

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

ATEP 680.002 – Healthcare Organization & Professional
Responsibility

3 Credits, Spring 2022, January 10-March 13

Wed 9-11:45am, KJH 212 Science and Technology Campus

Faculty

Name: Amanda Caswell, PhD, LAT, ATC, CSCS
Teaching Assistant Salvatore Ferranti LAT, ATC
Office Hours: By Appointment
Office Location: Katherine G. Johnson Hall 224, Science & Technology Campus
Office Phone: 703-993-4638
Email Address: aalleni@gmu.edu
sferran2@gmu.edu

Prerequisites/Corequisites

Pre-requisites: Grade of B- or better in the following courses: ATEP 660, 670, & 676.

Corequisite: Concurrently enrolled in ATEP 686.

University Catalog Course Description

Identifies and examines critical topics in athletic training healthcare including techniques and interventions to improve patient outcomes and reduce risk.

Course Overview

Not applicable.

Course Delivery Method

This course will be delivered using hybrid face to face and online formats.

Learner Outcomes or Objectives

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

1. Identify emerging topics in athletic training
2. Explain the theoretical foundation of clinical outcomes assessment in healthcare.
3. Differentiate common methods of outcomes assessment in athletic training clinical practice.
4. Categorize types of outcomes measures for clinical practice.
5. Discriminate various outcomes instruments based on their psychometric performance characteristics.
6. Examine methods of assessing patient status and recommend appropriate epidemiological measures to monitor injury prevention strategies.
7. Categorize modifiable and non-modifiable risk factors and mechanisms for injury and illness with participation in physical activity.
8. Differentiate among the effectiveness of prevention strategies using clinical outcomes, surveillance, or evaluation data.
9. 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.

Required Texts

1. Portney, LG., Watkins, MP., (2015) Foundations of Clinical Research: Application to Practice. Fourth Edition. Prentice Hall. Upper Saddle River, NJ.

Recommend Texts

1. Laake, P., Benestad, H.B., Olsen, B.R. (2007). Research Methodology in the Medical and Biological Sciences. Elsevier. New York, NY.
2. 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

- **Syllabus Quiz:** Students are expected to read the syllabus in its entirety and submit the quiz by the due date on blackboard.
- **Class Attendance & Participate:** Students must attend and participate in class sessions to receive credit. 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.
- **Weekly Modules:** Students are expected to complete (9) Weekly Modules in conjunction with Weekly Readings. Assignment topics will be guided with instructions and questions.
- **Online Quizzes:** Students are expected to complete readings assigned on and complete a 5 minute, 5-Point quiz on the respective readings. Online quizzes will be due by 11:59 PM on the assigned dates (see course schedule below and blackboard for due dates).
- **Discussion Boards:** Throughout the semester there will be (6) peer lead discussion boards regarding the various topics pertaining to the class. 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.
- **WHO Training:** Students will be required to complete trainings to better understand how to become better equipped as a health care professional. The course will be through the World Health Organization (WHO) as a selection of courses is preselected and the student can select their choice of trainings. Submission of this assignment will be through blackboard while posting a picture or pdf of the course certificate(s). Student must complete training(s) that are provided on blackboard and **must total greater than or equal to 2.5 hours.**

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 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 required. If the class schedule permits, workshops for students to work on the *Clinical Evaluation Paper* or Presentation will be offered. The final *Clinical Evaluation Paper* is due by Sunday, March 13th, 2022, 11:59PM.

Presentation: Students will be expected to complete an oral presentation using visually supportive material about their clinical evaluation project. The presentation should encompass all 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 Tuesday, March 8th, 2022.

Grading

Assessment Method	Number	Points Each	Points Total
Syllabus Quiz	1	10	10
Class Attendance & Participation	8	5	40
Online Quizzes	5	5	25
Discussion Boards	6	Variable	60
Weekly Modules	9	10	90
COVID-19 Training – WHO Course	1	25	25
Clinical Evaluation Study Paper	1	150	150
BOC Facility Needs Assessment	1	10	10
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%)

Course Schedule

Week	Date	Topics	Assignment Due
Week 1	Jan 12	Syllabus, BOC Facility Principles, NATA revenue & Intro Clinical Project	Syllabus Quiz, Online Quiz 1, Discussion Board 1 & Module 1
Week 2	Jan 19	Recommendations Guidelines & Medical Coverage	Online Quiz 2, Discussion Board 2 & Module 2
Week 3	Jan 26	Theoretical foundation of clinical outcomes assessment in healthcare	Discussion Board 3, Module 3, & BOC Facility Assessment
Week 4	Feb 2	Validity & Reliability - What tools should you use	Online Quiz 3 & Module 4
Week 5	Feb 9	Epidemiological measures to monitor injury prevention strategies & COVID-19	Discussion 4, Module 5 & WHO Training
Week 6	Feb 16	Evaluating Clinical Interventions	Online Quiz 4, Discussion 5, Module 6, & Draft of BOC Project
Week 7	Feb 23	Methods of outcomes assessment in athletic training: primary and secondary prevention	CEP Discussion Board 5 & Module 7
Week 8	Mar 2	Participatory Action Research, Systematic Reviews	Module 8, Module 9 & Discussion Board 5, Online Quiz 5
Week 9	Mar 9	Final Presentations	Clinical Evaluation Paper & Presentation

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to student

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-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.

For Athletic Training students in a classroom setting professionalism generally consists of the following components:

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 from the final point total.

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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments> . Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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/> .

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!**

- **Zoom Sessions**

In the event class sessions must be moved to a virtual class a zoom link will be provided for the students prior to class. Students will be expected to attend and have their **cameras on** as this adheres to the school's policy and allow the professor to adequately grade the students for class participation.

<https://stearnscenter.gmu.edu/knowledge-center/designing-your-syllabus/>

Student Acknowledgement of Syllabus

I, _____, by signing below, attest to the following:
(Print First and Last Name)

*I have read the course syllabus for ATEP 680 in its entirety, and I understand the policies contained therein. This syllabus serves as a binding contract for ATEP 680 between me and the instructor.

*I have a clear understanding of the due dates for assignments and examinations, and I accept responsibility for the material.

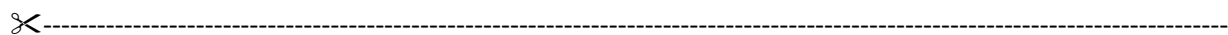
*I am aware that failure to submit assignments by the dates assigned will result in no points awarded as late work will not be accepted.

*I understand the instructor reserves the right to alter the provided schedules as necessary and I am responsible for the assignments and examination dates for the most current version of the syllabus schedule.

*I accept responsibility for reading announcements that are sent to me via e-mail through Blackboard; it is my responsibility to access my Blackboard e-mail for messages, or forward Blackboard e-mail as per the directions provided in the syllabus.

(Signature) (Date)

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



Student Acknowledgement of Syllabus

I, _____, by signing below, attest to the following:
(Print First and Last Name)

*I have read the course syllabus for ATEP 680 in its entirety, and I understand the policies contained therein. This syllabus serves as a binding contract for ATEP 680 between me and the instructor.

*I have a clear understanding of the due dates for assignments and examinations, and I accept responsibility for the material.

*I am aware that failure to submit assignments by the dates assigned will result in no points awarded as late work will not be accepted.

*I understand the instructor reserves the right to alter the provided schedules as necessary and I am responsible for the assignments and examination dates for the most current version of the syllabus schedule.

*I accept responsibility for reading announcements that are sent to me via e-mail through Blackboard; it is my responsibility to access my Blackboard e-mail for messages, or forward Blackboard e-mail as per the directions provided in the syllabus.

(Signature) (Date)

(Instructor Copy: Submit to the instructor at the end of the first class meeting)