

**George Mason University
College of Education and Human Development
Division of Health and Human Performance
Athletic Training Education Program**

ATEP 456 002 Practicum 5: Professional Integration
6 Credit Hours, Fall 2016
M/W 10:30-11:45am BRH 131, Science & Technology Campus

Faculty

Name: Dr. Amanda M. Caswell, PhD, LAT, ATC; Ms. Marcie Fyock, MS, LAT, ATC
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Name: Ms. Marcie Fyock, MS, LAT, ATC
Office hours: M/W 9-10:15am, other times by appointment
Office location: Bull Run Hall 210, Science & Technology Campus
Office phone: 703-993-7118
Email address: mfyock@gmu.edu

Prerequisites/Corequisites

Prerequisite(s): Grade of C or higher in ATEP 150, 180, 250, 255, 256, 260, 265, 266, 270, 300, 350, 355, 356, 360, 365, 366, BIOL 124, 125; HEAL 110, 230, KINE 310, 360; Formal acceptance into the professional phase of the ATEP; Current Emergency Cardiac Care (ECC) Certification.

Corequisite(s): ATEP 450

University Catalog Course Description

A clinical practicum field experience under the direct supervision of a preceptor with emphasis on professional skill integration.

Course Overview

Not Applicable.

Course Delivery Method

This course will be delivered using a lecture 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. 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.

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

ATEP 456 Clinical Education Practicum Manual V: Professional Integration

Suggested Readings

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

Course Performance 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 of 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 the 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.

- **Professional Portfolio**

The student will complete a professional portfolio that will summarize their professional and academic career.

Directions and a list of items to include will be covered in class.

- **Comprehensive Final Examination**

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

- **Course Performance Evaluation Weighting**

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
Professional Portfolio	—	—	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.

- **Grading Policies**

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!**

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. It is critical each student conduct themselves in an appropriate manner and decorum fitting of a health care provider within and outside class. 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 identifiable information and comply with Health Insurance Portability & Accountability Act (HIPPA) 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://coursessupport.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/>.

Class Schedule

WEEK (Date(s))	TENTATIVE TOPIC	ASSIGNMENTS DUE
1 (Aug 29)	Introduction to Course and Syllabus	
2 (Sept 5)	No Class- Labor Day	On-line Reference Letter Activity Due by Wednesday September 7 th at 12pm
3 (Sep 12*)	Resumes & Cover letters	Clinical Schedule, Completed Hours & Throughlines 1, <i>Bring a copy of your cover letter and resume</i>
4 (Sep 19)	How to locate employment/resumes/ Cover letters	Expectations Document, <i>Bring a revised copy of your resume and cover letter</i>
5 (Sep 26*)	Interviewing	Clinical Schedule & Completed Hours
6 (Oct 3)	Interviewing	
7 (Oct 11*) <i>Monday classes on Tuesday</i>	Mock Interviews	Clinical Schedule & Completed Hours
8 (Oct 17)	Mental Health First Aid Training <i>*Class will run from 9am-1pm*</i>	
9 (Oct 24*†)	Mental Health First Aid Training <i>*Class will run from 9am-1pm*</i>	Clinical Schedule, Completed Hours, Mastery Proficiencies, & Mid-Semester PRECEPTOR Clinical Performance Evaluation
10 (Oct 31)	Evidence Based Practice: Asking Clinical Questions & Appraising the Evidence	
11 (Nov 7*)	Evidence Based Practice: Acquiring the Evidence & What do we do now?	Clinical Schedule & Completed Hours
12 (Nov 14)	EBP Project Presentation	Evidence-Based-Practice Project
13 (Nov 21*)		Clinical Schedule & Completed Hours
14 (Nov 28)	Becoming a Young Professional/ Preventing Burnout	
15 (Dec 5*)	Thank You, Surveys, Closing Points, Reflection	Clinical Schedule, Completed Hours & Throughline 2
(Dec 7) 4:00pm	ATEP Senior Dinner	Professional Portfolio
Finals (Dec 14†)	Comprehensive Final Examination 10:30am-1:15pm	All Proficiencies, End-Semester PRECEPTOR Clinical Performance Evaluation
<p><i>Faculty will be meeting with students outside of class to provide feedback on assignments.</i></p> <p><i>* Bi-monthly schedule/ hours log due.</i></p> <p><i>† PRECEPTOR evaluations and proficiencies due.</i></p>		

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

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 that has been included on your financial aid and university bill.

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*)

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 the instructor and me.

*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 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)