

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

**ATEP 366 —Practicum 4: Therapeutic Rehabilitation (3)**  
**Spring 2012**

DAY/TIME:	MW 12:00 – 1:15 P.M.	LOCATION:	Bull Run Hall 257
INSTRUCTOR:	Mr. Jon Almquist, ATC	EMAIL ADDRESS:	jon.almquist@fcps.edu
OFFICE LOCATION:	Fairfax County Public Schools	PHONE NUMBER:	571-423-1264
OFFICE HOURS:	By appointment	FAX NUMBER:	571-423-1267
DEPT. WEBSITE:	<a href="http://www.rht.gmu.edu">http://www.rht.gmu.edu</a>	CLASS WEBSITE:	<a href="http://courses.gmu.edu">http://courses.gmu.edu</a>

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

**Pre-requisites:** Formal acceptance to the professional phase of the ATEP; ATEP 150, 180, 250, 255, 256, 260, 265, 266, 270, 350, 355, 356; BIOL 124, 125; HEAL 110, 230; PHED 300; current Emergency Cardiac Care (ECC) certification.

**Co-requisite:** Concurrently enrolled in ATEP 360 and 365.

### **COURSE DESCRIPTION**

A clinical practicum field experience under the direct supervision of an Approved Clinical Instructor (ACI) with emphasis on therapeutic rehabilitation.

### **COURSE OBJECTIVES**

Upon completion of the course the student will be able to:

1. Apply theories, concepts, and philosophies learned through previous didactic and clinical experiences;
2. Employ record-keeping practices in athletic training;
3. Recognize indications and contraindications for specific exercises;
4. Select and demonstrate a variety of exercises and techniques to improve joint range of motion, strength, endurance, speed, power, balance, neuromuscular control, coordination, agility, cardiorespiratory fitness, and activity-specific skills for the lower body and upper body;
5. Design and implement a rehabilitation program for specific injuries or conditions; and
6. Employ foundational behaviors of professional practice in athletic training.

### **COURSE OVERVIEW**

This is the fourth 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 II 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 therapeutic modalities. 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 200 hours** (approximately 10-20 hours per week) for the practicum 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](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.

### **Rehabilitation-Intensive Supplemental Clinical Education Field Experience**

In addition to the primary clinical practicum field experience, students must also complete a rehabilitation-intensive supplemental clinical practicum field experience. The ACI for the rehabilitation-intensive supplemental experience will provide feedback to the course instructor and assess the student on proficiencies in a similar manner to the ACI for the primary experience. Students will receive the supplemental experience assignment and additional information later in the semester.

## 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/>.

## NATURE OF COURSE DELIVERY

Face to face

## 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
TM-CP1	Synthesize information obtained in a patient interview and physical examination to determine the indications, contraindications and precautions for the selection, patient set-up, and evidence-based application of therapeutic modalities for acute and chronic injuries. The student will formulate a progressive treatment and rehabilitation plan and appropriately apply the modalities. Effective lines of communication should be established to elicit and convey information about the patient's status and the prescribed modality(s). While maintaining patient confidentiality, all aspects of the treatment plan should be documented using standardized record-keeping methods.
TM-CP1.1	Infrared Modalities
TM-CP1.2	Electrical Stimulation Modalities
TM-CP1.3	Therapeutic Ultrasound
TM-CP1.4	Mechanical Modalities
TM-CP1.5	Massage and other Manual Techniques
EX-CP	Synthesize information obtained in a patient interview and physical examination to determine the indications, contraindications and precautions for the selection, application, and evidence-based design of a therapeutic exercise program for injuries to the upper extremity, lower extremity, trunk, and spine. The student will formulate a progressive rehabilitation plan and appropriately demonstrate and/or instruct the exercises and/or techniques to the patient. Effective lines of communication should be established to elicit and convey information about the patient's status and the prescribed exercise(s). While maintaining patient confidentiality, all aspects of the exercise plan should be documented using standardized record-keeping methods.
EX-CP1	Program for injuries to the upper extremity
EX-CP1.1	Exercises and Techniques to Improve Joint Range of Motion
EX-CP1.2	Exercises to Improve Muscular Strength
EX-CP1.3	Exercises to Improve Muscular Endurance
EX-CP1.4	Exercises to Improve Muscular Speed
EX-CP1.5	Exercises to Improve Muscular Power
EX-CP1.6	Exercises to Improve Balance, Neuromuscular Control, and Coordination
EX-CP1.7	Exercises to Improve Agility
EX-CP1.8	Exercises to Improve Cardiorespiratory Endurance
EX-CP1.9	Exercises to Improve Activity-Specific Skills, including Ergonomics and Work Hardening
EX-CP2	Program for injuries to the lower extremity
EX-CP2.1	Exercises and Techniques to Improve Joint Range of Motion
EX-CP2.2	Exercises to Improve Muscular Strength
EX-CP2.3	Exercises to Improve Muscular Endurance
EX-CP2.4	Exercises to Improve Muscular Speed
EX-CP2.5	Exercises to Improve Muscular Power
EX-CP2.6	Exercises to Improve Balance, Neuromuscular Control, and Coordination
EX-CP2.7	Exercises to Improve Agility
EX-CP2.8	Exercises to Improve Cardiorespiratory Endurance

EX-CP2.9	Exercises to Improve Activity-Specific Skills, including Ergonomics and Work Hardening
EX-CP3	Program for injuries to the trunk
EX-CP3.1	Exercises and Techniques to Improve Joint Range of Motion
EX-CP3.2	Exercises to Improve Muscular Strength
EX-CP3.3	Exercises to Improve Muscular Endurance
EX-CP3.4	Exercises to Improve Muscular Speed
EX-CP3.5	Exercises to Improve Muscular Power
EX-CP3.6	Exercises to Improve Balance, Neuromuscular Control, and Coordination
EX-CP3.7	Exercises to Improve Agility
EX-CP3.8	Exercises to Improve Cardiorespiratory Endurance
EX-CP3.9	Exercises to Improve Activity-Specific Skills, including Ergonomics and Work Hardening
EX-CP4	Program for injuries to the spine
EX-CP4.1	Exercises and Techniques to Improve Joint Range of Motion
EX-CP4.2	Exercises to Improve Muscular Strength
EX-CP4.3	Exercises to Improve Muscular Endurance
EX-CP4.4	Exercises to Improve Muscular Speed
EX-CP4.5	Exercises to Improve Muscular Power
EX-CP4.6	Exercises to Improve Balance, Neuromuscular Control, and Coordination
EX-CP4.7	Exercises to Improve Agility
EX-CP4.8	Exercises to Improve Cardiorespiratory Endurance
EX-CP4.9	Exercises to Improve Activity-Specific Skills, including Ergonomics and Work Hardening

## REQUIRED READINGS

1. ATEP 365 & 366 Manual: Therapeutic Exercise
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

The student will lead a discussion that begins with a presentation of a rehabilitation case from his/her clinical setting. The presentation is about the case study identified for the ATEP 360 case study report. ***Presentations will take place on April 16, 23, and 30, 2012. All presentations are due via Blackboard at the beginning of class on April 16, 2012.***

### 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 19, 2012) and attempt ALL Challenge Proficiencies (by May 14, 2012) will result in failure of the course.***

### Evaluation of ACI/Clinical Site Survey

This survey will be conducted via Qualtrics in order to collect feedback about the ACI and clinical site. A link to the survey will be provided on Blackboard. ***This survey will be completed by April 16, 2012.***

### 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 January 30, 2012.***

### **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 May 14, 2012.*

### **Final Comprehensive Examination**

There will be a practical final examination administered at the time deemed by the official university schedule, *May 14, 2012, 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 19, 2012 at the beginning of class.*

### **National Athletic Training Month Project**

The student will design and implement a project to promote the profession of athletic training during the month of March. *Presentations will take place on March 26, April 2, and 9, 2012. All parts of the assignment are due at the beginning of class on March 26, 2012.*

### **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 Blackboard. *This survey will be completed no later than March 5, 2012.*

### **Teamed Approach Interview**

Throughout the semester, Teamed Approach to Practice and Ethical Practice will be will be discussed and presented. This assignment will provide the student an opportunity to interview the ACI about specific situations related to these foundational behaviors and allow the student to reflect on his/her ideals and beliefs. *All parts of this assignment are due at the beginning of class, March 5, 2012.*

### **Throughlines**

The student is required to complete two Throughline reflective writings which are *due on January 30, 2012 and on April 9, 2013 at the beginning of class.*

### **Extra Credit Opportunities**

Health and Fitness Expo – *Thursday, April 5, 2012*

1 pt per hour of volunteering

Kyle Wilson Walk for Fitness – *Saturday, April 14, 2012*

1 pt per hour of volunteering and/or participating

Skills of the Day will be assigned at random. Bonus points will be added to the final exam grade at the instructor's discretion for students who complete ALL skills of the day. No points will be deducted for incorrect or incomplete Skills of the Day.

## GRADING

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Case Study	1	25	25
Clinical Proficiency Evaluations	10	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
National Athletic Training Month Project	1	25	25
Pre-Clinical Experience Survey	1	5	5
Teamed Approach Interview	1	50	50
Throughlines	2	45	90
<b>TOTAL</b>	—	—	<b>500</b>

### 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.

### *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/>].

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.



DAY	DATE	TENTATIVE TOPIC	ASSIGNMENTS DUE
1	1/23	Foundational Behaviors, Syllabus Review, ATEP 356 Final Exam Video Review	
2	1/25		
3	1/30*	Teamed Approach to Practice, Scope of Practice	Expectations, 1 <sup>st</sup> Throughlines
4	2/1		
5	2/6	Professionals in the Continuum of Care	Online Research Assignment/Response
6	2/8		
7	2/13*	Ethical Practice: A Review	Ethical Practice Scenario Reactions
8	2/15		
9	2/20	Job Outlook and Emerging Settings	
10	2/22		
11	2/27*	How to Work with Difficult People	
12	2/29		
13†	3/5	Interview Discussion	Interviews, Pre-Clinical Survey
14	3/7		
15	3/12	<b><i>SPRING BREAK: 3/12 – 3/18</i></b>	
16	3/14		
17	3/19*	Crucial Conversations – Mr. Rick Holt	Mid Semester Evaluations & Mastery Proficiencies
18	3/21		
19	3/26	Athletic Training Month Presentations	Presentations
20	3/28		
21	4/2*	Athletic Training Month Presentations	
22	4/4		
23	4/9	Athletic Training Month Presentations	2 <sup>nd</sup> Throughlines
24	4/11		
25	4/16*	Case Studies	Presentations, ACI Survey
26	4/18		
27	4/23	Case Studies	
28	4/25		
29	4/30*	Case Studies ACI Acknowledgements, Closing points	Thank-you cards
30	5/2		
<b>FINAL</b>	<b>5/14†</b>	<b><i>Comprehensive Exam, 10:30 A.M. – 1:15 P.M.</i></b>	

\* 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 366 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 366 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.)