

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

ATEP 256 — Practicum 1: Physical Assessment of the Lower Body (3)
Fall 2015

DAY/TIME:	TR 12:00 – 1:15 PM	LOCATION:	Occoquan 302
INSTRUCTOR:	Candace S. Parham	EMAIL ADDRESS:	cparham@gmu.edu
OFFICE LOCATION:	Bull Run Hall 208C	PHONE NUMBER:	703-993-4389
OFFICE HOURS:	R 10:30-11:30 AM	FAX NUMBER:	703-993-2025
DEPT. WEBSITE	http://rht.gmu.edu	CLASS WEBSITE	http://mymason.gmu.edu

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 a Preceptor 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.

NATURE OF COURSE DELIVERY

Hybrid

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 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 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 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 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 Preceptor by the end of the third 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 Clinical Education Coordinator, course instructor, and the Preceptor; and submit all assignments in a timely fashion. **Late work will not be accepted.** 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 student’s responsibility to contact the Preceptor and the 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 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.

Professional Scholarship

Students are strongly encouraged to submit an abstract for presentation at one of the professional athletic training conferences at the state (VATA), regional (MAATA), or national (NATA) level. A future assignment in ATEP 456 will require students to show proof of a scholarly submission approved by an ATEP faculty member. Students cannot pass ATEP 456 without completing the assignment. A submission during ATEP 256 will satisfy the course requirement for ATEP 456.

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

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 255 & 256 Manual: Physical Assessment of the Lower Body
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.

Throughlines

The student is required to complete two Throughline reflective writings which are *due on September 15, 2015 and on November 12, 2015*.

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. *This completed form is due at the beginning of class on September 24, 2015.*

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 Preceptor 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 Preceptor 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 Preceptor answers. *All parts of this assignment are due at the beginning of class, October 15, 2015.*

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 the beginning of class, October 29, 2015) and attempt ALL Challenge Proficiencies (by the beginning of the final exam, December 17, 2015) will result in failure of the course.*

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 October 29, 2015 at the beginning of class.*

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 on Blackboard. *The survey must be completed by November 5, 2015.*

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. *The survey must be completed by November 19, 2015.*

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. *Presentations will take place November 24, December 1, December 3, December 8, and December 10, 2015. All presentations are due via Blackboard at the beginning of class on November 24, 2015.*

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 at the beginning*

of the final exam, December 17, 2015.

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 17, 2015 from 10:30 AM - 1:15 PM.*

Skill of the Day

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 Presentation	1	25	25
Clinical Proficiency Evaluations	13	Pass/Fail	Pass/Fail
Evaluation of Preceptor /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
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.

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.



DAY	DATE	TENTATIVE TOPIC	ASSIGNMENT
1	Tu/9/1	Introduction to Practicum	
2	Th/9/3	Bloodborne Pathogens: Ms. Sarah McAbee	Syllabus Contract due
3	Tu/9/8	A Review of ATEP Policies and Procedures, ATEP Mythbusters	ATEP Questions
4	Th/9/10	Preceptor /ATS Interactions, Clinical Expectations	
5	Tu/9/15	Clinical Expectations, Throughline Discussion	Throughlines due
6	Th/9/17	Professionalism in Athletic Training Overview of Proficiencies	Read "To Err is Human"
7	Tu/9/22	Communication, Patient Primacy	
8	Th/9/24*	Time Management	Expectations Document due
9	Tu/9/29		
10	Th/10/1	Library Resources Tutorial: Ms. Janna Mattson	Case Study Ideas and Laptops due
11	Tu/10/6	Introduction to Ethics in Athletic Training	Read NATA Code of Ethics and "Dating an Athlete"
12	Th/10/8*		
13	Tu/10/13		
14	Th/10/15	The Many Faces of Professionalism, Self-Evaluation and Reflection	Interviews due
15	Tu/10/20	<i>Columbus Day Recess</i>	
16	Th/10/22*	First Look at the Practical Final Exam	
17	Tu/10/27		
18	Th/10/29†	Professional Advocacy	State Legislation and Mid-Semester Clinical Evaluation & Proficiencies
19	Tu/11/3		
20	Th/11/5*	Triumphs and Challenges of Clinical Experiences	Pre-Clinical Survey due
21	Tu/11/10		
22	Th/11/12	Throughline Discussion	Throughlines due
23	Tu/11/17		
24	Th/11/19*	Semester in Review, Thank-yous, & Wrap-up	Evaluation of Preceptor/ Clinical Site Survey due
25	Tu/11/24	Case Study Presentations	Case Study Presentations due
26	Tu/12/1	Case Study Presentations	
27	Th/12/3*	Case Study Presentations	
28	Tu/12/8	Case Study Presentations	
29	Th/12/10	Case Study Presentations	
FINAL	Th/12/17†	Comprehensive Exam, 10:30 A.M. – 1:15 P.M.	End-of-Semester Clinical Evaluation & Proficiencies

*Bi-monthly schedule/hours log due.

† Preceptor 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.)