

George Mason University
College of Education and Human Development
Exercise, Fitness and Health Promotion

EFHP598.002 Bridging the Gap From Rehab to Performance
3 Credits, Fall 2020

Faculty

Name: Dr. Marcie Fyock-Martin
Office hours: By appointment
Office location: KJH Science & Technology Campus
Office phone: 703-993-7118
Email address: mfyock@gmu.edu

Prerequisites/Corequisites

Graduate standing or Permission of instructor.

University Catalog Course Description

Studies problem areas in exercise, fitness, and health promotion research, theory, or practice under direction of faculty member.

Course Overview

This course will cover the continuum, the thought process and physical practice, of guiding an injured athlete from injury through rehab and back to the field of play. It will allow students to bridge the gap between pain/healing to advanced performance. Topics will include tissue healing, biopsychosocial models, somatosensory control, functional performance and advanced performance practice and theory.

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 21, 2020.

The synchronous meetings will occur bi-weekly on Thursday from 9-10:15 AM via Zoom.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]
Because asynchronous courses do not have a “fixed” meeting day, our week will start on [Day], and finish on [Day].
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [#] times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **Workload:**

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:**

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:**

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

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

1. Prepare and present research findings on a topic related to a specific area.
2. Demonstrate the ability to critically review current research and connect findings to topics discussed in class.
3. Explore seminal works in musculoskeletal rehabilitation theories.
4. Analyze the role of various systems of the human body and the impact on health and performance.
5. Assess performance techniques and theories of practice.

Required Texts

Falsone, S. (2018). *Bridging the Gap From Rehab to Performance*. (1st ed.) On Target Publications.

Additional Readings

Additional readings, video presentations and other applicable materials will be made available on Blackboard under the appropriate weekly content.

Course Performance Evaluation

Content standards may be assessed via written assignments, quizzes and presentation. Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Infographic Project & Presentation**
 - Students will be assigned to a specific topic group. Students will select a supporting [YLMSportScience](#) Infographic as well as additional evidence based research to the class using PowerPoint presentation. Further assignment description and grading rubric will be available on BB.

- **Reflection Journal**
 - Students will complete a weekly reflective journal based upon the assigned chapter readings and supplemental materials. Reflection allows you to take a step back, critically appraise, analyze what you have learned and share how this new view/information may influence your practice and/or decisions. A weekly assignment link will be provided on BB with further assignment description.

- **Quizzes**
 - Students will complete weekly 10 point quiz that will be based upon the required readings and other supplemental materials assigned for that week. The quiz will be completed via BB. Quiz will be due on Thursday at 9:00 AM. A late submission will result in zero points.

- **Active Participation & Professional Behavior**
 - This portion of the grade will be determined by the course instructor. It is expected each student will be present and prepared to share in discussion, pose questions and share further insight from the assigned readings.
 - **Attendance**
 - Students are expected to be on time, attend all class on-line synchronous 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, 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. At the next attended class meeting the student will discuss material that is to be completed. It is the student's obligation to pursue any make-up work.
 - **Group & Partner Work**
 - This course requires working with other students. It is expected that students share the work equally. In the event this does not occur the instructor may choose to grade students individually. This will be done at the discretion of the instructor and method of determining individual student grades will be done on a case by case basis.
 - **Professional Behavior**
 - EFHP students are expected to exhibit professional behaviors and dispositions at all times. Depending upon the setting professionalism may appear different, but typically consists of similar components. For EFHP graduate students in a classroom setting, professionalism generally comprises the following components: attendance,

communication, demeanor, responsibility and accountability for actions, and self-awareness.

▪ **Academic Load**

- Although many students must work to meet living expenses, employment and personal responsibilities are not acceptable reasons for late arrivals, missed classes, or incomplete assignments. Employment must not take priority over academic responsibilities. For additional information on this subject, please see the GMU Academic Catalog (http://catalog.gmu.edu/content.php?catoid=5&navoid=104#Registration_attendance). Students failing to observe these guidelines should expect no special consideration for academic problems arising from the pressures of employment.

▪ **Honor Code**

- Students are held to the standards of the George Mason University Honor Code (see <http://honorcode.gmu.edu> for details). Violations, including cheating and plagiarism, will be reported to the Honor Committee. Student assignments may be put through plagiarism detecting software.

▪ **Technology Use During Class- Not Applicable**

- As per GMU policy, all sound emitting technology is required to be turned off during the class meeting time. No sound emitting technology (e.g., cell phones, smart phones, iPads, Tablets, pagers, etc.) is allowed at any time during the class period. Students who are observed using any form of technology inappropriately (e.g., sending text messages from cell phones, visiting social networking sites from laptops, etc.) will be dismissed from class for the day, counted as an absence, and not permitted to make up missed assignments. Additionally, no laptop computers (e.g., netbooks, notebooks, etc.) will be permitted for use during class time unless with permission from the instructor.

▪ **E-mail Correspondence**

Only messages that originate from a George Mason University address will be accepted. Please address the subject line for all email pertaining to this course as: *EFHP 598: Last Name – purpose of email*. The following is an appropriate professional format:

Subject: EFHP 598: Help with (fill in blank)

Dear Dr. Fyock- Martin (*Introductory salutation*)

I have a question regarding one of the assignments. (*Text body*)

Regards, (*Ending Salutation*)

Mr./Mrs. Student (*Your name*)

• **Grading**

• Evaluation type	• Number	• Total %
• Infographic Presentation	• 1	• 40%

• Reflection Journal	• 1	• 30%
• Quizzes	• 5	• 20%
• Attendance/Professionalism	• -	• 10
• TOTAL	•	• 100%

Course Grading Scale

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

Grade	Percentage
A	94 – 100%
A-	90 – 93%
B+	88 – 89%
B	84 – 87%
B-	80 – 83%
C	70 – 79%
F	0 – 69%

Note: Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program.

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 Dispositions

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

Class Schedule

Week / Date	Topic	Chapter/Assignment Due
1 / Aug 24	Welcome Video Introduction to Sue Falsone Importance of Topic Understanding Pain	Chapter 1 & 2- Text Sue Falsone Video Moseley Pain Video Melzack Pain Video Weekly Journal
2 / Aug 31	Understanding Tissue Healing Understanding Motion Segments	Chapter 3 & 4-Text Healing PPT Structure & Function Video Quiz #1 Weekly Journal Synchronous Meeting R
3 / Sept 7	Psychomotor Control Somatosensory Control	Chapters 5 & 7- Text Somatosensory Video Weekly Journal Quiz #2
4 / Sept 14	Biopsychosocial Model	Chapter 6- Text Tracking Technology Video Quiz # 3 Weekly Journal <i>Group Infographic Presentations</i> Synchronous Meeting R
5 / Sept 21	Considerations for Optimal Function	Chapter 8 – Text Motor Control Video Article on BB Weekly Journal Quiz #4
6/ Sept 28	Fundamental Performance & Advancement	Chapters 9 & 10- Text Cueing Video What We Say Matters Article Quiz #5 Weekly Journal Synchronous Meeting R- Dr. Teddy Willsey
7/ Oct 5	Advanced Performance	Chapter 11- Text <i>Group Infographic Presentations</i> Weekly Journal Synchronous Meeting R

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>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-

380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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