

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

ATEP 456 -003 — Practicum 5: Professional Integration (6)
Fall 2011

DAY/TIME	M W 10:30 – 11.45 am	LOCATION:	BRH 247
INSTRUCTOR	Dr. Amanda M. Caswell, ATC	EMAIL ADDRESS:	aalleni@gmu.edu
OFFICE LOCATION	208D Bull Run Hall	PHONE NUMBER:	703 993 9914
OFFICE HOURS	T/Th 10:30 am – 11:45 pm and by Appt	FAX NUMBER:	703 993 2050
DEPT. WEBSITE	http://www.rht.gmu.edu	CLASS WEBSITE	http://mymason.gmu.edu

PRE- AND 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, 360, 365, 366; BIOL 124, 125; HEAL 110, 230; PHED/KINE 300; current Emergency Cardiac Care (ECC) certification.

Co-requisite: Concurrently enrolled in ATEP 450.

COURSE DESCRIPTION

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

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. Identify and execute risk management and injury prevention techniques;
3. Assess and evaluate athletic injuries;
4. Provide acute care of injuries and illnesses;
5. Execute pharmacological interventions;
6. Utilize therapeutic modalities;
7. Implement therapeutic exercise;
8. Manage general medical conditions and disabilities;
9. Explain and evaluate nutritional aspects for the physically active;
10. Identify the need for psychosocial intervention, and refer to the appropriate professional;
11. Employ health care administration practices; and
12. Employ foundational behaviors of professional practice in athletic training.

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
RM-CP1	Plan, implement, evaluate, and modify a fitness program specific to the physical status of the patient. This will include instructing the patient in proper performance of the activities and the warning signs and symptoms of potential injury that may be sustained. Effective lines of communication shall be established to elicit and convey information about the patient's status and the prescribed program. While maintaining patient confidentiality, all aspects of the fitness program shall be documented using standardized record-keeping methods.
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.
RM-CP3	Demonstrate the ability to develop, implement, and communicate effective policies and procedures to allow safe and efficient physical activity in a variety of environmental conditions. This will include obtaining, interpreting, and recognizing potentially hazardous environmental conditions and making the appropriate recommendations for the patient and/or activity. Effective lines of communication shall be established with the patient, coaches and/or appropriate officials to elicit and convey information about the potential hazard of the environmental condition and the importance of implementing appropriate strategies to prevent 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
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	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-CP1.1	Derma
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.
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
PS-CP1	Demonstrate the ability to conduct an intervention and make the appropriate referral of an individual with a suspected substance abuse or other mental health problem. 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 intervention and referral should be documented using standardized record-keeping methods.
PS-CP2	Demonstrate the ability to select and integrate appropriate motivational techniques into a patient's treatment or rehabilitation program. This includes, but is not limited to, verbal motivation, visualization, imagery, and/or desensitization. Effective lines of communication should be established to elicit and convey information about the techniques. While maintaining patient confidentiality, all aspects of the program should be documented using standardized record-keeping techniques.
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

ATEP 456 Clinical Education Practicum Manual V: Professional Integration

SUGGESTED READINGS

NATA Position Statements. <http://www.nata.org/position-statements>

EVALUATION

The course instructor assigns the final grade based on several specific requirements for evaluation as detailed below. The PRECEPTOR will supply scoring and relative open-ended feedback on the Mid Semester Clinical Performance Evaluation, Final Clinical Performance Evaluation, and Clinical Proficiency Evaluations.

Expectations Document

This form is a guide to explain and clarify the PRECEPTOR expectations of the student. Both student and PRECEPTOR will read and sign this document together at the initial meeting to help ensure that all parties understand their respective responsibilities and duties.

Mid Semester PRECEPTOR Clinical Performance Evaluation

The PRECEPTOR will complete the evaluation and assign a letter grade based on the student's clinical performance. PRECEPTORS are encouraged to discuss the results of the evaluation with the student.

End Semester PRECEPTOR Clinical Performance Evaluation

The PRECEPTOR will complete the evaluation and assign a letter grade based on the student's clinical performance. PRECEPTORS are encouraged to discuss the results of the evaluation with the student.

Throughlines

The student is required to complete two throughline reflective entries.

Clinical Proficiency Evaluations

The student will complete a must complete all clinical proficiency evaluations associated with the previous and current courses. These evaluations will be assessed by each student's PRECEPTOR.

Evaluation of PRECEPTOR/Clinical Site Survey

This survey will be conducted to collect feedback about the PRECEPTOR and clinical site. A link to the survey will be provided in an email.

Class Participation

The student will complete multiple class assignments over the course of the semester. More details will be given in class.

Comprehensive Final Examination

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

GRADING**Course Grading Scale**

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Expectations Document	1	25	25
Mid Semester PRECEPTOR Clinical Performance Evaluation	1	100	100
End Semester PRECEPTOR Clinical Performance Evaluation	1	100	100
Throughlines	2	50	100
Clinical Proficiency Evaluations	9	Pass/Fail	Pass/Fail
Evaluation of PRECEPTOR/Clinical Site Survey	1	25	25
Class Participation	—	—	25
Comprehensive Final Examination	1	100	125
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.

ATTENDANCE

Each student must meet with his/her preceptor during the first week of the semester to develop a weekly schedule. Students must accrue a minimum of 300 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 PRECEPTOR. 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 PRECEPTOR and course instructor. For known upcoming absences, students must contact the PRECEPTOR 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 PRECEPTOR and the course instructor via e-mail or telephone.

SPECIAL REQUIREMENTS

This course requires a laboratory fee of \$50.00 payable to George Mason University. This fee will be paid on-line at <http://rht.gmu.edu/course-fees>; the student will be issued a receipt via e-mail that the student will print and take to Ms. Dee in the Bull Run Hall 220 to receive course supplies starting **Wednesday, August 28th**; fees must be paid by September 11th.

Technology Use During Class

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

E-mail Correspondence

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

Dear Dr. Mrs. Caswell (*Beginning salutation*)

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

Regards, (*Ending Salutation*)

Amanda Caswell (*Your name*)

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 beginning of class time on the indicated day. **NO LATE WORK WILL BE ACCEPTED!**

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

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/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

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.



Course Calendar

WEEK (Date(s))	TENTATIVE TOPIC	ASSIGNMENTS DUE
1 (Aug 26)	Introduction to Course and Syllabus	
2 (Sept 2) <i>On-line</i>	NATA Position/Consensus/Joint Statements	On-line assignment: Thread due Sept 4 th by 11:59pm, Responses to your classmates due by Sept 8 th at 11:59pm
3 (Sep 9*)	Research and Scholarship in Athletic Training Evidence Based Practice: Asking Clinical Questions	Clinical Schedule, Completed Hours & Throughlines 1
4 (Sep 16)	Evidence-Based-Practice: Acquiring the Evidence	
5 (Sep 23*)	Evidence Based Practice: Appraising the Evidence	Clinical Schedule & Completed Hours
6 (Sep 30)	Continuation of EDGE from ATEP 450	
7 (Oct 7*)	Athletic Trainers as Practitioners and Educators – Knowledge Dissemination	Clinical Schedule & Completed Hours
8 (Oct 15)	How to locate employment	Bring a copy of your resume and cover letter
9 (Oct 21*†)	Interviewing	Clinical Schedule, Completed Hours, Mastery Proficiencies, & Mid-Semester PRECEPTOR Clinical Performance Evaluation
10 (Oct 28)	Interviewing	
11 (Nov 4*)	Mock Interviews	Clinical Schedule & Completed Hours
12 (Nov 11)	Preventing Burnout – Guest Speaker	Evidence-Based-Practice Project
13 (Nov 18*)	Becoming a Young Professional	Clinical Schedule & Completed Hours
14 (Nov 25)	Expert Witness in Athletic Training	
15 (Dec 2*)	Thank You, Surveys, Closing Points, Reflection	Clinical Schedule, Completed Hours & Throughlines 2
Finals (Dec 11†)	Comprehensive Final Examination 10:30am-1:15pm	All Proficiencies, End-Semester PRECEPTOR Clinical Performance Evaluation
<p><i>Faculty reserve the right to alter syllabus as necessary</i></p> <p><i>* Bi-monthly schedule/ hours log due.</i></p> <p><i>† PRECEPTOR evaluations and proficiencies due.</i></p>		

Student Acknowledgement of Syllabus

I, _____, by signing below, attest to the following:
(Print First and Last Name)

*I have read the course syllabus for ATEP 456 in its entirety, and I understand the policies contained therein. This syllabus serves as an agreement for ATEP 456 between me and the instructor.

*I have a clear understanding of the due dates for assignments and examinations, and I accept responsibility for the material.

*I am aware that failure to submit assignments by the dates assigned will result in no points awarded as late work will not be accepted.

*I understand the instructor reserves the right to alter the provided schedules as necessary and I am responsible for the assignments and examination dates for the most current version of the syllabus schedule.

*I accept responsibility for reading announcements that are sent to me via e-mail through Blackboard; it is my responsibility to access Blackboard e-mail for announcements and assignments.

(Signature)

(Date)

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

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I, _____, by signing below, attest to the following:
(Print First and Last Name)

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*I understand the instructor reserves the right to alter the provided schedules as necessary and I am responsible for the assignments and examination dates for the most current version of the syllabus schedule.

*I accept responsibility for reading announcements that are sent to me via e-mail through Blackboard; it is my responsibility to access my Blackboard e-mail for announcements and assignments.

(Signature)

(Date)

(Instructor Copy: Submit to the instructor at the end of the first class meeting)