

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

ATEP 680.DL1 – Athletic Training Research
3 Credits, Fall 2020
Mon 8:30AM-9:30AM Online

Faculty

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Prerequisites/Corequisites

Pre-requisites: Formal acceptance to the professional masters ATEP; Grade of B- or better in the following courses: ATEP 510, 520, 530, 540, 545, 550, 555, 560, 565, 566, 570, 575, 650, 656, 667, 660, 670, & 676.

Corequisite: Concurrently enrolled in ATEP 680.

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 100% 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

- **Student Acknowledgement of Syllabus Quiz:** Students are expected to read the syllabus in its entirety and submit the quiz by the second Monday of classes with the “Student Acknowledgement of Syllabus” (see page 9 of syllabus) completed with signature.
- **Class Attendance & Participate:** Students must attend synchronous zoom class sessions in order to receive credit. Zoom Meetings sessions will be used, and a link will be provided to the class for each session. Class attendance will be taken at the beginning of each class. To receive credit for class attendance & participation the student must respond to the topic/poll during class with a comment and if needed add name. Failure to arrive on time or appropriately respond will result in zero points toward class attendance credit for the day. No partial credit will be provided for late arrivals or unexcused absences.
- **Online Quizzes:** Students are expected to complete readings assigned on blackboard 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 dates (see course schedule below).

- **Discussion Boards:** Throughout the semester there will be (6) peer lead discussion boards regarding the various topics pertaining to the class. Groups will be created as these discussion boards will be partnered with students from ATEP 480 & 680. Students will lead each discussion in a positive and collaborative manner. The professor will be a moderator to the discussions. More instructions and rubric for grading will be provided on blackboard.
- **Improving Health & Wellness Shark Tank-** This assignment will be shark tank concept. Students will explore and choose a topic in healthcare that negatively impacts health & wellness. Students will use a video to help pitch their invention to the rest of the class. A rubric will be provided to students.
- **COVID-19 Training:** Students will be required to complete (1) preselected course for COVID-19 to benefit the students understanding of the pandemic and how to become better equipped as a health care professional. The course will be through the World Health Organization (WHO). Submission of this assignment will be through blackboard while posting a picture or pdf of the course certificate.
- **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 a clinical site that will be provided. 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 provided 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. Online workshop days will likewise be scheduled into the semester for students to receive assistance by the instructor. **Zoom Meetings sessions will be used, and a link will be provided to the class for each session.** Scheduled workshops are solely for students to work on the *Clinical Evaluation Paper* or Presentation. The final *Clinical Evaluation Paper* is due by Sunday, December 6th, 2020 at the start of class time.
 - **Addendum:** Students will be expected to make adjustments to their project as a scenario will be given to them regarding their clinical site and to make necessary changes. A rubric will be provided to the students and will be due by Sunday, December 6th, 2020
 - **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 Monday December 7th, 2020.

Grading

| Assessment Method | Number | Points Each | Points Total |
|--|--------|-------------|--------------|
| Syllabus Contract Quiz | 1 | 10 | 10 |
| Class Attendance & Participation | 10 | 5 | 50 |
| Online Quizzes | 6 | 5 | 30 |
| Discussion Boards | 6 | Variable | 60 |
| Improving Health & Wellness Shark Tank | 1 | 30 | 30 |
| COVID-19 Training – WHO Course | 1 | 20 | 20 |
| Clinical Evaluation Study Paper | 1 | 150 | 150 |
| Clinical Evaluation Addendum | 1 | 60 | 60 |
| Clinical Evaluation Study Presentation | 1 | 90 | 90 |
| TOTAL | | | 500 |

Grading Scale

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

| | |
|----------------|----------------|
| A: (>94%) | B: (84-86%) |
| A - : (90-93%) | B - : (80-83%) |
| B+ : (87-89%) | C: (70-79%) |
| | F: (<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 | August | 24 | Introduction to the Course | |
| | Su (OL) | August | 30 | ONLINE CONTENT 1 BOC Facility Principles & NATA revenue reimbursement | Syllabus Contract Quiz & Online Quiz 1 |
| 2 | M | August | 31 | SYNCHRONOUS CONTENT 1 BOC Facility Principles & NATA revenue reimbursement | |
| | Su (OL) | September | 6 | ONLINE CONTENT 2 Recommendations and Guidelines for Appropriate Medical Coverage of Intercollegiate Athletics | Online Quiz 2 |
| 3 | M | September | 7 | Labor Day | |
| | Su (OL) | September | 13 | Discussion Board Group 1 | |
| 4 | M | September | 14 | SYNCHRONOUS CONTENT 2 Recommendations and Guidelines for Appropriate Medical Coverage of Intercollegiate Athletics | |
| | Su (OL) | September | 20 | ONLINE CONTENT 3 + Discussion Board Group 2 Theoretical foundation of clinical outcomes assessment in healthcare | |
| 5 | M | September | 21 | SYNCHRONOUS CONTENT 3 Theoretical foundation of clinical outcomes assessment in healthcare | Draft of Clinical Evaluation Facility Assessment |
| | Su (OL) | September | 27 | ONLINE CONTENT 4 Validity & Reliability - What tools should you use in your athletic training room? | Online Quiz 3 |
| 6 | M | September | 28 | SYNCHRONOUS CONTENT 4 Validity & Reliability - What tools should you use in your athletic training room? | |
| | Su (OL) | October | 4 | Discussion Board Group 3 | COVID-19 Training WHO Course Due |
| 7 | M | October | 5 | SYNCHRONOUS CONTENT 5 Covid-19 | |
| | Su (OL) | October | 11 | ONLINE CONTENT 5 Evaluating Clinical Interventions | Online Quiz 4 |
| 8 | M | October | 12 | SYNCHRONOUS CONTENT 5 (Columbus Day) Evaluating Clinical Interventions | Improving Health & Wellness Due |
| | Su (OL) | October | 18 | ONLINE CONTENT 6 + Discussion Board Group 4 Epidemiological measures to monitor injury prevention strategies | |
| 9 | M | October | 19 | SYNCHRONOUS CONTENT 6 Epidemiological measures to monitor injury prevention strategies & Introduction to COVID-19 | |
| | Su (OL) | October | 25 | ONLINE CONTENT 7 Methods of outcomes assessment in athletic training: primary and secondary prevention | BOC Facility Assessment Due |

| | | | | | |
|----|----------------|----------|----|---|--|
| 10 | M | October | 26 | SYNCHRONOUS CONTENT 7 – Guest Speaker Methods of outcomes assessment in athletic training: primary and secondary prevention – COVID-19 Measurements | Submission of CEP Document Draft #1 |
| | Su (OL) | November | 1 | Discussion Board Group 5 | |
| 11 | M | November | 2 | SYNCHRONOUS In-class workshop & Open Forum | |
| | Su (OL) | November | 8 | ONLINE CONTENT 8 Outcomes measures of clinical practice | |
| 12 | M | November | 9 | SYNCHRONOUS CONTENT 8 Outcomes measures of clinical practice – Impact of COVID-19 | Draft of Clinical Evaluation Paper #2 |
| | Su (OL) | November | 15 | ONLINE CONTENT 9 Participatory Action Research | Online Quiz 5 |
| 13 | M | November | 16 | SYNCHRONOUS CONTENT 9 Participatory Action Research | |
| | Su (OL) | November | 22 | ONLINE CONTENT 10 Systematic Reviews | Online Quiz 6 |
| 14 | M | November | 23 | SYNCHRONOUS CONTENT 10 Systematic Reviews | |
| | Su (OL) | November | 29 | Discussion Board Group 6 | |
| 15 | M | November | 30 | SYNCHRONOUS In-class workshop | |
| | Su (OL) | December | 6 | | Clinical Evaluation Paper Final Draft + Addendum |
| | M | December | 7 | SYNCHRONOUS Clinical Evaluation Study Presentations | Clinical Evaluation Presentation Due |
| 16 | M | December | 14 | SYNCHRONOUS Clinical Evaluation Study Presentations | |

*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 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/> .**

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) 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 Dr. Caswell; (*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 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 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.

- **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 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 ZERO POINTS FOR THE ASSIGNMENT !**

- **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>.

- **Covid-19 Addendum**

Please see remote student learning guidance for students below starting on (page 10)

Student Acknowledgement of Syllabus

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

*I have read the course syllabus for ATEP 680 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