

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

ATEP 656.DL1 – Athletic Training Practicum 2
1 Credit, Fall 2020

As scheduled with clinical preceptor | Assigned practicum site

Faculty

Name: Candace Lacayo, PhD, LAT, ATC
Office Hours: By Appointment
Office Location: Bull Run Hall 208C, Science & Technology Campus
Office Phone: 703-993-4389
Email Address: cparham@gmu.edu

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, 570, 575

Co-requisite: Concurrently enrolled in ATEP 650

University Catalog Course Description

Emphasizes physical assessment and therapeutic interventions of the upper body with non-sport populations and assessment of general medical conditions in a clinical practicum field experience under the direct supervision of a preceptor for 75 to 125 hours.

Course Overview

This is the second 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. Students will engage with patients of different sexes, varied ages, varied ethnic and cultural backgrounds, and

from non-sport populations. 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 an 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. Develop record-keeping practices in athletic training;
3. Justify clinical judgment in the assessment and therapeutic interventions of non-sport populations;
4. Administer physical assessments and therapeutic interventions patients in a health care setting;
5. Choose appropriate clinical techniques to manage general medical conditions; and
6. 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 656 Manual
2. Prentice WE. 2016. Principles of Athletic Training: A Competency-Based Approach. 16th ed. New York, NY: McGraw-Hill Higher Education.
3. Van Ost, L, Feirman, KL, Manfré, K. 2017. Athletic training exam review: A student guide to success. 6th edition. Thorofare, NJ: SLACK Incorporated.

Course Performance Evaluation

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

- **Clinical Proficiency Evaluations (Pass/Fail)**
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 Clinical Proficiency Evaluations (due by 5:00 PM on September 28, 2020) will result in failure of the course.***
- **Evaluation of Preceptor/Clinical Site Survey (25 points)**
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 12:00 PM on December 7, 2020.***
- **Expectations Document (25 points)**

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 by 5:00 PM on August 31, 2020.***

- **Final Clinical Performance Evaluation (100 points)**

The preceptor will complete the evaluation based on the student's clinical performance. Preceptors are encouraged to discuss the results of the evaluation with the student. ***Evaluations are due by 12:00 PM on December 7, 2020.***

- **Goal Development Plan (25 points)**

The student is required to develop a SMART goal focused on therapeutic interventions for non-sport populations. ***The plan is due by 5:00 PM on September 7, 2020.***

- **Skills Review (5 points each = 25 points)**

The student is required to demonstrate mastery in five skills learned in previous semesters. ***All skills reviews are to be completed by 5:00 PM on September 7, 2020.***

- **Student Case Scenarios (50 points each = 100 points)**

The student is required to complete create two original case scenarios and perform them for the preceptor's formal evaluation. ***are due by 5:00 PM on September 14, 2020.***

- **Grading**

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Clinical Proficiency Evaluations	11	Pass/Fail	Pass/Fail
Evaluation of Preceptor	1	25	25
Expectations Document	1	25	25
Final Clinical Performance Evaluation	1	100	100
Goal Development Plan	1	25	25
Skills Review	5	5	25
Student Case Scenarios	2	50	100
TOTAL	—	—	300

- **Course Grading Scale**

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

A: 279.0 – 300.0 pts. (93%)	C+: 231.0 – 239.9 pts. (77%)
A-: 270.0 – 278.9 pts. (90%)	C: 219.0 – 230.9 pts. (73%)
B+: 261.0 – 269.9 pts. (87%)	C-: 210.0 – 218.9 pts. (70%)
B: 249.0 – 260.9 pts. (83%)	D: 189.0 – 209.9 pts. (63%)
B-: 240.0 – 248.9 pts. (80%)	F: < 189.0 pts.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. It is critical that each student behave 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.

Class Schedule

DATE	TENTATIVE TOPIC	ASSIGNMENTS DUE
8/24	Introduction to Practicum	Student Consent and Acknowledgement of Risk Forms
8/31*	Skills Review	Syllabus Contract, Expectations Document
9/7	Student Case Scenarios	Skills Review (1-5), Goal Development Plan
9/14*	Proficiencies	Student Case Scenarios
9/21	Proficiencies	
9/28*	BOC Preparation	Proficiencies
10/5	BOC Preparation	
10/12*	BOC Preparation	
10/19	BOC Preparation	
10/26*	BOC Preparation	
11/2	BOC Preparation	
11/9*	BOC Preparation	
11/16	BOC Preparation	
11/23*	BOC Preparation	
11/30	BOC Preparation	
12/7*†		Evaluation of Preceptor, Final Clinical Evaluation

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

* Schedule/hours log due.

† 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 <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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courseessupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

Safe Return to Campus

All students taking courses with a face-to-face component are required to take Safe Return to Campus Training prior to visiting campus. Training is available in Blackboard (<https://mymason.gmu.edu>). Students are required to follow the university's public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage (www2.gmu.edu/safe-return-plan). Similarly, all students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. The COVID Health Check system uses a color code system and students will receive either a Green, Yellow, or Red email response. Only students who receive a "green" notification are permitted to attend courses with a face-to-face component. If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing. Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

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

Other Requirements

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 75 hours** (approximately 10-40 hours per week) to a **maximum of 125 hours** for the practicum field experience over the course of 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 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 within one week of the missed class and have appropriate documentation (e.g., physician's note).

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.

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.

Student Acknowledgement of Syllabus

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

*I have read the course syllabus for ATEP 656 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 scanned as a pdf and uploaded to Blackboard no later than August 31, 2020.)