerations	Chapter 4-Prentice
R	9-20	Exam #1	1-4 Prentice
T	9-25	Neuromuscular Control	Chapter 6- Prentice
R	9-27	Exam #2	5-7 Prentice
T	10-2	Flexibility	Chapter 8- Prentice
R	10-4	Cardiorespiratory	Chapter 10- Prentice
T	10-11	Exam #3	8-10 Prentice
R	10-16	Plyometric	Chapter 11- Prentice
T	10-18	Aquatic Therapy	Chapter 15- Prentice
R	10-23	Lab Competency #2	11-16 Prentice
T	10-25	Exam #4	11-15 Prentice
R	10-30	Lower leg, ankle, foot	Chapter 22, 23 Prentice
T	11-1	Lower leg, ankle, foot	
R	11-6	Lab Competency #3	Lower leg, ankle, foot
T	11-8	Knee & Patellofemoral	Chapter 21- Prentice Article
R	11-13	Knee & Patellofemoral Critical Review	EBM Assignment Due
T	11-15	Lab Competency #4	Knee & Patellofemoral
T	11-20	Hip, Pelvis, Thigh	Chapter 22- Prentice
R	11-22	Hip, Pelvis, Thigh Critical Review	
T	11-27	Lab Competency #5	
T	12-4	Thoracic/Lumbar Spine	Chapter 24- Prentice
R	12-6	Exam #5	17-24- Prentice
	12-18	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://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/> .

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)