

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

ATEP 660 -001 – Pediatric Sports Medicine  
3 Credits, Fall 2021  
Online Course

**Faculty**

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**Prerequisites**

Basic human anatomy and physiology and Functional Anatomy knowledge needed.

**University Catalog Course Description**

Examines evidence-based practices for injury preventions, sport safety, emergency preparedness, and risk management within youth and scholastic sport. Offered by School of Kinesiology. Limited to three attempts.

**Course Overview**

Not applicable.

**Course Delivery Method**

This course will be delivered online (76% or more) **using asynchronous format with three synchronous sessions** 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 October 18<sup>th</sup> at 12:00AM.**

**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](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](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 Webex/Zoom web conferencing tool.
- 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: 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/](http://www.apple.com/quicktime/download/)

## Expectations

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our semester will start on **October 18<sup>th</sup>, 2021** and finish on **December 8<sup>th</sup>, 2021**. Our week will start on Monday and end on Sunday at 11:59pm.
- **NOTE:** There **WILL** be at three synchronous, (or “Live”) virtual sessions we will hold. Details for these are below and in the course calendar. (Details for accessing the synchronous sessions will be provided.)
  1. **Part 1 of Mental Health First Aid November 11th 9am-1pm**
  2. **Part 2 of Mental Health First Aid November 15<sup>th</sup> 9am-1pm**
  3. **Day in the Life of a Pediatric AT November 23 9am**
- 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 **2-3** times per week. In addition, **students must log-in for all scheduled online synchronous meetings, as noted above.**

- **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. Manipulate various prevention strategies and procedures in youth and scholastic sport.
2. Differentiate the roles and responsibilities of various care providers.
3. Organize a pre-participation evaluation screening to identify common congenital and acquired risk factors that may influence the health of those participating in physical activity.
4. Distinguish appropriate strategies recognition and management of environmental health conditions in a youth and scholastic sporting population.

5. Manipulate environmental data to inform clinical decisions.
6. Discriminate the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity.
7. Examine various methods of communicating with non-medical personnel regarding a variety of sport safety issues.
8. Categorize the basic principles associated with the design, construction, fit, maintenance, and reconditioning of protective equipment.
9. Critique various rules and regulations relating to sport safety established by youth and scholastic sport governing bodies.
10. Recognize and manage responses to disordered eating or eating disorders.
11. Recommend psychosocial strategies and referral resources available to the athletic trainer to manage a variety of mental health conditions

### **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 Text**

Casa, D. J., & Stearns, R. L. (Eds.). (2016). *Preventing Sudden Death in Sport & Physical Activity*. Jones & Bartlett Publishers.

Harris, S. & Anderson, S. J. (Eds.). (2010). *Care of the Young Athlete, 2<sup>nd</sup> Edition*. American Academy of Pediatrics Council on Sports Medicine & American Academy of Orthopaedic Surgeons.

Koutures, C., & Wong, V. (2013). *Pediatric Sports Medicine: Essentials for Office Evaluation*. Slack Incorporated.

### **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**
  - **Online Modules (130 points):** Students must complete each online module to earn points available for each module. All online modules correspond with the lessons planned for the week. Online modules will become immediately available following each in-class lecture. Note: All Online Modules are due weekly on Blackboard by 11:59 PM on Sunday.

- **Participation (10 points):** Students are expected to participate in the **three scheduled online synchronous/live sessions**. Logging in to the session and participating in the session will automatically earn the student participation points.
- **Infographic Project (25 points):** Students will be assigned topics to develop infographics for use in pediatric settings.
- **Final Examination (150):** There will be one cumulative final examination in the class. Format for the exam will be given in advance.
- **Other Requirements**
  - Medical professionalism
    - 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 Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability & Accountability Act (HIPPA) regulations.
  - E-mail correspondence
    - Only messages that originate from a George Mason University address will be accepted. The instructor will respond to emails in the order in which they are received and may take up to 24-72 hours to respond. Please make sure to include both instructors on all email correspondence. The following is an appropriate professional format:

Dear Dr. Caswell and Ms. Hacherl, (*Beginning salutation*)

I am looking forward to your class. (*Text body*)

Regards, (*Ending Salutation*)

First Name Last Name (*Your name*)

- **Grading**

- This course will be graded on a point system, with a total of **270** possible points.

Assessment Method	Number	Points Each	Points Total
Syllabus signature sheet	1	5	5
Online Modules	13	10	130
Participation	3	3.3	10
Information Project	1	25	25
Final Examination	1	100	100

- Grading Scale
  - The student's final letter grade will be earned based on the following scale:
    - A: (93%)
    - A-: (90%)
    - B+: (87%)
    - B: (83%)
    - B-: (80%)
    - C: (73%)

- F: (<70%)
- Grading Policies
  - 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 return of the assignments or during the professor's office hours.
  - *Disputed grades.* 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.
  - *Name.* Your name MUST be on your assignments when you turn them in. Failure to properly list 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 not be permitted to participate in the class activities for credit the day of the absence or tardy event. There 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.* To receive full credit for an assignment, it must be submitted on time. Due to the current challenges of COVID-19, late online module assignments will be accepted at a fraction of the initial total points.
    - Online modules turned in within 1 week of the initial due date will automatically be deducted 2.5 points, online modules turned in within 2 weeks of the due date will be deducted 5 points, online modules turned in within 3 weeks of the due date will be deducted 7.5 points. Online modules turned in beyond 3 weeks from the due date will not be accepted.
    - **NOTE:** This late assignment acceptances **DO NOT** apply to the syllabus signature sheet, concussion policy presentations, or the final examination. Failure to complete these assignments on time will result in a 0 grade!

### Professional Dispositions

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

## Class Schedule

Weeks	Lessons	Assignments	Due Dates
Week 1 (10/18 - 10/24)	Lesson 1: <ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Pediatric Athlete</li> <li>• Pre-Participation Physical Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus quiz</li> <li>• Module 1</li> <li>• Module 2</li> <li>• Module 3</li> </ul>	10/24/21 by 11:59PM
Week 2 (10/25 - 10/31)	Lesson 2: <ul style="list-style-type: none"> <li>• Emergency Action Plans</li> <li>• Injury Risk</li> <li>• Musculoskeletal Injuries in Children</li> </ul>	<ul style="list-style-type: none"> <li>• Module 4</li> <li>• Module 5</li> <li>• Module 6</li> </ul>	10/31/21 by 11:59PM
Week 3 (11/1 - 11/7)	Lesson 3: <ul style="list-style-type: none"> <li>• Management &amp; Prevention of Injury</li> <li>• Concussion Recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Module 7</li> <li>• Module 8</li> </ul>	11/7/21 by 11:59PM
Week 4 (11/8 - 11/14)	Lesson 4: <b>LIVE:</b> Part 1 of Mental Health First Aid  <ul style="list-style-type: none"> <li>• Concussion Evaluation &amp; Diagnosis</li> <li>• Concussion Return-to Play &amp; Return-to-Learn</li> </ul>	<ul style="list-style-type: none"> <li>• Module 9</li> <li>• Module 10</li> </ul>	<b>Part 1 of Mental Health First Aid November 11th 9am-1pm</b>  11/14/21 by 11:59PM
Week 5 (11/15 - 11/21)	Lesson 5: <b>LIVE:</b> Part 2 of Mental Health First Aid  <ul style="list-style-type: none"> <li>• Mental Health in Children</li> </ul>	<ul style="list-style-type: none"> <li>• Module 11</li> <li>• Module 12</li> </ul>	<b>Part 2 of Mental Health First Aid November 15th 9am-1pm</b>  11/21/21 by 11:59PM
Week 6 (11/22 - 11/28)	Lesson 6: <ul style="list-style-type: none"> <li>• <b>LIVE:</b> A Day-in-the-life of an Athletic Trainer in Youth Sports</li> <li>• Medicolegal</li> </ul>	<ul style="list-style-type: none"> <li>• Module 13</li> </ul>	<b>Live: Day in the life of a youth ATC 11/23/2021 @9am</b>  Thanksgiving break Nov24-28 <sup>th</sup>

Week 7 11/29 – 12/5)	Finish lesson 6 Final exam and Infographics due		Module 6 due 12/5/2021 by 11:59 PM  Infographic Project due Wed 12/8 by 11:59 PM  Exam due Wed 12/8 by 11:59 PM
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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 <https://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 Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. 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](mailto:titleix@gmu.edu).

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

