

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

ATEP 480.001 – Athletic Training Research  
3 Credits, Spring 2019

M/9 – 10:15 AM Colgan Hall 203 – Science & Technology Campus

**Faculty**

Name: Patricia Kelshaw, MS, LAT, ATC  
Office Hours: By Appointment  
Office Location: Bull Run Hall 220A, Science & Technology Campus  
Office Phone: 703-993-2026 or 703-993-7784  
Email Address: pkelshaw@gmu.edu

**Prerequisites/Corequisites**

**Pre-requisites:** ATEP 460, ATEP 470, ATEP 476

**Corequisite:** Concurrently enrolled in ATEP 486.

**University Catalog Course Description**

Examines methods for critically evaluating clinical research techniques and interventions to improve patient outcomes specific to the practice of athletic training.

**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. Explain the theoretical foundation of clinical outcomes assessment in healthcare.
2. Differentiate common methods of outcomes assessment in athletic training clinical practice.
3. Categorize various types of outcomes measures for clinical practice.
4. Distinguish between types and quality of evidence that is gathered through outcomes assessment.
5. Interpret methods of assessing patient status and progress with clinical outcomes assessments.
6. Manipulate methods to conduct participatory action research in athletic training.
7. Critique and interpret clinical outcomes to assess patient status, progress and change.
8. Discriminate various outcomes instruments on the basis of their psychometric performance characteristics.
9. Examine concepts and uses of injury and illness surveillance relevant to athletic training.
10. Recommend appropriate epidemiological measures to monitor injury prevention strategies.

11. Categorize modifiable and non-modifiable risk factors and mechanisms for injury and illness.
12. Differentiate among the effectiveness of prevention strategies using clinical outcomes, surveillance, or evaluation data.
13. Recommend assessment tools to identify various precautions and risk factors associated with physical activity in persons with common congenital and acquired abnormalities, disabilities and diseases.
14. Critique epidemiological data related to the risk of injury and illness associated with participation in physical activity.
15. Effectively conduct and disseminate participatory action research in athletic training.

### **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.

### **Recommended Texts**

1. Portney, LG., Watkins, MP., (2009) Foundations of Clinical Research: Application to Practice. Third Edition. Prentice Hall. Upper Saddle River, NJ.
2. Laake, P., Benestad, H.B., Olsen, B.R. (2007). Research Methodology in the Medical and Biological Sciences. Elsevier. New York, NY.
3. Koshy, E., Koshy, V., Waterman, H. (2011). Action Research in Healthcare. Sage Publications, New York, NY.

### **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**

- **Class Attendance:** Students must attend class in order to participate in the discussions generated by the readings. Class attendance will be taken at the beginning of each class. To receive credit for class attendance the student must be present at the start of class. Failure to arrive on time will result in zero points toward class attendance credit for the day. No partial credit will be provided for late arrivals or unexcused absences.
- **Weekly Online Quizzes:** Students are expected to complete readings assigned on blackboard weekly and complete a 5 minute, 5-Point quiz on the respective readings. Online quizzes will be due by 11:59 PM each Sunday for the assigned weeks (see course schedule below).
- **Student Acknowledgement of Syllabus:** Students are expected to read the syllabus in its entirety, and arrive at the first class meeting with the “Student Acknowledgement of Syllabus” (see page 9 of syllabus) completed with signature.
- **Clinical Evaluation Project:**
  - **Paper:** Throughout the semester students will be learning about action-based research and complete a clinical evaluation project involving a feasibility study of their current clinical site. A rubric and outline of expectations for this project will be provided separate from this syllabus on the course Blackboard site. Opportunities to

receive feedback on a draft of the *Clinical Evaluation Paper* will be provide during the semester. If a student desires feedback they may voluntarily submit a draft *Clinical Evaluation Paper* to Blackboard by the respective specified time and dates. Submission of a draft document is not required. In-class workshop days will likewise be scheduled into the semester for students to receive assistance by the instructor. Scheduled workshops are solely for students to work on the *Clinical Evaluation Paper* or Presentation. The final *Clinical Evaluation Paper* is due by Monday, May 13<sup>th</sup>, 2019 at the start of class time.

- **Presentation:** Students will be expected to complete an oral presentation using visually supportive material about their clinical evaluation project. The presentation should encompass all of the major elements outlined in the paper rubric. A comprehensive presentation rubric will be provided to the students. The presentation should be in Microsoft PowerPoint format and is due by 11:59PM to Blackboard on Sunday May 5<sup>th</sup>, 2019.
- **Productivity Reports:** Twice each month the students will be required to submit productivity reports for the respective dates. A template for tthe productivity report is available on the course Blackboard site. Students must download, complete and submit the completed template to Blackboard by the assigned deadlines. Students are expected to complete productivity reports by tallying the instances of specific services and referrals made at their respective clinical sites.All submissions will be evaluated for thoroughness and graded as either incomplete or complete. Failure submit the appropriate complete report by the assigned deadline will result in zero points for the submission. The appropriate report must be submitted by 7:30AM on the following dates:
  - Report #1: Weeks 1 & 2; Due Monday February 18, 2019
  - Report #2: Weeks 3 & 4; Due Monday March 4, 2019
  - Report #3: Weeks 5 & 6; Due Monday March 18, 2019
  - Report #4: Weeks 7 & 8; Due Monday April 1, 2019
  - Report #5: Weeks 9 & 10; Due Monday April 15, 2019
  - Report #6: Weeks 11 & 12; Due Wednesday May 3, 2019

## Grading

Assessment Method	Number	Points Each	Points Total
Class Attendance	16	5	80
Weekly Online Quizzes	10	5	50
Syllabus Contract	1	10	10
Clinical Evaluation Study Paper	1	150	150
Clinical Evaluation Study Presentation	1	90	90
Productivity Reports	6	20	120
<b>TOTAL</b>			500

## Grading Scale

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

A: (93%)	B-: (80%)	D: (63%)
A-: (90%)	C+: (77%)	F: (<63%)
B+: (87%)	C: (73%)	
B: (83%)	C-: (70%)	

## 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 that each student conduct himself/herself in an appropriate manner and decorum fitting of a health care provider. Making light of injuries, conditions, or illnesses or any action 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 should comply with Health Insurance Portability & Accountability Act (HIPAA) regulations.

## Course Schedule

Week/Day/Date			Topic	Assignment Due
1	M	January 28	Introduction to the Course Overview of Productivity Tracking Worksheet	Syllabus Contract
	Su (OL)	February 3	<b>ONLINE CONTENT 1</b> BOC Facility Principles & NATA revenue reimbursement	Online Quiz 1
2	M	February 4	<b>IN-PERSON CONTENT 1</b> BOC Facility Principles & NATA revenue reimbursement	
	Su (OL)	February 10	<b>ONLINE CONTENT 2</b> Recommendations and Guidelines for Appropriate Medical Coverage of Intercollegiate Athletics	Online Quiz 2
3	M	February 11	<b>IN-PERSON CONTENT 2</b> Recommendations and Guidelines for Appropriate Medical Coverage of Intercollegiate Athletics	
	Su (OL)	February 17		
4	M	February 18	In-class workshop	Weeks 1 & 2 Productivity Report
	Su (OL)	February 24	<b>ONLINE CONTENT 3</b> Theoretical foundation of clinical outcomes assessment in healthcare	Online Quiz 3
5	M	February 25	<b>IN-PERSON CONTENT 3</b> Theoretical foundation of clinical outcomes assessment in healthcare	Draft of Clinical Evaluation Paper
	Su (OL)	March 3	<b>ONLINE CONTENT 4</b> Validity & Reliability - What tools should you use in your athletic training room?	Online Quiz 4
6	M	March 4	<b>IN-PERSON CONTENT 4</b> Validity & Reliability - What tools should you use in your athletic training room?	Weeks 3 & 4 Productivity Report
	Su (OL)	March 10		
7	M	March 11	<b>Spring break - Not meeting for class</b>	
	Su (OL)	March 17	<b>ONLINE CONTENT 5</b> Evaluating Clinical Interventions	Online Quiz 5
8	M	March 18	<b>IN-PERSON CONTENT 5</b> Evaluating Clinical Interventions	Weeks 5 & 6 Productivity Report

	<b>Su (OL)</b>	March	24	<b>ONLINE CONTENT 6</b> Epidemiological measures to monitor injury prevention strategies	Online Quiz 6
	<b>M</b>	March	25	<b>IN-PERSON CONTENT 6</b> Epidemiological measures to monitor injury prevention strategies	
9	<b>Su (OL)</b>	March	31	<b>ONLINE CONTENT 7</b> Methods of outcomes assessment in athletic training: primary and secondary prevention	Online Quiz 7
	<b>M</b>	April	1	<b>IN-PERSON CONTENT 7</b> Methods of outcomes assessment in athletic training: primary and secondary prevention	Weeks 7 & 8 Productivity Report
10	<b>Su (OL)</b>	April	7		
	<b>M</b>	April	8	In-class workshop	
11	<b>Su (OL)</b>	April	14	<b>ONLINE CONTENT 8</b> Participatory Action Research/ Outcomes of clinical practice	Online Quiz 8
	<b>Th**</b>	April	18	<b>NOT MEETING FOR CLASS MONDAY</b> – Students are expected to attend the CEHD symposium at 7:00pm  <a href="https://cehd.gmu.edu/students/student-engagement/student-research/">https://cehd.gmu.edu/students/student-engagement/student-research/</a>	Draft of Clinical Evaluation Paper due by <b>Monday</b> April 15 <sup>th</sup> 7:30 AM  Weeks 9 & 10 Productivity Report due by <b>Monday</b> April 15 <sup>th</sup> 7:30 AM
12	<b>Su (OL)</b>	April	21	<b>ONLINE CONTENT 9</b> Lessons learned from the CEHD symposium	Online Quiz 9
	<b>M</b>	April	22	<b>IN-PERSON CONTENT 9</b> Participatory Action Research/ Outcomes of clinical practice	
13	<b>Su (OL)</b>	April	28	<b>ONLINE CONTENT 10</b> Systematic Reviews	Online Quiz 10
	<b>M</b>	April	29	<b>IN-PERSON CONTENT 10</b> Systematic Reviews	
14	<b>Su (OL)</b>	May	5		Weeks 11 & 12 due <b>Wednesday</b> May 3 <sup>rd</sup> 7:30 AM  Clinical Evaluation Presentation due by 11:59 PM
	<b>M</b>	May	6	Clinical Evaluation Study Presentations	
15	<b>Su (OL)</b>	May	12		
16	<b>M</b>	May	13	Clinical Evaluation Study Presentations	Clinical Evaluation Paper Final Draft

\*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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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://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/> .**

## Other Requirements

- **Academic Responsibility**  
Although many students must work to meet living expenses, ***employment must not take priority over academic responsibilities***. Students employed more than 20 hours a week are strongly urged not to attempt a full-time academic load. Students employed more than 40 hours a week should attempt no more than 6 credits per semester. Students who fail to observe these guidelines may expect no special consideration for academic problems arising from the pressures of employment. Please see the GMU Academic Catalog ([http://catalog.gmu.edu/content.php?catoid=5&navoid=104#Registration\\_attendance](http://catalog.gmu.edu/content.php?catoid=5&navoid=104#Registration_attendance)) for further information.
- **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.

- **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.

- **E-mail Correspondence**

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

Dear Ms. Kelshaw; (*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.

- **Name Requirement on Assignments**

Your first and last 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 be no make-up assignments, 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 or online on the indicated day. ***NO LATE WORK WILL BE ACCEPTED AND WILL RESULT IN A 0 GRADE!***

- **Technology Usage in the Classroom**

Students who are observed using any form of technology inappropriately (e.g., sending text messages from cell phones, visiting social networking sites from laptops) will be dismissed from class for the day and not permitted to make up missed assignments.

- **Additional Policies**

For additional guidelines relating to your athletic training education, please see the University catalog at: <https://catalog.gmu.edu/colleges-schools/education-human-development/recreation-health-tourism/athletic-training-ms/#text>.

**Student Acknowledgement of Syllabus**

I, \_\_\_\_\_, by affixing my signature below, attest to the following:

\*I have read the course syllabus for ATEP 480 in its entirety, and I understand the policies contained therein.

\*I have a clear understanding of the due dates for assignments, and I accept responsibility for knowing when due dates are approaching.

\*I am aware that failure to complete the proficiencies by the dates assigned will result in failure of the course.

\*I understand the instructor reserves the right to alter the provided schedule as necessary, and I am responsible for obtaining the most current version from Blackboard.

\*I accept responsibility for reading announcements that are sent to me via email or posted to Blackboard.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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

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\*I accept responsibility for reading announcements that are sent to me via email or posted to Blackboard.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

(Instructor Copy: This copy should be signed and returned to course instructor no later than the second class meeting.)