

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

**ATEP 366 —Practicum 4: Therapeutic Rehabilitation (3)**  
**Spring 2014**

DAY/TIME:	MW 12:00 – 1:15 P.M.	LOCATION:	Occoquan 302
INSTRUCTOR:	Ms. Candace S. Parham, MS, VATL, ATC	EMAIL ADDRESS:	cparham@gmu.edu
OFFICE LOCATION:	Bull Run 208C	PHONE NUMBER:	703-993-4389
OFFICE HOURS:	TW 10:30-11:45 A.M. and by appointment	FAX NUMBER:	703-993-2025
DEPT. WEBSITE:	<a href="http://www.rht.gmu.edu">http://www.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; Grade of C or better in the following courses; ATEP 150, 180, 250, 255, 256, 260, 265, 266, 270, 300, 350, 355, 356; BIOL 124, 125; HEAL 110, 230; KINE 310

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

### **COURSE DESCRIPTION**

A clinical practicum field experience under the direct supervision of a preceptor 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 preceptors, 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 preceptors 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 preceptor 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 preceptor; 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 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 has one week to arrange assignment submission. It is the responsibility of the student to initiate said arrangement and to contact the preceptor 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 preceptor. Students should be aware that times are scheduled in conjunction with preceptor availability. Practicum times may include early mornings, afternoons, evenings, and weekends. Students may also be required to travel to additional sites to meet their preceptor 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.

### **Medical Professionalism**

It is critical that each student conduct himself/herself in an appropriate manner and decorum fitting of a health care provider. Making light of injuries, conditions, or illnesses that is not respectful to the class, instructor, or patient study will not be tolerated. Submission of documents or assignments should not include personal information and should comply with Health Insurance Portability & Accountability Act (HIPAA) regulations.

### **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

Hybrid

## ACCREDITATION STANDARDS

The course meets Commission on Accreditation of Athletic Training Education (CAATE) competencies and proficiencies in one or more of the following content areas: evidence-based practice, prevention and health promotion, clinical examination and diagnosis, acute care of injury and illness, therapeutic interventions, psychosocial strategies and referral, healthcare administration, professional development and responsibility.

## REQUIRED READINGS

1. ATEP 365 & 366 Manual: Therapeutic Interventions
2. ATEP Student Handbook

## EVALUATION

The course instructor, in consultation with the preceptor, assigns the final grade based on several specific requirements for evaluation. Specifically, 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.

### 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, 21, 23, 28, and 30, 2014. All presentations are due via Blackboard at the beginning of class on April 16, 2014.***

### 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 preceptor. ***Failure to successfully complete ALL Mastery Proficiencies (by March 17, 2014) and attempt ALL Challenge Proficiencies (by May 12, 2014) will result in failure of the course.***

### Evaluation of Preceptor/Clinical Site Survey

This survey will be conducted via Qualtrics in order to collect feedback about the preceptor and clinical site. A link to the survey will be provided on Blackboard. ***This survey will be completed by April 14, 2014.***

### Expectations Document and Emergency Action Plan (EAP)

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. Students must also become familiar with their role in the event of an emergency at the site and obtain a copy of the site's emergency action plan to submit to the course instructor. ***This completed form and the EAP are due at the beginning of class on February 3, 2014.***

### Final 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. ***Evaluations are due May 12, 2014.***

### Final Comprehensive Examination

There will be a practical final examination administered at the time deemed by the official university schedule, ***May 12, 2014, 10:30 A.M. – 1:15 P.M.***

### Healthcare Educational Project

The student will design and implement educational programming related to healthcare, and specifically to the target audience (e.g., professional staff, patients/clients, parents, general public) at the clinical practicum site. The student may consult with the preceptor during the planning phase to determine what type of programming would be most beneficial, but the project should be implemented by the student. All projects must be approved in advance by the course instructor. A written summary proposal of the project ***is due no later than the beginning of class on February 17, 2014. All remaining parts of the assignment are due at the beginning of class on March 31, 2014.***

### Mid Semester 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. **Evaluations are due at the beginning of class on March 17, 2014.**

### 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 3, 2014.**

### Teamed Approach Interview

Throughout the semester, Teamed Approach to Practice and Ethical Practice will be discussed and presented. This assignment will provide the student an opportunity to interview the preceptor 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 on March 3, 2014.**

### Throughlines

The student is required to complete two Throughline reflective writings, which are **due at the beginning of class on January 27, 2014 and on April 7, 2014.**

### Extra Credit Opportunities

Health and Fitness Expo – **Thursday, April 3, 2014**

2 pts per hour of volunteering up to 10 pts

Kyle Wilson Walk for Fitness – **Saturday, April 12, 2014**

2 pts per hour of volunteering and/or participating up to 10 points

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

Every attempt will be made to grade and return assignments in a timely manner to provide students with constructive feedback. To provide students the opportunity to fully assess the feedback provided on graded assignments, the instructor will answer any questions at the next class period following the return of the assignments or during the instructor's office hours. The instructor acknowledges the passion with respect to grades, but unprofessional and uncivil behavior either in person or through other modes of communication will not be tolerated.

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 and EAP	1	25	25
Final Clinical Performance Evaluation	1	75	75
Final Comprehensive Examination	1	125	125
Healthcare Educational Project	1	25	25
Mid Semester Clinical Performance Evaluation	1	75	75
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	1/22	Foundational Behaviors, Syllabus Review, ATEP 356 Final Exam Video Review	
2	1/27	Teamed Approach to Practice	Section J of MOU: Student Responsibilities, Syllabus Contract, 1 <sup>st</sup> Throughline
3	1/29		
4	2/3*	Professionals in the Continuum of Care	Expectations, EAP, Online Research Assignment/Response
5	2/5		
6	2/10	Ethical Practice: A Review	Ethical Practice Scenario Reactions
7	2/12		
8	2/17*	Job Outlook and Emerging Settings	Summary Proposal of Healthcare Educational Project
9	2/19		
10	2/24	How to Work with Difficult People	
11	2/26		
12	3/3*	Interview Discussion	Interviews, Pre-Clinical Survey
13†	3/5		
14	3/10	<b><i>SPRING BREAK: 3/10 – 3/16</i></b>	
17	3/17*	Crucial Conversations – Mr. Rick Holt	Mid Semester Evaluations & Mastery Proficiencies
18	3/19		
19	3/24	Minors and Geriatric Patients	
20	3/26		
21	3/31*	Scope of Practice	Healthcare Educational Project
22	4/2		
23	4/7	Throughline Discussion	2 <sup>nd</sup> Throughline
24	4/9		
25	4/14*	Preceptor Acknowledgements, Closing points	Preceptor Survey, Thank you cards
26	4/16	Case Study Presentations	Presentations
27	4/21	Case Study Presentations	
28	4/23	Case Study Presentations	
29	4/28*	Case Study Presentations	
	4/30	Case Study Presentations	
<b>FINAL</b>	<b>5/12*†</b>	<b><i>Comprehensive Exam, 10:30 A.M. – 1:15 P.M.</i></b>	Final Evaluations, Challenge Proficiencies, and Verification of Proficiency Assessment Form

\* 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.)

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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.)