

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

ATEP 566.002 – Athletic Training Practicum 1  
2 Credits, Spring 2022

January 19-20, 2022 | 10:00 AM – 2:00 PM | Colgan Hall

January 24, 2022 – March 13, 2022 | R/2:30 PM – 3:45 PM | Colgan 318 and at Assigned Clinical Site

March 21, 2022 – May 18, 2022 | R/10:30 AM – 11:45 AM | Colgan 318 and at Assigned Clinical Site

**Faculty**

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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 530, 540, 545, 550, 555

**Co-requisite:** Concurrently enrolled in ATEP 560, 565, 570, 575, 600

**University Catalog Course Description**

Emphasizes clinical examination and acute care of injuries during a clinical immersion practicum field experience under the direct supervision of a preceptor for 150 to 200 hours.

**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). All clinical proficiencies are graded on a 20-point scale. Students must achieve a passing score of 17 or greater (80%) 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. Challenge Proficiencies are completed in the second half of the clinical experience. These ‘Challenge Proficiencies’ then become ‘Mastery Proficiencies’ for a future 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 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 hybrid (2-75% online)] 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. Administer therapeutic interventions to patients with lower body conditions in a health care setting;
5. Demonstrate physical assessments of the lower body to patients in a health care setting; and
6. 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 566 Practicum Manual

## Course Performance Evaluation

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

- **Assignments and/or Examinations**

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
CAT Presentation*	1	25	25
Clinical Proficiency Evaluations*±	16	Pass/Fail	Pass/Fail
Evaluation of Preceptor/Clinical Site Survey	1	5	5
Expectations Document, EAP, and Scavenger Hunt	1	Pass/Fail	Pass/Fail
FERPA Training & Quiz	1	Pass/Fail	Pass/Fail
Final Clinical Performance Evaluation*±	1	100	100
Final Comprehensive Examination*	1	125	125
Goal Development Plan*	1	20	20
Goal Development Plan Review*	1	20	20
HIPAA Quiz	1	Pass/Fail	Pass/Fail
Mid-Semester Clinical Performance Evaluation*±	1	100	100
National Athletic Training Month Project*	1	50	50
Pre-Clinical Experience Survey	1	5	5
Professionalism/Patient Privacy Interview*	1	50	50
<b>TOTAL</b>	—	—	<b>500</b>

\*This is a Performance-Based Assessment

±Fieldwork experience is required

- **CAT Presentation (25 points)**

The student will present and lead a discussion on the CAT topic identified for the ATEP 560 written assignment.

- **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. Students must earn a score of 17 or greater on all mastery proficiencies. Students must attempt all challenge proficiencies.

- **Evaluation of Preceptor/Clinical Site Survey (5 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 (Pass/Fail)**

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.

- **FERPA Training & Quiz (Pass/Fail)**  
The student will complete virtual FERPA training and complete the associated quiz on Blackboard.
- **Final Comprehensive Examination (125 points)**  
The student will complete a final comprehensive examination covering one or more practical skills. The examination date and time will be announced as soon as a room is reserved.
- **Final Clinical Performance Evaluation (100 points)**  
The preceptor will complete the evaluation and provided feedback 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.
- **HIPAA Quiz (Pass/Fail)**  
The student will complete the associated HIPAA quiz on Blackboard.
- **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.
- **National Athletic Training Month Project (50 points)**  
The student will design and implement a project to promote the profession of athletic training during the month of March. The student may consult with the preceptor, but the project should be implemented by the student. All projects must be approved in advance by the course instructor.
- **Pre-Clinical Experience Survey (5 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.
- **Professionalism/Patient Primacy Interview (50 points)**  
Throughout the semester, professionalism and patient primacy 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.

- **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 150 hours and no more than 200 hours** (approximately 10-20 hours per week) 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.

### **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.

- **Grading**

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**

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

### Class Schedule

DAY	DATE	TENTATIVE TOPIC	ASSIGNMENTS DUE
1	1/18	Practicum Orientation, Goal Setting, Student Clinical Expectations	
2	1/27*	Athletic & Recreation Safety Training	Syllabus Contract, FERPA Training & Quiz, Goal Development Plan
3	2/3	Effective Communication	Expectations Doc, EAP, & Clinical Site Scavenger Hunt, Optimizing Communication Reading
4	2/10*	Evidence-Based Practice	Evidence-Based Practice Reading
5	2/17	Professionalism in Athletic Training	National Athletic Training Month Project Proposal
6	2/24*	Time Management	Pre-Clinical Survey
7	3/3	HIPAA	HIPAA Readings & Quiz
8	3/10*	Ethical Practice	
9	3/17	<b>** SPRING BREAK **</b>	
10	3/24*	Patient Primacy and Advocacy	Interview
11	3/31†	PPEs, Insurance	Insurance Findings, Mastery Clinical Proficiency Evaluations, Mid-Semester Clinical Performance Evaluation
12	4/7*	Professional Advocacy	National Athletic Training Month Project Summary
13	4/14	Preceptor Acknowledgements, Self-Evaluation & Reflection, Challenges & Triumphs	Evaluation of Preceptor/Clinical Site Survey, Goal Development Plan Review
14	4/21*	CAT Presentations	CAT Study Presentation

15	4/28	CAT Presentations	
16	5/5	Final Exam Pre-brief	
FINAL	TBD*†	<b>** Final Exam **</b>	Challenge Clinical Proficiency Evaluations, Final Clinical Performance Evaluation

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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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 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 <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>

### **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](mailto:titleix@gmu.edu).

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



## Student Acknowledgement of Syllabus

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

\*I have read the course syllabus for ATEP 566 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