

George Mason University
College of Education and Human Development
Athletic Training Education Program
ATEP 670 B01- Post Rehabilitative Techniques (2)- Summer - 2020
Monday- 9:00-10:15 AM- Zoom link

Faculty

Name: Marcie Fyock-Martin, DAT, VLAT, ATC

Office Hours: By Appointment

Office Location:

Office Phone: 703-993-7118

Email: mfyock@gmu.edu

Prerequisites/Corequisites

Admission to the Professional Masters ATEP and a grade of B- or better in the following courses: ATEP 510, ATEP 520, ATEP 530, ATEP 540, ATEP 545, ATEP 550, ATEP 555, ATEP 560, ATEP 565, ATEP 566, ATEP 570, ATEP 575, ATEP 650, ATEP 656, ATEP 667

University Catalog Course Description

Explores current topics of musculoskeletal injury prevention and intervention. Investigates injury epidemiology, pain and nutritional theories.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered synchronous Face to Face format using Zoom.

Learner Outcomes or Objectives

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

1. Examine the role of nutrition in regards to performance, injury prevention, healthy lifestyle including recommendations of macro nutrient intake, analysis of, and effects on healing.
2. Describe proper selection of pre-activity, activity and recovery nutrients and the effect on the musculoskeletal system.
3. Describe the methods of body assessment and weight management as well as the impact on injury, overall health and movement function.
4. Examine the principles of human movement and effects of movement dysfunction on chronic pain and disease.
5. Review movement and fitness assessments including designing of programming and interventions to meet the needs of individual patients.
6. Identify etiology of disease and identify prevention strategies.

7. Differentiate between different theories of musculoskeletal rehabilitation.
8. Explore seminal works in musculoskeletal rehabilitation theories.
9. Explore and understand treatment approaches for patients with movement dysfunction and pain.
10. Synthesize the literature to develop an evidence-based research project (to include but not limited to case study, clinical research project, literature review).

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. Cook, G. (2011). *Movement: Functional Movement Systems*. On Target Publications.
2. Clark, M. (2013). *NASM Essentials of Corrective Exercise*. Jones & Bartlett Learning.

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).

- **Peer Led Group Discussions-** Students will be assigned to break out groups and will lead presentation and discussion of assigned foundational information to the undergraduate 470 class. Students will be expected to present content in an organized and appropriate manner, formulate discussion points and answer questions from group members accurately.
- **Round Table Research Presentation** – Students will review current literature on an assigned clinical technique or theory. The presentation will include an introduction to the topic, an explanation of the technique/theory, demonstration of technique/theory if appropriate, presentation of current research supporting topic and conclusion/recommendations of integration into clinical practice. Visual support such as PowerPoint must be used. Further details are available on BB.
- **Quizzes & Assignments-** Students will be required to complete weekly quizzes and related assignments that will correspond to the NASM Correct Exercise and Movement textbooks as well as any other related content. Quizzes will be due prior to class meeting time.
- **Class Attendance/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 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**

Course Grading Scale

ASSESSMENT	NUMBER	POINTS	POINTS
Peer Lead Group Discussions	3	10	30
Research Round Table Presentations	1	75	75
Quizzes	5	15	150
Assignments	5	10	50
Attendance & Professionalism	1	25	25
TOTAL	—	—	330

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

A	0.93	330	306.9
A-	0.9	306.8	297.0
B+	0.87	296.9	287.1
B	0.83	287.0	273.9
B-	0.8	273.8	264.0
C	0.7	263.9	231.0
F	0	230.9	0.0

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.

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

All work is due at the designated time on the indicated day. **NO LATE WORK WILL BE ACCEPTED AND WILL RESULT IN A 0 GRADE!!!**

E-MAIL CORRESPONDENCE

Only messages that originate from a George Mason University address will be accepted. The following is an appropriate professional format:

Dear Ms. _____; *(Beginning salutation)*

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

Regards, *(Ending Salutation)*

First Name Last Name *(Your name)*

TECHNOLOGY USE DURING CLASS- NA Summer 2020

As per GMU policy, all sound emitting technology is required to be turned off during the class meeting time. Additionally, *no laptop computers, 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 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.

Class Schedule

DATE		TOPIC	READINGS/ASSIGNMENT DUE
M	5-18	Intro to Course & Content NASM- Intro to Corrective Training	Chapter 1,2,3 Quiz #1- 1,2,3
M	5-26 Tuesday meet due to Memorial Day	NASM- Assessing For Human Movement Dysfunction MS Peer led Discussion-RI	Chapter 4,5,6,7,8 Quiz #2- 4,5,6,7,8 Assignment #1 Due
M	6-1	NASM- Corrective Exercise Continuum MS Peer led Discussion- Techniques	Chapter 9,10,11 Quiz #3- 9,10,11 Assignment #2
M	6-8	NASM- Corrective Exercise Strategies	Chapter 12,13,14,15,16
M	6-15	MOVEMENT	Chapter 1,2,3,4 Quiz #4- 1,2,3,4 Assignment #3
M	6-22	MOVEMENT- FMS/SFMA/Y Balance Test MS Peer led Discussion- FMS/SFMA	Chapter 5,6,7,8,9 Assignment #4 Quiz #4- Videos
M	6-29	MOVEMENT Breathing Assessment	Chapters 11,12,13 Quiz #5- 11,12,13
M	7-6	Nutrition & Sleep- Role in Performance and Recovery	Articles on BB Assignment #5
M	7-13	Research Round Table Presentations	
M	7-20	Research Round Table 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 <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/students/> .

