

George Mason University
College of Education and Human Development
Athletic Training Education Program

ATEP 256 (002) – Practicum 1: Physical Assessment of the Lower Body
3 Credits, Fall 2016
MW/9:00 – 10:15 AM Bull Run Hall 212, Science & Technology

Faculty

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Prerequisites/Corequisites

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.
Corequisite: Concurrently enrolled in ATEP 250 and 255.

University Catalog Course Description

A clinical practicum field experience under the direct supervision of a preceptor with emphasis on physical assessment of the lower body.

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*.

Course Delivery Method

This course will be delivered using a seminar and internship format.

Learner Outcomes or Objectives

This course is designed to enable students to do 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.

Professional 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 Texts

1. ATEP 255 & 256 Manual: Physical Assessment of the Lower Body
2. ATEP Student Handbook

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Assignments and Examinations**

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 at the beginning of class on September 12, 2016 and on November 9, 2016.*

- **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 28, 2016.*

- **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 19, 2016.*

- **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 26, 2016) and attempt ALL Challenge Proficiencies (by the beginning of the final exam, December 19, 2016) 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 26, 2016 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 2, 2016.*

- **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 December 7, 2016. All presentations are due via Blackboard at the beginning of class on December 7, 2016.*

- **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 19, 2016.*

- **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 19, 2016 from 7:30 AM – 10:15 AM.*

- **Course Performance Evaluation Weighting**

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

- **Grading Policies**

The student's final letter grade will be earned based on the following scale:

A: 465 – 500 pts. (93%)	C+: 385 – 399.9 pts. (77%)
A-: 450 – 464.9 pts. (90%)	C: 365 – 384.9 pts. (73%)
B+: 435 – 449.9 pts. (87%)	C-: 350 – 364.9 pts. (70%)
B: 415 – 434.9 pts. (83%)	D: 315 – 349.9 pts. (63%)
B-: 400 – 414.9 pts. (80%)	F: < 315 pts.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. 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 or any action 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.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

DAY	DATE	TENTATIVE TOPIC	ASSIGNMENT
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Class Schedule

1	Mo/8/29	Introduction to Practicum	
2	We/8/31	A Review of ATEP Policies and Procedures, ATEP Mythbusters	Syllabus Contract and ATEP Questions due
3	Mo/9/5	Labor Day – No Class	
4	We/9/7	Ms. Sarah McAbee, Bloodborne Pathogens	
5	Mo/9/12	Preceptor /ATS Interactions, Clinical Expectations, Throughline Discussion	Throughlines due, Read “To Err is Human”
6	We/9/14	Professionalism in Athletic Training Overview of Proficiencies	
7	Mo/9/19		
8	We/9/21	Communication, Patient Primacy	
9	Mo/9/26		
10	We/9/28*	Time Management	Expectations Document due
11	Mo/10/3		Read NATA Code of Ethics and “Dating an Athlete”
12	We/10/5	Introduction to Ethics in Athletic Training	
13	Tu/10/11		
14	We/10/12*	Ms. Janna Mattson, Library Resources Tutorial	Bring case study ideas and laptops/tablets
15	Mo/10/17		
16	We/10/19	First Look at the Practical Final Exam	Interviews due
17	Mo/10/24		Complete Self-Evaluation and Reflection on Blackboard
18	We/10/26*†	The Many Faces of Professionalism	Mid-Semester Clinical Evaluation and Mastery Proficiencies
19	Mo/10/31	Professional Advocacy	Present State Legislation Facts
20	We/11/	Triumphs and Challenges of Clinical Experiences	Pre-Clinical Survey due
21	Mo/11/7		
22	We/11/9*	Throughline Discussion	Throughlines due
23	Mo/11/14		
24	We/11/16	Semester in Review, Thank-yous, & Wrap-up	Evaluation of Preceptor/ Clinical Site Survey due
25	Mo/11/21		
26	We/11/23	Thanksgiving Recess	
27	Mo/11/28		
28	We/11/30*	Final Exam Review	Bring lab/practicum supplies
29	Mo/12/5		

30	We/12/7	Case Study Presentations	Case Study Presentations due
FINAL	Mo/12/19†	Comprehensive Exam, 7:30 AM – 10:15 AM	End-of-Semester Clinical Evaluation and All Proficiencies due

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**Bi-monthly schedule/hours log due.*

† *Preceptor evaluations and proficiencies due.*

Extra Credit Opportunities

Galileo's Science Café

Dr. Shane Caswell will be delivering a presentation on “Everything You Need to Know About Concussions and Repetitive Head Traumas in Sports” at the Hylton Performing Arts Center.

The event will be on September 8, 2016 from 7:00 to 8:30 PM. Students must check in with Dr. Amanda Caswell by 6:45 PM and check out upon departure for a maximum of 5 pts if present for the entire event.

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.

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.

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.

Additional Policies

For additional guidelines relating to your athletic training education, please see the program handbook at the following website: <https://rht.gmu.edu/athletic-training/current-students>.

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.)