

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

ATEP 676.DL2 – Athletic Training Practicum 4
4 Credits, Fall 2021
W 12:00 – 1:15 PM | Colgan 302 and at assigned practicum site

Faculty

Name: Candace Lacayo, PhD, LAT, ATC
Office Hours: W 10:30 – 11:45 (Zoom ID: 960 621 0761) and By Appointment
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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.

Corequisite: Concurrently enrolled in ATEP 660 and 670.

University Catalog Course Description

Emphasizes clinical examination, therapeutic interventions, and psychosocial strategies during a clinical practicum field experience under the direct supervision of a preceptor for 300 to 400 hours.

Course Overview

This is the fourth 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 upper body conditions;
4. Administer physical assessments and therapeutic interventions of the upper body to patients in a health care setting; and
5. 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 676 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 (e.g., Blackboard, VIA, hard copy).

- **BOC Exam Preparation Exercises (30 points)**
The student will complete and grade their own practice exercises as assigned. The completed exercises and score must be shown to the instructor upon request for credit.
- **CAT/Case Study Presentation (50 points)**
The student will identify and prepare a Critically Appraised Topic (CAT) or case study presentation for submission to the Virginia Athletic Trainers' Association (VATA) Annual

Meeting. Students whose presentations are selected for the VATA will present at the annual meeting. Students whose presentations are not selected for the annual meeting will present to the class at the end of the semester.

- **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.
- **Cultural Competence/Ethical Practice Interview (50 points)**
Throughout the semester, cultural competence and ethical practice will be discussed and presented. This assignment will provide the student an opportunity to interview the preceptor about specific situations related to these foundational behaviors and allow the student to reflect on his/her ideals and beliefs.
- **Evaluation of Preceptor/Clinical Site Survey (10 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.
- **Expectations Document, Emergency Action Plan (EAP), and Clinical Site Scavenger Hunt (90 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. Students must also become familiar with the organization and logistics of the clinical site, such as the student's role in the event of an emergency at the site, available therapeutic equipment, and other supplies. Students must obtain a copy of the site's emergency action plan and complete the clinical site scavenger hunt to submit to the course instructor.
- **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.
- **Goal Development Plan and Goal Development Plan Review (20 points each = 40 points)**
The student is required to complete a goal development plan at the beginning of the semester and a review of the plan at the end of the semester.
- **Healthcare Educational Project (20 points)**
The student, with consultation from the preceptor, will complete a project that serves an educational need for the population at their clinical site.
- **Mid Semester Clinical Performance Evaluation (100 points)**
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.

- **Pre-Clinical Experience Survey (10 points)**

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 via Blackboard.

- **Grading**

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
BOC Exam Preparation Exercises	15	2	30
CAT/Case Study Presentation	1	50	50
Clinical Proficiency Evaluations	16	Pass/Fail	Pass/Fail
Cultural Competence and Ethical Practice Interview	1	50	50
Evaluation of Preceptor/Clinical Site Survey	1	10	10
Expectations Document, EAP, and Scavenger Hunt	1	90	90
Final Clinical Performance Evaluation	1	100	100
Goal Development Plan	1	20	20
Goal Development Plan Review	1	20	20
Healthcare Educational Project	1	20	20
Mid-Semester Clinical Performance Evaluation	1	100	100
Pre-Clinical Survey	1	10	10
TOTAL	—	—	500

- **Course Grading Scale**

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

A: 465.0 – 500.0 pts. (93%)	C+: 385.0 – 399.9 pts. (77%)
A-: 450.0 – 464.9 pts. (90%)	C: 365.0 – 384.9 pts. (73%)
B+: 435.0 – 449.9 pts. (87%)	C-: 350.0 – 364.9 pts. (70%)
B: 415.0 – 434.9 pts. (83%)	D: 315.0 – 349.9 pts. (63%)
B-: 400.0 – 414.9 pts. (80%)	F: < 315.0 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.

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

Class Schedule

DATE	TENTATIVE TOPIC	ASSIGNMENTS DUE
8/25*	Snapshot of Practicum and Foundational Behaviors	Student Consent and Acknowledgement of Risk Forms
9/1	Personal Reflection on Change	Syllabus Contract, Goal Development Plan, BOC Prep #1 (Van Ost – pgs. 9-18) & #2 (Van Ost – pgs. 19-28)
9/8*	BOC Exam Preparation – Dr. Amanda Caswell	Read Van Ost – Chapters 1-2, Expectations Document, EAP, Clinical Site Scavenger Hunt, Healthcare Educational Project Proposal, BOC Prep #3 (Van Ost – pgs. 131-137)
9/15	Ethical Practice	Results of the Personal Change “Big Test,” BOC Prep #4 (Van Ost – pgs. 29-38)
9/22*	Cultural Competence	Interview, Pre-Clinical Survey, BOC Prep #5 (Van Ost – pgs. 138-141 Section C)
9/29	Cultural Competence	CAT/Case Study Presentation Submission to VATA, BOC Prep #6 (Van Ost – pgs. 39-48)
10/6*	Licensure and Legislative Issues, Scope of Practice	BOC Prep #7 (Van Ost – pgs. 141 Problem XIII-151) & #8 (Van Ost – pgs. 49-58)
10/13	Disabilities Awareness Month – Dr. Michelle Murphy	Healthcare Educational Project, BOC Prep #9 (Van Ost – pgs. 59-68)
10/20*†	Crucial Conversations – Ms. Robyn Madar	Mid-Semester Evaluation, 8 of 16 Clinical Proficiency Evaluations, BOC Prep #10 (Van Ost – pgs. 69-78)
10/27	Working with Difficult Personalities	Evaluation of Preceptor/Clinical Site Survey, BOC Prep #11 (Van Ost – pgs. 79-88)
11/3*	Minors and Older Adults	Goal Development Plan Review, BOC Prep #12 (Van Ost – pgs. 89-98) & #13 (Van Ost – pgs. 99-108)
11/10	Case Study Presentations	CAT/Case Study Presentation, BOC Prep #14 (Van Ost – pgs. 109-125)
11/17*	Case Study Presentations	BOC Prep #15 (Van Ost – pgs. 126-129)
11/24	No Class – Thanksgiving	
12/1	Final Exam Pre-brief	

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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

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.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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 300 hours** (approximately 10-40 hours per week) to a **maximum of 400 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.

Student Acknowledgement of Syllabus

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

*I have read the course syllabus for ATEP 676 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 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

(Instructor Copy: This copy should be signed and scanned as a pdf and uploaded to Blackboard no later than August 25, 2021.)