

George Mason University
College of Education and Human Development
Athletic Training Education Program
ATEP 550-002- Lower Body Therapeutic Interventions (3)- Fall 2021
M/W 9:30-12:00
Synchronous online: TBA
318 Colgan Hall Science & Technology Campus

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

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 face to face with the option of online using synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal as needed. The course site will be available on October 9, 2021.

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:

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 5 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- 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. 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;
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. Synthesize the literature to develop an evidence-based research project (to include but not limited to case study, clinical research project, critical appraisal of topic) for athletic-training related topic;
12. 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*. (7th ed.). Slack Incorporated.
2. 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, hard copy).

Quizzes- Weekly quizzes will be completed via BB and due by the beginning of each class as outlined in the syllabi and will be on topics covered in the lectures, PPT, and supplemental materials provided. These quizzes will be timed and you will only have one chance at completing them. All efforts for academic honesty will be taken.

Examinations –(5 midterm examinations and 1 final examination) will be completed face to face and include 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. All efforts for academic honesty will be taken.

Critically Appraised Topic Assignment - A critically appraised topic (CAT) is essentially a brief systematic review and critique of the most current and best available evidence to answer a focused clinical question. These questions should be related to the recognition, rehabilitation, and prevention of sport-related injuries. You are required to create an appropriate focused clinical question, conduct an EBM search and identify a minimum of **6-10 ORIGINAL (research) peer-reviewed manuscripts** relevant to the proposed clinical question. The proposed clinical question **must be** approved by instructor and directly related to therapeutic interventions. You will then create the introduction/clinical scenario establishing the background driving the need for the CAT manuscript. A complete assignment description and grading rubric will be available on Blackboard.

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 and prepared 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.

Grading Scale

Evaluation type	Number	% of Total Grade	Course Objectives
Written exams	5	30	1-12

Comprehensive Final Exam	1	20	1-12
Quizzes	8	15	1-12
CAT Assignment	1	20	11
Attendance/Professionalism	1	15	
TOTAL		100	

Students will be evaluated on content standards (knowledge gained).

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%

***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.

Statement on Progression of Course

You as the student must take responsibility in taking the time to be an active participant. You must complete the assigned readings; watch the video lectures if provided or review the provided PowerPoint and study. 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.

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/>

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 gm.u.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

Focus/Week/Date			Focus	Due
Introduction	Week 1	October 18	Introduction & Basis of rehab <i>Read: Chapters 1-4</i> <i>Review PPTs</i>	Quiz #1 Due 9:30 AM Chapters 1-4
		October 20	<i>Components of Rehabilitation</i> <i>Read: Chapters 5-7</i> <i>Review PPTs</i>	Quiz #2 Due 9:30 AM Chapters 5-7

Components of Rehab	Week 2	October 25	<i>Components of Rehabilitation</i> Read: Chapters 9-10 Review PPTs	Exam #1 Chapters 1-7
		October 27	<i>Components of Rehabilitation</i> Read: Chapters 11-12, 15 Review PPTs	Quiz #3 Due 9:30 AM Chapters 9-12, 15
Components of Rehab	Week 3	November 1	<i>Range of Motion/Flexibility</i> Read: Chapters 8, 13, 14 Review PPTs	Quiz #4 Due 9:30 AM Chapters 8, 13-14
		November 3	Continue Range of Motion/Flexibility	Exam #2 Chapters 9-12
Components of Rehab	Week 4	November 8	<i>Lower Extremity Rehabilitation Techniques</i> Read Chapter 23 & Supporting Articles Review PPTs	Quiz #5 Due 9:30 AM Chapter 23/Readings Lab Exam #1- Chapters 8, 14-15
		November 10		Exam #3 Chapters 8, 13-15
Lower Extremity Rehab	Week 5	November 15	<i>Lower Extremity Rehabilitation Techniques</i> Read Chapter 22 & Supporting Articles Review PPTs	Quiz #6 Due 9:30 AM Chapter 22/Readings Lab Exam #2 Chapter 23

		November 17		Exam #4 Chapters 22, 23 & Readings
Lower Extremity Rehab Techniques	Week 6	November 22	<i>Lower Extremity Rehabilitation Techniques Read: Chapter 21 & Supporting Articles Review PPTs</i>	Quiz #7 Chapter 21/Readings Lab Exam #3 Chapter 22
		November 24	Thanksgiving Break	
Lower Extremity Rehab\	Week 7	November 29	<i>Continue Chapter 21</i>	
		December 1	<i>Lower Extremity Rehabilitation Techniques Read: Chapters 20 & Supporting Articles Review PPTs</i>	Quiz #8 Due 9:30 AM Chapter 20/Readings Lab Exam #4 Chapter 21
Lower Extremity Rehab Techniques	Week 8	December 6	<i>Continue Chapter 20</i>	Exam #5 Chapters 20, 21 & Readings

		December 8	<i>Additional Rehabilitation Considerations</i> <i>Read: Chapter 16</i> IN-CLASS WORKDAY-CAT	Lab Exam # 5 Chapter 20
				CAT Assignment Due December 10 @ 9:30 am EST
	Final Exam Week	December 13	Written Comprehensive Final Exam	Due 11:59 pm EST
		December 13	Lab Practical Final Exam - Sign up for Exam Time - 8-12:00 pm	

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/>.
- 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/>.