

George Mason University
College of Education and Human Development
Athletic Training Education Program
ATEP 555-201- Athletic Training Clinical Techniques 2 (3)- Fall 2019
T/R 9:00-10:15 AM- 318 Colgan Hall- Science & Technology

Faculty

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Pre/Co-requisites

Pre-requisites: Admission to the professional phase of the ATEP and a grade of ATEP 510B- and 520B-.

Co-requisites: ATEP 530, 540, 545, 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. Review the healing process and incorporate therapeutic interventions suitable to each phase;
2. Select appropriate therapeutic interventions for lower body injuries;
3. Differentiate flexibility techniques used in prevention and rehabilitation of lower body injuries;
4. Explain muscular strength testing techniques (including technique of);
5. Indicate appropriate joint mobilization techniques;
6. Explain therapeutic exercises used for specific lower body injuries;
7. Identify return to sport criteria and testing for each joint of the lower body;
8. Define long and short-term rehabilitative goals appropriate for specific lower body injuries;
9. Identify therapeutic exercise equipment, techniques and principles;
10. Develop rehabilitative plans specific to lower body injuries;
11. Administer neurological testing of the lower body and spine;

12. Synthesize the literature to develop an evidence-based research project (to include but not limited to case study, clinical research project, literature review).
13. 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*. (6th ed.). Slack Incorporated.
2. Starkey C. (2013). *Therapeutic Modalities*. F.A. Davis Company.
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).

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).

Competency Examinations- Student competence will be assessed through cognitive and psychomotor examinations related to rehabilitation of lower body athletic injuries.

Comprehensive Final Examination- One comprehensive practical examination will be administered. The examination will require a demonstration of content knowledge and psychomotor skill gained throughout the entire semester.

Modality Check off- Student competence in modality application (ATEP 520 check off form) will be assessed by both peer and instructor check-offs. All peer check off attempts must be successfully completed prior to attempting an instructor check off. Students will be expected to demonstrate successful completion as indicated by 80% or better completion score on each of the six identified therapeutic modalities as per the ATEP 520 check off form.

Class Attendance/Professionalism- 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.

- *Communication – When communicating with the instructor and classmates, either face-to-face or via email, students should address the other person appropriately, use appropriate language and maintain a civil demeanor.*
- *Responsibility/Accountability/ Honesty/Integrity– Professionals take responsibility for their actions and are accountable. This can occur at multiple levels but generally consists of being on time, completing assignments on time, submitting work that is of the appropriate quality, honoring commitments and owning up to mistakes. Students are expected to interact with the instructor and classmates in appropriate, respectful and civil behaviors. Professionals keep their word when committing to something and act in an ethical and respectful manner. See George Mason University policy for further guidance.*
- *Professionalism evaluation – Any professionalism violation will be documented by the instructor. Violations will result in a 1-point deduction per episode from the final point total.*

Attendance- Attending, being on-time for class, active participation and respect for peers and instructor are important components of this course. Therefore, students will lose credit for not attending and contributing to the class. **An unexcused absence will result in a point reduction of the student's final grade. Each late arrival will result in 1point reduction of the student's final grade.** If a student arrives more than 10 minutes after the beginning of class, it will be recorded as an unexcused absent even if the student attends the class. 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. 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. Attendance will be recorded at the beginning of class.

ASSESSMENT METHOD	POINTS EACH	POINTS TOTAL
Attendance/Professionalism	—	25
Competency Evaluations 1,2,3,4,5	Variable	TBD
Comprehensive Final Examination	100	100
Modality Check off	—	60
TOTAL	—	TBD

Grading Scale

A: 465-500 pts. (93%)	C: 385-399 pts. (77%)
A-: 450-464 pts. (90%)	F: <315 pts
B+: 435-449 pts. (87%)	
B: 415-434 pts. (83%)	
B-: 400-414 pts. (80%)	

***Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.**

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.

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/polices-procedures/>

Technology Use During Class

As per GMU policy, all sound emitting technology is required to be turned off and put away 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)

Class Schedule

	Date	Topic	Reading/Assignment Due
T	8-27	ATEP 520 Completion	
R	8-29	ATEP 520 Completion	
T	9-3	Intro Course /Designing Rehab Plan/Healing Process	Starkey text Chapter 1-2-Prentice Articles as assigned
R	9-5	Evaluation Process in Rehab/Psychological Considerations	Chapter 3-4- Prentice Articles as assigned
T	9-10	Exam #1/ Core Stability/Neuromuscular Control	Prentice 1-4 Chapter 5-6- Prentice Articles as assigned
R	9-12	Neuromuscular Control/ Stability & Balance	Chapter 6-7- Prentice Articles as assigned

T	9-17	Range of motion techniques/Joint Mobilization	Chapter 8, 13- Prentice Articles as assigned
R	9-19	Exam #2 /Lab Competency #1	5-8, 13- Prentice Articles as assigned
T	9-24	Muscular strength, power, endurance/OKC & CKC exercise	Chapter 9, 12-Prentice Articles as assigned
R	9-26	Plyometrics/ PNF technique	Chapter 11, 14- Prentice Articles as assigned
T	10-1	Cardiovascular Fitness/Aquatic Rehab techniques	Chapter 10, 15- Prentice Articles as assigned
R	10-3	Exam #3/Lab Competency #2	9-12, 14-15- Prentice Articles as assigned
T	10-8	Functional Progressions & RTP testing /Ankle, Foot Injuries	Chapter 16, 23- Prentice Articles as assigned
R	10-10	Ankle, foot Injuries	Chapter 23- Prentice
T	10-17	Lower leg Injuries	Chapter 22- Prentice Articles as assigned
R	10-22	Lab Competency #3	Lower leg, ankle, foot injuries
T	10-24	Knee & Patellofemoral	Chapter 21 Articles as assigned
R	10-29	Knee & Patellofemoral	
T	10-31	Knee & Patellofemoral	
R	11-5	Exam # 4	21-23- Prentice
T	11-7	Lab Competency #4	Knee & Patellofemoral
R	11-12	Groin, Hip, Thigh	Chapter 20- Prentice Articles as assigned
T	11-14	Groin, Hip, Thigh	

T	11-19	Lab Competency #5	CAT Assignment Due
R	11-21	Lumbar Spine	Chapter 24- Prentice
T	11-26	Lumbar Spine	
T	12-3		
R	12-5	Exam #5	20, 24- Prentice Articles as assigned
	12-17	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://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/> .