

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

ATEP 656.A01 – Athletic Training Practicum 2  
1 Credit, Summer 2024

As scheduled with clinical preceptor | Blackboard and at assigned practicum 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 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 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 hybrid (2-75% online) 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. Electronic Health Record (EHR) Go Student Subscription

### **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 Mastery Proficiencies by 11:59 PM on June 25, 2024, will result in failure of the course.***

- **Electronic Health Records (25 points each = 75 points)**  
 The student will complete three electronic health records on simulated patients using the EHR Go subscription website. *These assignments will be completed by 11:59 PM on June 3, June 16, and June 25, 2024.*
- **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. *This survey will be completed by 11:59 PM on June 25, 2024.*
- **Expectations Document, Emergency Action Plan (EAP), and Clinical Site Scavenger Hunt (15 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. *This completed form, EAP, and results of the scavenger hunt are due by 11:59 PM on June 10, 2024.*
- **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 11:59 PM on June 30, 2024.*
- **Goal Development Plan (50 points)**  
 The student is required to develop a SMART goal focused on therapeutic interventions for non-sport populations. *The plan is due by 11:59 PM on June 3, 2024.*
- **Mid Semester 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 11:59 PM on June 16, 2024.*
- **PPE Analysis (50 points)**  
 The student is required to sign up for and attend one of the Fairfax County Public Schools Preparticipation Physical Exam nights and then analyze the experience. *This assignment will be completed by 11:59 PM on June 25, 2024.*
- **Teamed Approach Interview (100 points)**  
 This assignment will provide the student an opportunity to interview the preceptor about specific situations related to this foundational behavior and allow the student to reflect on his/her ideals and beliefs. *All parts of this assignment are due by 11:59 PM on June 16, 2024.*
- **\*Bonus Discussion Board Questions (2 pts per discussion)**  
 Discussion board questions will be posted throughout the semester for bonus points. This

assignment is optional and cannot negatively impact final grading for lack of participation.

- **Assignments and/or Examinations**

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Clinical Proficiency Evaluations*±	9	Pass/Fail	Pass/Fail
Electronic Health Records*	3	25	75
Evaluation of Preceptor/Clinical Site Survey	1	10	10
Expectations Document, EAP, and Scavenger Hunt	1	15	15
Final Clinical Performance Evaluation*±	1	100	100
Goal Development Plan*	1	50	50
PPE Analysis	1	50	50
Mid Semester Clinical Performance Evaluation*±	1	100	100
Teamed Approach Interview*	1	100	100
<b>TOTAL</b>	—	—	<b>500</b>

\*This is a Performance-Based Assessment

±Fieldwork experience is required

- **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.

### 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.

### E-mail Correspondence

Only messages that originate from a George Mason University address will be accepted. The following is an appropriate professional format:

Dear Dr. Warren, (*Beginning salutation*)

I am looking forward to your class. (*Text body*)

Regards, (*Ending Salutation*)

- **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/polices-procedures/>

### Class Schedule

DATE	TENTATIVE TOPIC	ASSIGNMENTS DUE
5/13	Introduction to Practicum, Foundational Behaviors	
5/15		Syllabus Contract
6/3	SMART Goals	Goal Development Plan, Electronic Health Record #1
6/10*		Expectations Document, EAP, Clinical Site Scavenger Hunt, Clinical Schedule
6/16†	Teamed Approach	Teamed Approach Interview, Mid Semester Clinical Evaluation,

6/25	Preparticipation Physicals	Clinical Schedule, Electronic Health Record #2
6/30*†		Evaluation of Preceptor/Clinical Site Survey, Electronic Health Record #3, PPE Analysis Clinical Proficiency Evaluations, Final Clinical Evaluation, Hours Log

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/>.

### 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 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