

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

ATEP 686.002 – Athletic Training Practicum 5
6 Credits, Spring 2018
M/12pm – 2:45 PM Bull Run Hall 253 – Science & Technology Campus

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 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 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. 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
2. Vanost. (2017). *Athletic Training Exam Review*, 6th edition. Slack. ISBN: 9781630913649

Recommended Texts

1. Prentice. (2017). *Principles of Athletic Training*. McGraw Hill. ISBN: 9781259824005
2. NATA Position Statement. Located at NATA.org.

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

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. ***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.***

Advancing Knowledge Project Presentation

Throughout the semester, the Advancing Knowledge Foundational Behaviors of Professional Practice (FBPP) of Athletic Trainers will be discussed and presented. This assignment will provide you with an opportunity to present the Advancing Knowledge Project that will be developed in ATEP 680.

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. *T*

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. ***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.

Case Study Presentation

The student will lead a round table discussion that begins with a presentation of an interesting or deviated from the expected case from their clinical setting.

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.

BOC Examination Preparation

To prepare for the BOC examination the required Van Ost textbook will be utilized along with other assignments as per the course calendar. Students are to attempt the questions/scenarios in the sections without referencing the answer key in the back of the textbook. Students will then self-grade based on the answer key; the student is to mark the incorrect answers in their textbook. The student is then to write at least one reference by each answer that was marked incorrect and indicate the correct answer. The reference could include textbooks, articles, class notes, etc. Students

BOC Self Examinations

As a part of the student's course fees, 2 vouchers will be purchased for students to attempt the self-assessment examinations on the BOC website. A screenshot of the completed examination report will be uploaded to Blackboard for a completion grade.

Grading

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL	Due Date
Case Study Presentation	1	25	25	4-23
Clinical Integrative Proficiency Evaluations	9	Pass/Fail	Pass/Fail	5-10
BOC Self-Assessment Examinations	2	5	10	#1: 3-12-18 #2: 5-10
Advancing Knowledge Project Presentation	1	35	35	4-23
Evaluation of Preceptor/Clinical Site Survey	1	10	25	4-16
Expectations Document, EAP, and Scavenger Hunt	1	Pass/Fail	Pass/Fail	1-29
BOC Examination Preparation	8	5	40	<i>see schedule</i>
Final Comprehensive Examination	1	125	125	5-10
3 Week Clinical Performance Evaluation	1	5	5	2-12
10 Week Clinical Performance Evaluation	1	5	5	4-9
Mid Semester Clinical Performance Evaluation	1	75	75	3-5
Final Clinical Performance Evaluation	1	75	75	5-10
MSAT Exit Survey	1	10	10	4-30
Throughlines	2	35	70	#1: 1-29 #2: 4-30
TOTAL	—	—	500	—

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%)	

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-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 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

DAY	DATE	TENTATIVE TOPIC	ASSIGNMENT
Pre-class	M/T 1-8&9	Review of ATEP Policies and Procedures	
1	M 1-22*	Introduction to Practicum; Foundational Behavior: Advancing Knowledge; Goal Setting	
2	M 1-29	Advancing Knowledge Discussion; Professional Wellness	-#1 Throughline due -Expectations Document due -2 Copies of all site related EAPs -Clinical Site Scavenger Hunt due
3	M 2-5*	CAATE Site Visit- 12:45-2:15pm; BRH212	Attend CAATE Meeting
4	M 2-12	Resume Development	-3 Week Performance Evaluation due -Resume copy due in class
5	M 2-19*	BOC Preparation; Resume Development	-VanOst Reading: Chpt 1 & 2
6	M 2-26	BOC Preparation; Finding a job	-VanOst Activity: pg 9-56
7	M 3-5*	BOC Preparation; Interviewing	-Mid semester evaluation due -Read BOC Practice Analysis, 7 th Edition Outline: Domains & Tasks -VanOst Activity: pg 57-95
	3-12 to 18	Spring Break!	NOTHING!!! -#1 BOC Self-Examination
8	M 3-19	Difficult Conversations	Read BOC Candidate Handbook Complete BOC Sample Exam Questions VanOst Activity: pg 96-108
9	M 3-26*†	You Passed Your BOC...now what?	-Advancing Knowledge Project Development due -Mid Semester Clinical Evaluations and Mastery Proficiencies due -Read BOC Exam Development & Scoring -VanOst: pg 109-125
10	M 4-2	Professional Practice and Responsibility	-BOC Video - VanOst: pg 126-130
11	M 4-9*	Certification Maintenance Requirements	-BOC Video -10 Week evaluation due VanOst: Chpt 4
12	M 4-16	Ethical and Professional Obligations	-BOC Video -Evaluation of Preceptor/Clinical Site Survey due -VanOst : Chpt 5

13	T 4-23* 2-3:15pm BRH 257	Case Study Presentations	-Case Study Presentations Due -VanOst: Chpt 6
14	M 4-30	Preceptor Acknowledgements, Semester in Review, Wrap-up	-MSAT Exit Survey due -#2 Throughline due -Advancing Knowledge Project Due -VanOst: Chpt 7
FINAL	Th 5-10*†	Comprehensive Final Exam, 10:30 AM to 1:15 PM	-End-of-Semester Clinical Evaluation due -All Clinical Integrative Proficiencies due -#2 BOC Self Examination Due

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

**Bi-monthly schedule/hours log due.*

† *Preceptor evaluations and proficiencies 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 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

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 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 (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 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.)