

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**

**ATEP 256 —Practicum 1: Physical Assessment of the Lower Body (3)**  
**Fall 2011**

DAY/TIME:	TR 12:00 – 1:15 PM	LOCATION:	Bull Run Hall 258
INSTRUCTOR:	Candace S. Parham	EMAIL ADDRESS:	<a href="mailto:cparham@gmu.edu">cparham@gmu.edu</a>
OFFICE LOCATION:	Bull Run Hall 208C	PHONE NUMBER:	703-993-4389
OFFICE HOURS:	MT 10:30-11:30 AM	FAX NUMBER:	703-993-2025
DEPT. WEBSITE	<a href="http://rht.gmu.edu">http://rht.gmu.edu</a>	CLASS WEBSITE	<a href="http://mymason.gmu.edu">http://mymason.gmu.edu</a>

### **PRE/CO-REQUISITES**

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

**Co-requisite:** Concurrently enrolled in ATEP 250 and 255.

### **COURSE DESCRIPTION**

A clinical practicum field experience under the direct supervision of an Approved Clinical Instructor (ACI) with emphasis on physical assessment of the lower 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 lower body conditions;
4. Demonstrate physical assessments of the lower body to patients in a health care setting; and
5. Employ foundational behaviors of professional practice in athletic training.

### **COURSE OVERVIEW**

This is the first 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 120 hours** during the entire semester (approximately 10-20 hours per week). 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; and submit all assignments in a timely fashion. **Late work will not be accepted under any circumstances.** 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 or 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](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-CP1.1	Foot and Toes
DI-CP1.2	Ankle
DI-CP1.3	Lower Leg
DI-CP1.4	Knee (tibiofemoral and patellofemoral)
DI-CP1.5	Thigh
DI-CP1.6	Hip/Pelvis/Sacroiliac Joint
DI-CP1.7	Lumbar Spine
MC-CP1.1	Derma
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 255 & 256 Manual: Physical Assessment of the Lower 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.

### **Case Study Presentation**

The student will lead a round table discussion that begins with a presentation of a lower extremity injury case from their clinical setting. An abstract of the case will be developed and provided to the instructor at the time of the presentation. ***All parts of this assignment are due on December 1, 2011. Presentations will take place November 29, December 1, 6, and 8, 2011. Times will be randomly assigned.***

### **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 November 8, 2011) and attempt ALL Challenge Proficiencies (by December 15, 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.

### **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 September 20, 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 December 15, 2011.***

### **Final Comprehensive Examination**

There will be a practical final examination administered at the time deemed by the official university schedule. ***The examination will be on December 15, 2011 from 10:30 am -1:15 pm.***

### **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 November 9, 2011 at the beginning of class.***

### **Pre-Clinical Experience Survey**

This survey will be conducted via Survey Monkey 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.

### **Professionalism Interview**

Throughout the semester the Professional Behaviors of Athletic Trainers will be discussed and presented. This assignment will provide you with an opportunity to interview your ACI about specific professionalism 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, October 25, 2011.***

### **Throughlines**

The student is required to complete two Throughline reflective writings which are ***due on September 8, 2011 and on November 22, 2011.***

## GRADING

### Course Grading Scale

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Case Study Presentation	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
Professionalism Interview	1	50	50
Throughlines	2	45	90
<b>TOTAL</b>	—	—	<b>500</b>

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>].



DAY	DATE	TENTATIVE TOPIC	READING ASSIGNMENT
1	Tu/8/30	Introduction to Course	
2	Th/9/1	Mr. Jon Almquist, Fairfax County Public Schools Athletic Training Program Administrator	
3	Tu/9/6	A Review of ATEP Policies and Procedures	Student Handbook
4	Th/9/8	ACI/ATS Interactions, Introduction to Clinical Field Experience, Throughlines	
5	Tu/9/13	Library Resources: Ms. Janna Mattson	
6	Th/9/15	Bloodborne Pathogens: Ms. Jennifer Massie	
7	Tu/9/20*	What is Professionalism? What are Mastery and Challenge Proficiencies?	Expectations Document
8	Th/9/22	Communication, Patient Primacy	See Blackboard for link.
9	Tu/9/27*	NATA Code of Ethics	See Blackboard for link.
10	Th/9/29	Time Management	
11	Tu/10/4*	Self-Evaluation and Reflection	
12	Th/10/6		
13	Th/10/13		
14	Tu/10/18	Guest Speakers	
15	Th/10/20		
16	Tu/10/25*	The Many Faces of Professionalism	
17	Th/10/27		
18	Tu/11/1	Professional Advocacy	State legislation
19	Th/11/3		
20	Tu/11/8*†	Triumphs and Challenges of Clinical Experiences	Mid-Semester Clinical Evaluation & Proficiencies
21	Th/11/10		
22	Tu/11/15	Semester in Review	
23	Th/11/17		
24	Tu/11/22*	Throughlines	
25	Tu/11/29	Case Study Presentations	
26	Th/12/1	Case Study Presentations	
27	Tu/12/6	Case Study Presentations	
28	Th/12/8	Case Study Presentations	
<b>FINAL</b>	<b>Th/12/15†</b>	<b>Comprehensive Exam, 10:30 A.M. – 1:15 P.M.</b>	

\* Bi-monthly schedule/ hours log due.

† ACI evaluations and proficiencies due.



**Student Acknowledgement of Syllabus**

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

- \*I have read the course syllabus for ATEP 256 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.)

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- \*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.)