

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

ATEP 266 — Practicum 2: Physical Assessment of the Upper Body (3)
Spring 2010

DAY/TIME:	TR 12:00 – 1:15 P.M.	LOCATION:	Bull Run Hall 247
INSTRUCTOR:	Candace S. Parham	EMAIL ADDRESS:	cparham@gmu.edu
OFFICE LOCATION:	Bull Run Hall 210A	PHONE NUMBER:	703-993-4389
OFFICE HOURS:	TW 9:00-10:00 A.M.	FAX NUMBER:	703-993-2025
DEPT. WEBSITE:	http://rht.gmu.edu	CLASS WEBSITE:	http://courses.gmu.edu

PRE/CO-REQUISITES

Pre-requisites: Formal acceptance to the professional phase of the ATEP; ATEP 150, 180, 250, 255, 256; BIOL 124, 125; HEAL 110; PHED 300; current Emergency Cardiac Care (ECC) certification.

Co-requisite: Concurrently enrolled in ATEP 260 and 265.

COURSE DESCRIPTION

A clinical practicum field experience under the direct supervision of an Approved Clinical Instructor (ACI) with emphasis on physical assessment of the upper body.

COURSE OBJECTIVES

At the completion of this course students should be able to complete the following:

1. Apply theories, concepts, and philosophies learned through previous didactic and clinical experiences;
2. Employ record-keeping practices in athletic training;
3. Use clinical judgment in the assessment of upper body conditions;
4. Demonstrate physical assessments of the upper body to patients in a health care setting; and
5. Employ foundational behaviors of professional practice in athletic training.

COURSE OVERVIEW

This is the second of five clinical practicum experiences that provide students with adequate opportunities to practice and integrate cognitive learning with the associated psychomotor skills required for the profession of athletic training. This course embraces the ‘Learning Over Time’ concept by requiring students to master a logical progression of clinical proficiency and professional behavior assessments throughout the clinical experience. Students are required to integrate individual component skills (i.e., cognitive and psychomotor skill competencies) into global clinical proficiencies during the clinical experience. Specific cognitive and psychomotor skill components as defined by the *NATA Educational Competencies* are formally taught, practiced, and assessed in the concurrent classroom and controlled laboratory (clinical course) settings. These clinical proficiency assessments, evaluated by ACIs, require students to reason methodically and determine which skills (cognitive learning) are appropriate in a given clinical practice situation and correctly perform these skills (psychomotor) in a manner befitting an entry-level athletic trainer (professional behavior). These proficiencies are associated with students in Level I of the ATEP and are a part of the associated Clinical Education Manual. Global clinical proficiencies are composed of two hierarchical categories: Clinical Proficiencies to be Challenged (assessing knowledge, skills, and professional behaviors learned in the current semester), and Clinical Proficiencies to be Mastered (assessing knowledge, skills, and professional behaviors learned in the prior semester). All clinical proficiencies are graded on a 20 point scale. Students must achieve a passing score of 17 or greater (80%) to demonstrate mastery of the clinical proficiency. Students not achieving a passing score must re-take the proficiency until

they satisfactorily demonstrate mastery. Students are required to complete ‘Mastery Proficiencies’ by mid-semester in the clinical experience and submit the results to ATEP faculty for verification. As ‘Challenge Proficiencies’ assess cognitive and psychomotor skills that the students are learning in the current semester, students need only attempt (not necessarily pass) these proficiencies. Challenge Proficiencies are completed in the second half of the clinical experience. These ‘Challenge Proficiencies’ then become ‘Mastery Proficiencies’ for the following clinical experience where the student must now show mastery of the content via a passing score, thus demonstrating their ability to learn and improve over time. During each clinical experience students receive constructive feedback from their ACIs to allow them to improve and continue to ‘Learn Over Time’. This clinical experience allows students opportunities to practice and integrate the cognitive learning, with the associated psychomotor skill requirements associated with physical assessment of the lower body. In addition, students develop entry-level professional behaviors as Athletic Trainers defined by the *NATA Educational Competencies*.

Attendance

Each student must meet with his/her ACI during the first week of the semester to develop a weekly schedule. Students must accrue a minimum of 150 hours during the entire semester (approximately 10-20 hours per week) actively participating in the clinical education field experience. Students are expected to be on time, attend all class meetings and clinical experiences as mutually agreed upon with the Coordinator of Clinical Education, course instructor and the ACI. 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 ACI and course instructor. *For known upcoming absences, students must contact the ACI and the course instructor at least one week in advance of the missed class or clinical experience. In the case of illness or some other unforeseen absence, the student must contact the ACI and the course instructor via e-mail and telephone.*

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.

Scheduling Requirements

An integral part of students’ practicum is time spent under the supervision of the ACI. Students should be aware that times are scheduled in conjunction with ACI availability. Practicum times may include early mornings, afternoons, evenings, and weekends. Students may also be required to travel to additional sites to meet their ACI to engage in clinical education. Unlike other majors, athletic training practicum courses require additional time outside of the traditional classroom. Participation at the clinical site does not excuse you from class and/or related assignments at George Mason University.

Additional Policies

For additional guidelines relating to your athletic training education, please see the program handbook at the following website: <http://rht.gmu.edu/atep/forms/>.

Accreditation Standards

Upon completion of this course, students will meet the following Commission on Accreditation of Athletic Training Education (CAATE) and clinical proficiencies:

Code	Clinical Proficiency
RM-CP2	Select, apply, evaluate, and modify appropriate standard protective equipment and other custom devices for the patient in order to prevent and/or minimize the risk of

	injury to the head, torso, spine and extremities for safe participation in sport and/or physical activity. Effective lines of communication shall be established to elicit and convey information about the patient's situation and the importance of protective devices to prevent and/or minimize injury.
DI-CP1	Demonstrate a musculoskeletal assessment of upper extremity, lower extremity, head/face, and spine (including the ribs) for the purpose of identifying (a) common acquired or congenital risk factors that would predispose the patient to injury and (b) a musculoskeletal injury. This will include identification and recommendations for the correction of acquired or congenital risk factors for injury. At the conclusion of the assessment, the student will diagnose the patient's condition and determine and apply immediate treatment and/or referral in the management of the condition. Effective lines of communication should be established to elicit and convey information about the patient's status. While maintaining patient confidentiality, all aspects of the assessment should be documented using standardized record-keeping methods.
DI-CP1.8	Thoracic Spine
DI-CP1.9	Ribs
DI-CP1.10	Cervical Spine
DI-CP1.11	Shoulder Girdle
DI-CP1.12	Upper Arm
DI-CP1.13	Elbow
DI-CP1.14	Forearm
DI-CP1.15	Wrist
DI-CP1.16	Hand, Fingers & Thumb
DI-CP1.17	Head and Face
DI-CP1.18	Temporomandibular Joint
MC-CP1.1	Demonstrate a general and specific (e.g., head, torso and abdomen) assessment for the purpose of (a) screening and referral of common medical conditions, (b) treating those conditions as appropriate, and (c) when appropriate, determining a patient's readiness for physical activity. Effective lines of communication should be established to elicit and convey information about the patient's status and the treatment program. While maintaining confidentiality, all aspects of the assessment, treatment, and determination for activity should be documented using standardized record-keeping methods
MC-CP1.2	Head, including the Brain
MC-CP1.3	Face, including the Maxillofacial Region
MC-CP1.4	Thorax, including the heart and lungs
MC-CP1.5	Abdomen, including the abdominal organs, the renal and urogenital systems
MC-CP1.6	Eyes
MC-CP1.7	Ear, Nose, and Throat
AC-CP1	Demonstrate the ability to manage acute injuries and illnesses. This will include surveying the scene, conducting an initial assessment, utilizing universal precautions, activating the emergency action plan, implementing appropriate emergency techniques and procedures, conducting a secondary assessment and implementing appropriate first aid techniques and procedures for non-life-threatening situations. Effective lines of communication should be established and the results of the assessment, management and treatment should be documented.
NU-CP1	Demonstrate the ability to counsel a patient in proper nutrition. This may include providing basic nutritional information and/or an exercise and nutrition program for weight gain or weight loss. The student will demonstrate the ability to take

	measurements and figure calculations for a weight control plan (e.g., measurement of body composition and BMI, calculation of energy expenditure, caloric intake, and BMR). Armed with basic nutritional data, the student will demonstrate the ability to develop and implement a preparticipation meal and an appropriate exercise and nutritional plan for an active individual. The student will develop an active listening relationship to effectively communicate with the patient and, as appropriate, refer the patient to other medical professionals (physician, nutritionist, counselor or psychologist) as needed.
NU-CP2	Demonstrate the ability to recognize disordered eating and eating disorders, establish a professional helping relationship with the patient, interact through support and education, and encourage vocal discussion and other support through referral to the appropriate medical professionals.

REQUIRED READINGS

1. ATEP 265 & 266 Manual: Physical Assessment of the Upper Body
2. ATEP Student Handbook.

EVALUATION

The course instructor, in consultation with the ACI, assigns the final grade based on several specific requirements for evaluation. Specifically, the ACI will supply scoring and relative open-ended feedback on the Mid Semester Clinical Performance Evaluation, Final Clinical Performance Evaluation, and Clinical Proficiency Evaluations.

AT Month Project

For this project, you will design and implement a project to promote the profession of athletic training. More information will be offered in class. ***Presentations will take place on March 30th, 2010 and April 6th, 2010. All students are to be prepared to present at the beginning of class.***

Clinical Proficiency Evaluations

The student must complete all clinical proficiency evaluations associated with the previous and current courses. These evaluations will be assessed by each student's ACI. ***Failure to successfully complete ALL Mastery Proficiencies (by March 5th, 2010) and attempt ALL Challenge Proficiencies (by May 4th, 2010) will result in failure of the course. Additionally, failure to successfully complete ALL Mastery Proficiencies (by March 5th, 2010) will result in a 50% grade reduction for the Mid Semester Clinical Performance Evaluation.***

Evaluation of ACI/Clinical Site Survey

This survey will be conducted via Survey Monkey in order to collect feedback about the ACI and clinical site. A link to the survey will be provided in an email. ***This survey will be completed on April 27th, 2010.***

Expectations Document

This form is a guide to explain and clarify the ACI expectations of the student. Both student and ACI will read and sign this document together at the initial meeting to help ensure that all parties understand their respective responsibilities and duties. ***This completed form is due at the beginning of class on February 2nd, 2010.***

Final Clinical Performance Evaluation

The ACI will complete the evaluation and assign a letter grade based on the student's clinical performance. ACIs are encouraged to discuss the results of the evaluation with the student. ***Evaluations are due on the Finals day as per official university schedule.***

Final Comprehensive Examination

There will be a practical final examination administered at the time deemed by the official university schedule.

Mid Semester Clinical Performance Evaluation

The ACI will complete the evaluation and assign a letter grade based on the student's clinical performance. ACIs are encouraged to discuss the results of the evaluation with the student. *Evaluations are due March 5th, 2010 by 5pm.*

Pre-Clinical Experience Survey

This survey will be conducted via Qualtrics in order to collect pertinent information that will aid in making suitable clinical assignments. A link will be provided to the survey in an email. *This survey will be completed on April 27th, 2010.*

Primacy of Patient Welfare Interview

Throughout the semester the Primacy of Patient Welfare will be discussed and presented. This assignment will provide you with an opportunity to interview your ACI about specific situations where patient primacy in their opinion was in conflict with coach, players, parents, others topics and allow you to reflect on your ideals and beliefs. Five questions will be provided and the student is responsible for developing 10 additional open-ended questions; after the interview the ACI will sign and date the question sheet. The student will then provide a typed, double-spaced summary of the interview with their reflections on the ACI answers. *All parts of this assignment are due at the beginning of class, February 9th, 2010.*

Throughlines

The student is required to complete two Throughline reflective writings which are *due on January 21st, 2010 and on April 20th, 2010.*

GRADING

Course Grading Scale

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
AT Month Project	1	25	25
Clinical Proficiency Evaluations	15	Pass/Fail	Pass/Fail
Evaluation of ACI/Clinical Site Survey	1	25	25
Expectations Document	1	25	25
Final Clinical Performance Evaluation	1	75	75
Final Comprehensive Examination	1	125	125
Mid Semester Clinical Performance Evaluation	1	75	75
Pre-Clinical Experience Survey	1	10	10
Primacy of Patient Welfare Interview	1	50	50
Throughlines	2	45	90
TOTAL	—	—	500

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

A: 465 – 500 pts. (93%)	C+: 385 – 399 pts. (77%)
A-: 450 – 464 pts. (90%)	C: 365 – 384 pts. (73%)
B+: 435 – 449 pts. (87%)	C-: 350 – 364 pts. (70%)
B: 415 – 434 pts. (83%)	D: 315 – 349 pts. (63%)
B-: 400 – 414 pts. (80%)	F: < 315 pts.



- ❖ All students are held to the standards of the George Mason University Honor Code [See <http://www.gmu.edu/catalog/apolicies/#Anchor12>]
- ❖ University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor
- ❖ Students with disabilities who seek accommodations in a course must be registered with the Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester [See www.gmu.edu/student/drc]
- ❖ For additional School of Recreation, Health, and Tourism information, please visit the website at <http://rht.gmu.edu>

WEEK	DATE	TENTATIVE TOPIC	DUE ASSIGNMENTS
1	1/19	Foundational Behaviors	
2	1/21	Intro to HIPAA and FERPA Regulations	1 st Throughlines
3	1/26*	Confidentiality, PPEs, Minor athletes	1 page assignment
4	1/28		
5	2/2	Athletic Training (AT) Month	Expectations Document
6	2/4		
7	2/9*	Interview Discussion	Interviews
8	2/11		
9	2/16	HIPAA and FERPA Regulations–Guest Speaker	Bring Ideas for AT Month
10	2/18		
11	2/23*	Capitol Hill Day	
12	2/25		
13†	3/2	Evidence Based Practice, Insurance	Mid-Term Evals NLT 5 th Mar
14	3/4		
15	3/9	<i>SPRING BREAK: 3/8 – 3/14</i>	
16	3/11		
17	3/16*	Catch Up and Clinical Progress Updates	
18	3/18		
19	3/23	Bedside Manner – Dr. Amanda Caswell	
20	3/25		
21	3/30*	AT Month Project	Presentations
22	4/1		
23	4/6	AT Month Project	Presentations
24	4/8		
25	4/13*	Patient Advocacy	
26	4/15		
27	4/20	Throughlines Discussion	2 nd Throughlines
28	4/22		
29	4/27	Surveys, Thank You's, Closing Points	Surveys
30	4/29		

* Bi-monthly schedule/ hours log due.

† ACI evaluations due.

Guidelines for Throughlines

You will address several questions in your throughline at the beginning and the end of the semester. Your throughline should be a reflection of your own thoughts and perceptions. In addition to the instructor grade, you will assign yourself a grade based on the following guidelines:

Address each throughline question directly and completely. **(10 points)**

Address each throughline question in some depth. Develop your thoughts in more than just one paragraph. **(10 points)**

Reflect your own developing ideas. (Your writing should be about your own thoughts. It can and it should reflect the fact that many of your ideas are not yet fully developed.) **(10 points)**

Raise several interesting questions and puzzles (things you genuinely wonder about, not just rhetorical questions). **(10 points)**

Typed and appropriately worded using correct grammar and spelling **(5 points)**