

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

ATEP 266 — Practicum 2: Physical Assessment of the Upper Body (3)
Spring 2011

DAY/TIME:	TR 12:00 – 1:15 P.M.	LOCATION:	Bull Run Hall 246
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** (approximately 10-20 hours per week) for the clinical education field experience during the entire semester. Students are expected to be on time; attend and actively participate in all class meetings and clinical experiences as mutually agreed upon with the Coordinator of Clinical Education, course instructor, and the ACI; and submit all assignments in a timely fashion. Students who are tardy will not be allowed to make up missed quizzes or assignments. 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 has one week to arrange assignment submission. It is the responsibility of the student to initiate said arrangement and to contact the ACI and course instructor about absences.*

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. Students are required to submit bi-monthly schedules (via Blackboard) and show proof of hours completed. Repeated failure to submit schedules and show proof of hours may result in reduction of the final grade.

Technology Usage

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.

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 during the month of March. More information will be offered in class. *Presentations will take place on March 22, 24, and 29, 2011. All parts of the assignments are due at the beginning of class on March 22, 2011.*

Case Study Presentation

The student will lead a discussion that begins with a presentation of an upper extremity injury case from the clinical setting. An abstract of the case will be developed and submitted in addition to the presentation. *Presentations will take place on April 19, 21, and 26, 2011. All parts of the assignment are due at the beginning of class on April 19, 2011.*

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 4, 2011) and attempt ALL Challenge Proficiencies (by May 17, 2011) will result in failure of the course.*

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 by April 12, 2011.*

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 1, 2011.*

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 May 17, 2011.*

Final Comprehensive Examination

There will be a practical final examination administered at the time deemed by the official university schedule, *May 17, 2011, 10:30 A.M. – 1:15 P.M.*

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 4, 2011 by 12 P.M.*

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 via email. *This survey will be completed by March 1, 2011.*

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 1-2 page summary of the interview with reflections on the ACI answers. *All parts of this assignment are due at the beginning of class, February 15, 2011.*

Throughlines

The student is required to complete two Throughline reflective writings which are *due on January 27, 2011 and on April 12, 2011.*

Extra Credit Opportunities

Health and Fitness Expo – *Thursday, April 7, 2011*

2 pts per hour of volunteering (maximum 5 hours/10 pts)

Kyle Wilson Walk for Fitness – *Saturday, April 16, 2011*

2 pts per hour of volunteering/participating (maximum 5 hours/10 pts)

GRADING

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
AT Month Project	1	25	25
Case Study Presentation and Abstract	1	25	25
Clinical Proficiency Evaluations	15	Pass/Fail	Pass/Fail
Evaluation of ACI/Clinical Site Survey	1	5	5
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	5	5
Primacy of Patient Welfare Interview	1	50	50
Throughlines	2	45	90
TOTAL	—	—	500

Course Grading Scale

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.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].



WEEK	DATE	TENTATIVE TOPIC	DUE ASSIGNMENTS
1	1/25	Foundational Behaviors, Syllabus Review	
2	1/27	Intro to HIPAA and FERPA Regulations	1 st Throughlines
3	2/1* (sched only)	Confidentiality, PPEs, Minor athletes	HIPAA/FERPA Research Assignment, Expectations
4	2/3		
5	2/8	Athletic Training (AT) Month	
6	2/10		
7	2/15*	Interview Discussion HIPAA and FERPA Regulations	Interviews
8	2/17		
9	2/22	Evidence Based Practice, Insurance	
10	2/24		
11	3/1*†	Bedside Manner – Dr. Amanda Caswell	Pre-Clinical Survey Mid-Term Evals NLT Mar 4
12	3/3		
13†	3/8	Catch Up and Clinical Progress Updates	
14	3/10		
15	3/15	SPRING BREAK: 3/14 – 3/20	
16	3/22*	AT Month Project	Presentations
17	3/24	AT Month Project	
18	3/29	AT Month Project	
19	3/31		
20	4/5*	Patient Advocacy	Patient Advocacy
21	4/7		
22	4/12	Throughlines Discussion	2 nd Throughlines, ACI Survey
23	4/14		
24	4/19*	Case Studies	Presentations and Abstracts
25	4/21	Case Studies	
26	4/26	Case Studies	
27	4/28		
28	5/3*	Thank You's, Closing Points	
29	5/5		
FINAL	5/17†	Comprehensive Exam, 10:30 A.M. – 1:15 P.M.	

* Bi-monthly schedule/hours log due.

† ACI evaluations due.



Student Acknowledgement of Syllabus

I, _____, by affixing my signature below, attest to the following:

- *I have read the course syllabus for ATEP 266 in its entirety, and I understand the policies contained therein.
- *I have a clear understanding of the due dates for assignments, and I accept responsibility for knowing when due dates are approaching.
- *I am aware that failure to complete the proficiencies by the dates assigned will result in failure of the course.
- *I understand the instructor reserves the right to alter the provided schedule as necessary, and I am responsible for obtaining the most current version from Blackboard.
- *I accept responsibility for reading announcements that are sent to me via email or posted to Blackboard.

Signature

Date

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



Student Acknowledgement of Syllabus

I, _____, by affixing my signature below, attest to the following:

- *I have read the course syllabus for ATEP 266 in its entirety, and I understand the policies contained therein.
- *I have a clear understanding of the due dates for assignments, and I accept responsibility for knowing when due dates are approaching.
- *I am aware that failure to complete the proficiencies by the dates assigned will result in failure of the course.
- *I understand the instructor reserves the right to alter the provided schedule as necessary, and I am responsible for obtaining the most current version from Blackboard.
- *I accept responsibility for reading announcements that are sent to me via email or posted to Blackboard.

Signature

Date

(Instructor Copy: This copy should be signed and returned to course instructor no later than the second class meeting.)