

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

ATEP 676.002 – Athletic Training Practicum 4  
4 Credits, Fall 2019

M/12:45 – 2:00 PM | Katherine Johnson Hall (KJH) 212 – Science & Technology Campus

**Faculty**

Name: Amanda Caswell, PhD, LAT, ATC; Candace Lacayo, PhD, LAT, ATC  
Office Hours: M/T 2:00 PM – 3:00 PM 8-26 to 10-18; F 2:00 PM – 3:00 PM and By Appointment  
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**Prerequisites/Corequisites**

**Pre-requisites:** Requires minimum grade of B- in the following courses: ATEP 650, 656 and 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. 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 internship and face to face formats.

## 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.

Upon completion of this course, students will have met the following professional standards:

Not Applicable

## Required Texts

1. ATEP 676 Manual
2. Prentice WE. 2016. Principles of Athletic Training: A Competency-Based Approach. 16<sup>th</sup> ed. New York, NY: McGraw-Hill Higher Education.
3. Van Ost, Feirman, Manfre'. 2017. Athletic training exam review: A student guide to success. 6<sup>th</sup> edition. Thoroughfare, 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, Tk20, hard copy).

- **Assignments and/or Examinations**

The course instructor, in consultation with the Preceptor, assigns the final grade based on several specific requirements for evaluation. Specifically, the Preceptor will supply scoring and relative open-ended feedback on the Mid Semester Clinical Performance Evaluation, Final Clinical Performance Evaluation, and Clinical Proficiency Evaluations.

### Throughlines

The student is required to complete two Throughline reflective writings on questions and topics that are provided in the Blackboard assignments section.

| Due Date       | Description    | Course Objective | Points |
|----------------|----------------|------------------|--------|
| 9-9; 11:59pm   | Throughline #1 | 1, 5             | 45     |
| 11-25; 11:59pm | Throughline #2 | 1, 5             | 45     |

### **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 assignment is graded Pass/Fail for the course. Failure to submit materials by the indicated date will result in a failure for the course.**

| Due Date                        | Description  | Course Objective | Points           |
|---------------------------------|--|------------------|------------------|
| <b>9-16; Beginning of Class</b> | Expectations Document, Emergency Action Plan (EAP), and Clinical Site Scavenger Hunt | 2                | Pass/Fail Course |

### **Cultural Competence Interview**

Throughout the semester, the Foundational Behaviors of Professional Practice of Athletic Trainers will be discussed and presented. This assignment will provide you with an opportunity to interview your Preceptor about specific cultural competence topics and allow you to reflect on your ideals and beliefs. Five questions will be provided and the student is responsible for developing 10 additional open-ended questions; after the interview the Preceptor will sign and date the question sheet. The student will then provide a typed, double-spaced summary of the interview with their reflections on the Preceptor answers.

| Due Date                        | Description                   | Course Objective | Points |
|---------------------------------|-------------------------------|------------------|--------|
| <b>10-7; Beginning of Class</b> | Cultural Competence Interview | 2                | 50     |

### **Pre-Clinical Experience & Preceptor/Clinical Site Surveys**

The Pre-Clinical Experience survey will be conducted via Qualtrics in order to collect pertinent information that will aid in making suitable clinical assignments. The Preceptor/Clinical Site survey will be conducted via Qualtrics in order to collect feedback about the Preceptor and clinical site. A link will be provided to the survey on Blackboard. **The assignments are graded Pass/Fail for the course. Failure to submit materials by the indicated date will result in a failure for the course.**

| Due Date                        | Description                                  | Course Objective | Points           |
|---------------------------------|--|------------------|------------------|
| <b>10-7; Beginning of Class</b> | Pre-Clinical Experience Survey               | --               | Pass/Fail Course |
| <b>12-1; Beginning of Class</b> | Evaluation of Preceptor/Clinical Site Survey | --               | Pass/Fail Course |

### **Clinical Proficiency Evaluations**

The student must complete all Mastery and Challenge clinical proficiency evaluations associated with the previous and current courses. These evaluations will be assessed by each student's Preceptor. **The assignment is graded Pass/Fail for the course. Failure to submit materials by the indicated date will result in a failure for the course.**

| Due Date | Description | Course Objective | Points |
|----------|-------------|------------------|--------|
|----------|-------------|------------------|--------|

|  |  |     |                     |
|--|--|-----|---------------------|
| <b>10-28;<br/>Beginning of<br/>Class</b> | Mastery Clinical Proficiency Evaluations   | 1-5 | Pass/Fail<br>Course |
| <b>12-9; Beginning<br/>of Class</b>      | Challenge Clinical Proficiency Evaluations | 1-5 | Pass/Fail<br>Course |

### Mid and Final 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.

| Due Date                                 | Description                                  | Course Objective | Points |
|--|--|------------------|--------|
| <b>10-28;<br/>Beginning of<br/>Class</b> | Mid-semester Clinical Performance Evaluation | 5                | 75     |
| <b>12-9; Beginning<br/>of Class</b>      | Final Clinical Performance Evaluation        | 5                | 75     |

### Healthcare Educational Project

The student will design and implement educational programming related to healthcare, and specifically to the target audience (e.g., professional staff, patients/clients, parents, general public) at the clinical practicum site. The student may consult with the preceptor during the planning phase to determine what type of programming would be most beneficial, but the project should be implemented by the student. A written summary proposal of the project must be approved in advance by the course instructor.

| Due Date                            | Description                             | Course Objective | Points |
|-------------------------------------|---|------------------|--------|
| <b>9-23; Beginning<br/>of Class</b> | Healthcare Educational Project Proposal | 2                | 10     |
| <b>11-4; Beginning<br/>of Class</b> | Healthcare Educational Project          |                  | 25     |

### Case Study Presentation

The student will select a case study topic from their current clinical education site. The case study can be from any of the 5 domains of athletic training. An abstract and presentation will be developed. A round table discussion format will be used for the presentation.

| Due Date                                 | Description  | Course Objective | Points                  |
|--|--|------------------|-------------------------|
| <b>Before 11-25</b>                      | Case Study Project Proposal                        | 1,5              | Pass/Fail<br>Assignment |
| <b>11-25;<br/>Beginning of<br/>Class</b> | Case Study Project Project Abstract                | 1, 2, 5          | 10                      |
| <b>11-25;<br/>Beginning of<br/>Class</b> | Case Study Project Project PowerPoint Presentation | 1, 2, 5          | Pass/Fail<br>Assignment |
| <b>12-2</b>                              | Case Study Project Project Presentation            | 1, 2, 5          | 15                      |

### Final Comprehensive Examination

There will be a practical simulated final examination in which the student will provide care to a simulated patient.

| Due Date | Description | Course | Points |
|----------|-------------|--------|--------|
|----------|-------------|--------|--------|

|      |                                 | Objective |     |
|------|---------------------------------|-----------|-----|
| 12-9 | Final Comprehensive Examination | 1-5       | 125 |

### BOC Preparation

Assignments will be completed throughout the semester to assist the student with preparation for the athletic training Board of Certification examination. Assignments are listed on the course calendar that list “Van Ost pg” with the corresponding page numbers of the assignment. Students are to complete the assignment by: 1) attempting the questions, 2) check answers with the key in the back of the textbook, 3) for questions that were incorrect, students are to find and list at least 1 reference for the correct answer. ***Students will bring books to class weekly for grading and completion verification.*** The culminating assignment is completion of the BOC Practice Exam that will be provided via the BOC website.

| Due Date                        | Description                      | Course Objective | Points  |
|---------------------------------|----------------------------------|------------------|---------|
| Weekly as per Syllabus Calendar | Van Ost Textbook Study Questions | 1                | 2 each  |
| Week of 11-26                   | BOC Practice Examination         | 1                | 3 point |

- **Grading**

| ASSESSMENT METHOD                              | NUMBER | POINTS EACH | POINTS TOTAL |
|--|--------|-------------|--------------|
| Case Study Presentation                        | 1      | 25          | 25           |
| Clinical Proficiency Evaluations               | 14     | Pass/Fail   | Pass/Fail    |
| Cultural Competence Interview                  | 1      | 50          | 50           |
| Evaluation of Preceptor/Clinical Site Survey   | 1      | Pass/Fail   | Pass/Fail    |
| Expectations Document, EAP, and Scavenger Hunt | 1      | Pass/Fail   | Pass/Fail    |
| Final Clinical Performance Evaluation          | 1      | 75          | 75           |
| Final Comprehensive Examination                | 1      | 125         | 125          |
| Healthcare Educational Project                 | 1      | 35          | 35           |
| Mid Semester Clinical Performance Evaluation   | 1      | 75          | 75           |
| Pre-Clinical Experience Survey                 | 1      | Pass/Fail   | Pass/Fail    |
| Throughlines                                   | 2      | 45          | 90           |
| BOC Preparation                                | 12     | 2-3         | 25           |
| <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%) | F: < 315 pts.             |
| B+: 435 – 449.9 pts. (87%) |                           |
| B: 415 – 434.9 pts. (83%)  |                           |
| B-: 400 – 414.9 pts. (80%) |                           |

## 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 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   |
|-----|----------|--|--|
| 1   | M/8/26*  | Introduction to Practicum and Foundational Behaviors, Review of ATEP Policies and Procedures |  |
| 2   | M/9/9    | BOC Prep, Throughline Discussion   | -Throughlines due<br>-Van Ost pg 1-7 <i>bring book to class</i>  |
| 3   | M/9/16*  | Personal Reflection on Change  | -Expectations Document, EAP, and Clinical Site Scavenger Hunt due<br>-Van Ost pg 9-24 (stop @ Clinical Eval & Diagnosis), 96-106 (stop @ biomechanics) |
| 4   | M/9/23   | Legislative Issues   | -Results of the Big Test<br>-Healthcare Educational Project Proposal<br>-Van Ost pg 24-42 (stop @ Immed & Emerg Care), 106-114 (stop @ Nutrition)      |
| 5   | M/9/30*  | Ethical Practice Licensure Issues, Scope of Practice   | -Read NATA Code of Ethics and BOC Standards of Professional Practice<br>-Van Ost pg 42-57 (stop @ Treat & Rehab), 114-120                              |
| 6   | M/10/7   | Cultural Competence  | -Interviews and Pre-Clinical Survey due<br>-Van Ost pg 57-79 (stop @ Org & Prof Health & Well), 121-125  |
| 7   | T/10/15* | Cultural Competence <i>Monday classes on Tuesday</i>   | -Van Ost pg 79-96 (stop @ Related Subject Matter)  |

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|              |                 |   |   |
|--------------|-----------------|---|---|
| 8            | M/10/21         | Dr. Michelle Murphy, Disabilities Awareness Month             | -Read "The Best Birthday Party Ever"<br>-Van Ost pg 126-129   |
| 9            | M/10/28*†       | Mr. Rick Holt, Crucial Conversations                          | -Mid Semester Clinical Evaluations<br>-Mastery Proficiencies due<br>-Van Ost pg 131-152                     |
| 10           | M/11/4          | Ms. El Brown, A Parent's Perspective                          | -Evaluation of Preceptor/Clinical Site Survey due<br>-Healthcare Educational Project<br>-Van Ost pg 153-157 |
| 11           | M/11/11*        | <i>Class with Dr. Fyock</i>                                   | -Van Ost pg 158-161   |
| 12           | M/11/18         | Working with Difficult Personalities; Minors and Older Adults | -Van Ost pg 153-170   |
| 13           | M/11/25*        | No Class Meeting  | -Case Study Presentations & Abstracts due<br>-BOC Practice Exam during week<br>-Throughlines due            |
| 14           | M/12/2          | Case Study Presentations                                      |   |
| <b>FINAL</b> | <b>M/12/9*†</b> | <b>Comprehensive Final Exam,<br/>10:30 AM to 1:15 PM</b>      | -End-of-Semester Clinical Evaluation<br>-All Proficiencies due  |

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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 <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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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 300 hours (and no more than 400 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](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 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 returned to course instructor no later than the second class meeting.)

