

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

ATEP 686.002 – Athletic Training Practicum 5  
6 Credits, Spring 2019

M10:30am – 1:15pm Colgan Hall 204 – Science & Technology Campus

**Faculty**

Name: Amanda Caswell, PhD, LAT, ATC  
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**Prerequisites/Corequisites**

**Pre-requisites:** Formal acceptance to the professional masters ATEP; Grade of B- or better in the following courses: ATEP 510, 520, 530, 540, 545, 550, 555, 560, 565, 566, 570, 575, 650, 656, 667, 660, 670, & 676.

**Corequisite:** Concurrently enrolled in ATEP 680.

**University Catalog Course Description**

Emphasizes professional development, evidence-based practice and integration of knowledge, skills and clinical decision-making during a clinical practicum field experience under the direct supervision of a preceptor for 450 to 600 hours.

**Course Overview**

This is the fifth 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). All clinical proficiencies are graded on a 20-point scale. Students must achieve a passing score of 17 or greater (85%) to demonstrate mastery of the clinical proficiency. Students not achieving a passing score must re-take the proficiency until they satisfactorily demonstrate mastery. 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 exercise. 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 face to face and internship format.

## **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Evaluate theories, concepts, and philosophies learned through previous didactic and clinical experiences;
2. Select 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. Create therapeutic exercise plans;
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. Develop health care administration practices; and
12. Develop 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 686 Manual (provided in class).

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

## **Assignments and/or Examinations**

### **Throughlines**

The student is required to complete two Throughline reflective writings. Guidelines will be on the course Blackboard site as well as submission guidelines.

### **Expectations Document, Emergency Action Plan (EAP), and Clinical Site Scavenger Hunt**

*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. Students must also become familiar with the organization and logistics of the clinical site, including the student's role in the event of an emergency at the site.

*Clinical Site Scavenger Hunt:* The student will review and record available therapeutic equipment, taping/wrapping and Blood Borne Pathogen management supplies.

*Emergency Action Plan (EAP):* The student must obtain a copy of the site's emergency action plan and complete the clinical site scavenger hunt to submit to the course instructor. ***The Expectations Document, 2 copies of all site related EAPs, and results of the Clinical Site Scavenger Hunt are a pass/fail activity. If you DO NOT turn in all of these items, you will fail the course.***

### **Practicum Project Proposal**

The student, working closely with their preceptor, will identify a project that can be used to fill a need or answer a problem at the practicum site. The project will fall within one of the 5 domains of athletic training and serve the staff and patients at the practicum site. An initial project proposal will be drafted by the student, reviewed by the site preceptor, and approved by the course instructor.

### **Practicum Project**

The student, working closely with their preceptor, will identify a project that can be used to fill a need or answer a problem at the practicum site. The project will fall within one of the 5 domains of athletic training and serve the staff and patients at the practicum site. The final project will be graded by the practicum site preceptor.

### **MSAT Exit Survey**

This survey will be conducted via Qualtrics in order to collect pertinent information about your experiences and your thoughts about the MSAT. A link will be provided to the survey on Blackboard. ***This is a a pass/fail activity. If you DO NOT complete the survey, you will fail the course.***

### **Clinical Integrative Proficiency Evaluations**

The student must complete all clinical integrative proficiency evaluations associated with the previous and current courses. These evaluations will be assessed by each student's Preceptor. ***This is a a pass/fail activity. Failure to successfully complete (85% or higher on each) ALL Clinical Integrative Proficiencies will result in failure of the course.***

### **3 & 10 Week Clinical Performance Evaluations**

The Preceptor will complete each evaluation to provide feedback to the student. The student is encouraged to discuss the results of the evaluation with the student to recognized strengths and areas of improvement.

### **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.

### **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.

### **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 is a a pass/fail activity. If you DO NOT complete the survey, you will fail the course.***

### **Research Symposium Submission & Presentation**

The student will submit to the CEHD Student Research Symposium an interesting or deviated from the expected case from their clinical setting or a critically appraised topic review in either oral or poster format. The due date for submission is 2-24-20. All submissions will be approved by the instructor. Should your submission not be accepted you will present to your classmates on the designated date (see course calendar).

### **Final Comprehensive Examination**

There will be a practical final examination administered at the time deemed by the official university schedule. Knowledge, skills, and abilities from current and previous semesters are eligible for inclusion in the examination.

### **Practicum Site Advanced 2 Week Schedule**

Utilizing the “Discussion Board” on Blackboard, the student is to list their practicum clinical schedule for the upcoming 2 weeks by 11:59pm on the first date of listed in the forum title. Directions are listed in each forum.

### **Practicum Clinical Site Completed Hours**

The student will complete, at minimum 450 hours under the direction of their assigned preceptor. Students will log their hours in the provided manual, and hours will be approved by the preceptor and course instructor. **This is a pass/fail activity. If you DO NOT complete the minimum 450 hours, you will fail the course.**

### **Mock Interview & Reflection**

The student will select and administrator at their practicum clinical education site to engage in a mock interview. Preceptors at your site are not permitted to serve as the interviewer administrator. A packet of information will be provided in class that can be given to the chosen administrator. The student is to record the mock interview on a device of their choosing. If the student does not have a device, a camera can be issued from the AT program for temporary use. Upon completion of the interview, the student will watch their video and review the grading form provided by the administrator. A reflection paper will be developed, typed and submitted about the interview and student performance.

***Professionalism evaluation – Any professionalism violation will be documented by the instructor. Violations will result in a 1-point deduction from the final point total.***

### **Grading**

<b>ASSESSMENT METHOD</b>	<b>NUMBER</b>	<b>POINTS EACH</b>	<b>POINTS TOTAL</b>	<b>Due Date</b>
Research Symposium Submission & Presentation	1	30	30	2-24 3-23
Mock Interview & Reflection		30	30	5-7
Clinical Integrative Proficiency Evaluations	9	<b>Pass/Fail</b>	<b>Pass/Fail</b>	3-2 5-7
Practicum Project Proposal	1	<b>Pass/Fail</b>	<b>Pass/Fail</b>	2-24
Practicum Project	1	35	35	3-23
Evaluation of Preceptor/Clinical Site Survey	1	<b>Pass/Fail</b>	<b>Pass/Fail</b>	5-7

Expectations Document, EAP, and Scavenger Hunt	1	<b>Pass/Fail</b>	<b>Pass/Fail</b>	2-3
Practicum Site Advanced 2 Week Schedule	10	2	20	<i>See Blackboard Discussion Board and Course Schedule</i>
Practicum Clinical Site Completed Hours	1	<b>Pass/Fail</b>	<b>Pass/Fail</b>	5-7
Final Comprehensive Examination	1	125	125	5-7
3 Week Clinical Performance Evaluation	1	5	20	2-3
10 Week Clinical Performance Evaluation	1	5	20	4-6
Mid Semester Clinical Performance Evaluation	1	75	75	3-2
Final Clinical Performance Evaluation	1	75	75	5-7
MSAT Exit Survey	1	<b>Pass/Fail</b>	<b>Pass/Fail</b>	5-7
Throughlines	2	35	70	#1: 2-3 #2: 4-27
<b>TOTAL</b>	—	—	<b>500</b>	—

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%)	F: < 364.9 pts. (70%)
B: 415 – 434.9 pts. (83%)	
B-: 400 – 414.9 pts. (80%)	

### **Class Schedule- TBD**

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

<b>DAY</b>	<b>DATE</b>	<b>TENTATIVE TOPIC</b>	<b>ASSIGNMENT</b>
Pre-class	M/T 1-7&8*	Review of ATEP Policies and Procedures Introduction to Practicum, CEHD Abstract Proposal; Resume/Coverletter Development <i>Maybe together?</i>	
1	M 1-27	Finding a job/Interviewing	
2	M 2-3*†	Phil Wilkerson from Career Services	-Resume copy <i>due in class</i> -3 week evaluation due -#1 Throughline due -Expectations Document due -Site related EAPs -Clinical Site Scavenger Hunt due
3	M 2-10	Young professionals- Katie Grover Pivot Sports Medicine Lunch	
4	M 2-17*	Abstract Development	-Practice interviewing on Interview Stream

5	M 2-24	Supply ordering -Guest Speakers : Jason Doctor & Tyler MacDonnell	-Practicum Project Proposal Due
6	M 3-2*†  3-9 to 13	Open meeting time about future  <b>Spring Break!</b> <b>Should you be at your practicum site????</b>	-Mid semester evaluation due -Submit <b>at least</b> ½ of your proficiencies
7	M 3-16*	Poster Development	
8	M 3-23	Casting	Presentation Due
9	M 3-30*	Casting	
10	M 4-6/7†	Will be attending CEHD Research Symposium on 4-7 from 7-9pm on Fairfax Campus	-10 week evaluation due -Presentations at Symposium
11	M 4-13*	Orthotic Construction and Implementation Guest Speaker Jodi McConnell	
12	M 4-20	<b>Stop The Bleed</b>	Mock interview day
13	M 4-27*	<b>Open day as needed</b>	-#2 Throughline due
14	M 5-4*	Preceptor Acknowledgements, Semester in Review, Wrap-up You Passed Your BOC...now what?	-MSAT Exit Survey due -Evaluation of Preceptor/Clinical Site Survey due
<b>FINAL</b>	Th 5-5†	<b>Comprehensive Final Exam, 10 AM to 1:15 PM</b>	-End-of-Semester Clinical Evaluation due -All Clinical Integrative Proficiencies due -Practicum hours due

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

\*Bi-weekly schedule/hours log due- advanced 2 week schedule.

† Preceptor evaluations due.

### 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 <https://catalog.gmu.edu/policies/honor-code-system/>).

- 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

## **Other Requirements**

### **Professional Dispositions**

See <https://cehd.gmu.edu/students/policies-procedures/>

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 will not be tolerated. This includes being tardy or an unexcused absence from class, being disruptive or sleep in class, and others at the discretion of the instructor. In addition, submission of documents, assignments, and discussions should not include personal information and should comply with HIPAA and FERPA regulations.

***Violation** – Any professionalism violation will be documented by the instructor. Violations will result in a 1-point deduction from the final point total.*

### **Attendance**

Class is scheduled for Monday and Wednesday weekly, while most often class face to face meetings will occur on Monday students are expected to be available on Wednesday should that class meeting time be needed. As indicated on the course syllabi certain class meetings will fall outside of the scheduled class meeting time. These specific dates are indicated on the detailed course itinerary.

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 450 hours (and no more than 600 hours)** during the entire semester. 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 under any circumstances.** 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.

### **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 (<https://catalog.gmu.edu/policies/academic/registration-attendance/> - text) 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 in the Classroom**

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.

### **Technology Usage at the Practicum Site**

Students should not be using any form of personal technology at their clinical sites unless: 1) it is being used for MSAT educational purposes 2) the Preceptor has approved use of the device for educational purposes, and 3) no social media surfing, texting, etc is occurring. The use **must** be used for MSAT educational purposes. If a student is found violating this policy they may be asked to leave the site for the day, forfeit their hours for the day or week. Preceptors and MSAT faculty site visitor have the perview to enforce any of the above consequences.

### **Additional Policies**

For additional guidelines relating to your athletic training education, please see the University catalog at: <https://catalog.gmu.edu/colleges-schools/education-human-development/recreation-health-tourism/athletic-training-ms/#text>.





**Student Acknowledgement of Syllabus**

I, \_\_\_\_\_, by affixing my signature below, attest to the following:

\*I have read the course syllabus for ATEP 686 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.

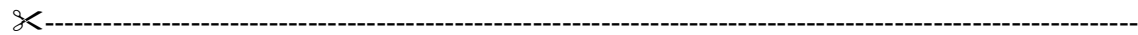
\*I understand the instructor reserves the right to alter the provided schedule as necessary, and I am responsible for obtaining the most current version from Blackboard.

\*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.)