

Wichita State University Athletic Training Program

Pre-Professional Phase Athletic Training Student Policies & Procedures Manual

Department of Human Performance Studies

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Forward

Athletic Trainers (ATs) are healthcare professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the states' statutes, rules and regulations. As a part of the healthcare team, services provided by ATs include injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. Athletic training is recognized by the American Medical Association (AMA) as a healthcare profession. The athletic trainer functions as an integral member of the athletic health care team in secondary schools, colleges and universities sports medicine clinics, professional sports programs and other athletic health care settings. The athletic healthcare team includes: the athletic trainer, administrators, parents, athletes and athletic coaches in the providing an efficient and responsive athletic health care delivery system. As a member of the complete health care team, the athletic trainer works under the direction of a licensed physician and in cooperation with other healthcare professionals.

The Athletic Training Program (ATP) at Wichita State University takes great pride in the quality of education it provides to students. Realizing that athletic training is such a diverse field, athletic training students are exposed to a variety of different learning experiences and teaching methods. Classroom and clinical experience is gained in each of the following curriculum areas of athletic training:

1. Evidence Based-Practice
2. Prevention and Health Promotion
3. Clinical Examination and Diagnosis
4. Acute Care of Injuries and Illnesses
5. Therapeutic Interventions
6. Psychosocial Strategies and Referral
7. Health Care Administration
8. Professional Development and Responsibility

By encouraging athletic training students (ATS) to develop each of these areas, a well-rounded and competent practitioner will emerge from the program that will be able to adequately negotiate obstacles both on and off the field. In order to gain the clinical experience necessary to achieve Board of Certification (BOC) certification and a career in athletic training, it is important that the student become a working member in the athletic training facility. The BOC has identified the performance domains of the practicing athletic trainer to be:

1. Injury and Illness Prevention and Wellness Promotion
2. Examination, Assessment and Diagnosis
3. Immediate and Emergency Care
4. Therapeutic Intervention
5. Healthcare Administration and Professional Responsibility

This manual is intended to aid in the orientation of the ATS as well as serve as a valuable reference tool during the pre-professional phase experience. Athletic training is a profession that commands a great deal of dedication and work without much credit. Prioritization of extracurricular activities is a necessary step to achieve success in the athletic training facility and in the classroom. The clinical experience begins during the first week of school in August and ends around mid-May with finals. Holiday breaks for athletic trainers are unlike those of the average person. Clinical time accrued

during holiday breaks outside the academic calendar is left up to the student; however, these hours do not count toward any course, practicum, or internship credit.

Foundational Behaviors of Professional Practice

These basic behaviors permeate professional practice and should be incorporated into instruction and assessed throughout the educational program.

Primacy of the Patient	<ul style="list-style-type: none"> • Recognize sources of conflict of interest that can impact the client's/patient's health. • Know and apply the commonly accepted standards for patient confidentiality. • Provide the best healthcare available for the client/patient. • Advocate for the needs of the client/patient.
Team Approach to Practice	<ul style="list-style-type: none"> • Recognize the unique skills and abilities of other healthcare professionals. • Understand the scope of practice of other healthcare professionals. • Execute duties within the identified scope of practice for athletic trainers. • Include the patient (and family, where appropriate) in the decision-making process. • Work with others in effecting positive patient outcomes.
Legal Practice	<ul style="list-style-type: none"> • Practice athletic training in a legally competent manner. • Identify and conform to the laws that govern athletic training. • Understand the consequences of violating the laws that govern athletic training.
Ethical Practice	<ul style="list-style-type: none"> • Comply with the NATA's <i>Code of Ethics</i> and the BOC's <i>Standards of Professional Practice</i>. • Understand the consequences of violating the NATA's <i>Code of Ethics</i> and BOC's <i>Standards of Professional Practice</i>. • Comply with other codes of ethics, as applicable.
Advancing Knowledge	<ul style="list-style-type: none"> • Critically examine the body of knowledge in athletic training and related fields. • Use evidence-based practice as a foundation for the delivery of care. • Appreciate the connection between continuing education and the improvement of athletic training practice. • Promote the value of research and scholarship in athletic training. • Disseminate new knowledge in athletic training to fellow athletic trainers, clients/patients, other healthcare professionals, and others as necessary.
Cultural Competence	<ul style="list-style-type: none"> • Demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare. • Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations. • Work respectfully and effectively with diverse populations and in a diverse work environment.
Professionalism	<ul style="list-style-type: none"> • Advocate for the profession. • Demonstrate honesty and integrity. • Exhibit compassion and empathy. • Demonstrate effective interpersonal communication skills.

Program Design and Accreditation

The Department of Human Performance Studies (HPS) offers a four-year program of study leading to a Bachelor of Arts degree in Athletic Training. The ATP consists of a one-semester pre-professional phase and a three-and-a-half-year professional phase. Students begin their sequenced program in the fall of their first year enrolled at WSU. The program of study incorporates academic course requirements with clinical experiences to encompass the entry-level professional qualifications of the athletic trainer. The academic structure involves 80 hours of courses, laboratories, and practicums to fulfill the NATA

Athletic Training Education Competencies. ATS engage in areas of concentration for upper body and lower body injuries, sports that use protective equipment, and general medical conditions. **The ATP has been granted accreditation by the Commission on Accreditation of Athletic Training Education (CAATE).** The CAATE issued the ATP accreditation upon successful completion of a site visit and review of accreditation criteria.

BOC vs. NATA

The Board of Certification (BOC) is the certifying agency for the National Athletic Trainers' Association (NATA). The mission of the BOC is to provide exceptional credentialing programs for healthcare professionals to assure protection of the public. The values of the BOC are integrity, professionalism, fairness, transparency, and service. The NATA is the national membership organization for the profession of athletic training. The mission of the NATA is to represent, engage and foster the continued growth and development of the athletic training profession and athletic trainers as unique health care providers. ATS are eligible to sit for the BOC certification exam upon graduation from a CAATE accredited program.

Mission Statement

The mission of the ATP is to provide a comprehensive program of academic coursework and field experience that will educate athletic training students for entry-level positions in the profession of athletic training. The ATP strives to meet the standards, educational competencies, and clinical proficiencies for athletic training education through professional service, research activities, and curriculum design. The ATP abides by the policies and procedures as set forth by the CAATE, NATA, BOC, and the Kansas Board of Healing Arts.

Goals and Objectives of the ATP

Standard 1. Students will demonstrate an understanding of evidence-based practice concepts and their application to essential clinical decision-making and critical examination of athletic training practice.

Objectives:

- A. Demonstrate an understanding of evidence-based practice through oral and visual examination of competency testing on skill sheets.
- B. Demonstrate an understanding of evidence-based practice through written examination.
- C. Demonstrate an understanding of evidence-based practice through current literature review on case study projects and presentation.

Standard 2: Students will develop and implement strategies and programs to prevent the incidence and/or severity of injuries and optimize their clients/patients overall health and quality of life. (Prevention and Health Promotion).

Objectives:

- A. Demonstrate an understanding of prevention and health promotion through oral and visual examination of competency testing on skill sheets.
- B. Demonstrate an understanding of prevention and health promotion through written examination.
- C. Demonstrate an understanding of prevention and health promotion through current literature review on case study projects and presentation.

Standard 3. Students will demonstrate the ability to possess strong clinical examination skills in order to accurately diagnosis and effectively treat their patients. (Clinical Diagnosis and Evaluation)

Objectives:

- A. Demonstrate an understanding of clinical examination and diagnosis through oral examination of competency testing on skill sheets.
- B. Demonstrate an understanding of clinical examination and diagnosis through written and practical examinations.
- C. Demonstrate an understanding of clinical examination and diagnosis through current literature review on case study projects and presentation.

Standard 4: Students will demonstrate knowledge and skills in the evaluation and immediate management of acute injuries and illnesses. (Acute Care of Injuries and Illnesses).

Objectives:

- A. Demonstrate an understanding of acute care of injuries and illnesses through oral and visual examination of competency testing on skill sheets.
- B. Demonstrate an understanding of acute care of injuries and illnesses through written examination.
- C. Demonstrate an understanding of acute care of injuries and illnesses through current literature review on case study projects and presentation.

Standard 5. Students will demonstrate the ability to assess the patient’s status using clinician- and patient-oriented outcome measures to determine the stage of healing, goals, and therapeutic intervention to maximize the patient’s participation and health-related quality of life. (Therapeutic Interventions)

Objectives:

- A. Demonstrate an understanding of therapeutic interventions through oral examination of competency testing on skills sheets.
- B. Demonstrate an understanding of therapeutic interventions through written and practical examinations, quizzes, and homework assignments.
- C. Demonstrate an understanding of therapeutic interventions through current literature review on case study projects and presentation.

Standard 6: Students will demonstrate the ability to recognize clients/patients exhibiting abnormal social, emotional, and mental behaviors. (Psychosocial Strategies and Referral).

Objectives:

- A. Demonstrate an understanding of psychological strategies and referral through oral examination of competency testing on skills sheets.
- B. Demonstrate an understanding of psychological strategies and referral through written and practical examinations, quizzes, and homework assignments.
- C. Demonstrate an understanding of psychological strategies and referral through current literature review on case study projects and presentation.

Standard 7: Students will demonstrate the ability to function within the context of a complex healthcare system and understand risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management. (Healthcare Administration).

Objectives:

- A. Demonstrate an understanding of healthcare administration through oral examination of competency testing on skills sheets.
- B. Demonstrate an understanding of healthcare administration through written and practical examinations, quizzes, and homework assignments.
- C. Demonstrate an understanding of healthcare administration through current literature review on case study projects and presentation.

Standard 8: Students will demonstrate the understanding maintaining competence in healthcare, embrace the athletic training practice within the limits of state and national regulations using moral and ethical judgment, and work collaboratively with other healthcare providers. (Professional Development and Responsibility).

Objectives:

- A. Demonstrate an understanding of professional development and responsibility through oral examination of competency testing on skills sheets.
- B. Demonstrate an understanding of professional development and responsibility through written and practical examinations, quizzes, and homework assignments.
- C. Demonstrate an understanding of professional development and responsibility through current literature review on case study projects and presentation.

Standard 9: Students will demonstrate the clinical integration proficiencies that represent the synthesis and integrations of knowledge, skills, and clinical decision-making into actual client/patient care. (Clinical Integration Proficiencies).

Objectives:

- A. Demonstrate an understanding of clinical integration proficiencies through oral examination of competency testing on skills sheets.
- B. Demonstrate an understanding of clinical integration proficiencies through current literature review on case study projects.

Admission Policy

A prospective ATS interested in pursuing the Bachelor of Arts degree in Athletic Training needs to request an application from the ATP Program Director, Clinical Education Coordinator or the Department of HPS. The applicant must meet all admission requirements by WSU.

- A. Application to Pre-Professional Program: An ATP application for the Pre-Professional Program can be completed by visiting the ATP website (www.wichita.edu/athletictraining) or obtained from the ATP CEC or Director. The Pre-Professional Phase admission requirements are located below and must be on file with the Program Director by **March 1st** to assure full consideration into the ATP for the next fall semester. Applications received after **March 1st until July 15th** will be reviewed only if the next beginning class is not full. Applications will not be accepted after **July 15th** for the upcoming academic year. Please contact the Program Director or Clinical Education Coordinator for additional information regarding the number of available openings in the ATP for the next beginning class. After all admission materials are received, prospective students are sent an admittance letter verifying acceptance into the Pre-Professional Phase. The student application file for pre-professional program must include:
 - 1. Letter of interest
 - 2. Complete application
 - 3. Three letters of recommendation
 - 4. Completion of WSU admission criteria

- B. Application to Professional Program: In order for the ATS to be selected into the Professional Program of the ATP, the ATS must complete the following criteria before formal admittance is granted. All professional program criteria must be completed by **November 15th** and include:
 - 1. Health Examination (Return verification form ONLY)
 - 2. Signed Technical Standards
 - 3. Immunization Record Check by MD, DO, PA, or NP
 - A. Proof of 2 MMRs
 - B. Proof of (-) Tuberculosis (TB) tests within last 12 months
 - C. Hepatitis B Vaccination or Signed Declination
 - D. Influenza Vaccination or Signed Declination
 - E. Proof of immunity to Pertussis as evidenced by receipt of a single dose of Tdap (ADACEL™). Those aged less than 64 who do not have documentation of Tdap immunization should

receive a single dose of Tdap if it has been at least 2 years since receipt of a tetanus toxoid-containing vaccine.

- F. Proof of immunity to varicella as evidenced by any of the following: 1) History of chickenpox infection or herpes zoster, 2) Documentation of 2 varicella vaccines or 3) Positive varicella titer.
- 4. CPR for the Professional Rescuer Certification
- 5. Fall Observation Hours Log (100 hours plus)
- 6. Proof of Student Liability Insurance
- 7. Proof of Health Insurance
- 8. Personal Security Background Clearance
- 9. Personal interview with ATP faculty, students and athletic training staff
- 10. Completed core courses with a “B” average or better:
 - a. HPS 114 – Introduction to Athletic Training
 - b. HPS 130 – Taping and Bandaging in Athletic Training
 - c. HP 203 – Medical Terminology

Letters are sent to students regarding formal admittance into the Professional Phase after the personal interview and final grades are issued by approximately **December 15th**. The total clinical experience is a minimum of a eight-semester program (including observations). Maximum enrollment is limited to 60 - 65 students. Position openings are limited to 12 -15 per academic calendar year. Prospective students are admitted for the fall semester only. Therefore, admission to the program is very competitive. The above information is transferred onto a Candidate Evaluation Form to reveal the most qualified candidates. The subjective information obtained during the interview with the admission committee and during observation hours may be used to aid in the selection of students. If a student is admitted, they will be responsible for completing all requirements within the admission policy.

Early AT to PT Admittance Program

The Department of Human Performance Studies (HPS) ATP and the Department of Physical Therapy (PT) have jointly agreed to offer a special program available to athletic training majors at WSU. The Early Admittance Program is designed to admit candidates into the Physical Therapy Program through special considerations. These candidates are admitted under the following guidelines:

Special Considerations

- A. The ATP Director, Clinical Education Coordinator and Faculty will rank students on:
 - 1) GPA – **MUST** be > 3.7 overall from college courses.
 - 2) Clinical evaluations within the ATP (Preceptor evaluations of student)
 - 3) The PT program will accept no more than 5 candidates per year under this format.
- B. Requirements:
 - 1) Candidates **MUST** be admitted into the Professional Phase of the AT program after their freshman fall semester.
 - 2) Candidates **MUST** graduate from the AT major within the 4-year period.
 - 3) Candidates **MUST** pass their AT national board exam in early spring of their senior year.
 - 4) Candidates **MUST** complete **ALL** PT pre-requisites by the end of their junior year.
 - 5) Candidates **MUST** apply to the Physical Therapy Centralized Application Service (PTCAS) during the fall of their senior year.

Differences between Early Admittance and Regular Admittance

A. Early Admittance:

- 1) Candidates in the AT major are accepted under the special considerations.
- 2) Candidates are ranked by the top five AT students as PT applicants only.

B. Regular Admittance:

- 1) Candidates are placed in a pool of applicants.
- 2) Candidates are evaluated by PT program faculty and ranked within the pool.

Prospective students for the Early AT to PT program **MUST** understand they are **NOT** guaranteed a spot in the Professional Phase of the ATP. Admittance to the Professional Phase of the ATP is based on the student's athletic training clinical skills from course and laboratory, clinical work performance, personal attributes, as well as the ATP faculty and Preceptors considerations of their ability to successfully complete the ATP and BOC national certification exam.

Transfer Policy

Transfer students are considered on a case by case basis. Students wishing to transfer must have completed at least one year of athletic training experience at the college level under the supervision of a certified athletic trainer, complete a care and prevention course or equivalent, a taping section or lab, and have clinical hours endorsed by a supervising athletic trainer. In addition, the transfer student must completed all admission requirements for the pre-professional and professional phase of the program. Lastly, the student must complete an on-campus interview.

Retention

The ATP has developed an academic plan of study which culminates to a Bachelor of Arts degree in Athletic Training. It is imperative that each student follow the specific course sequence throughout their plan of study. Students are required to meet with the program advisor each semester to stay current with their plan of study. Students who fail to meet ATP requirements, have been placed on probation, or fail to maintain College of Applied Studies requirements are subject to dismissal from the ATP.

Once admitted to the ATP the ATS will be evaluated at least twice each semester. As long as appropriate progress is being made, the student will be allowed to move on to the following semester. **If progress is unsatisfactory in either clinic education or classroom performance, the student will be placed on probation for the following semester giving them a chance to remedy any deficiencies.** If the deficiencies are not remedied in the time frame allotted the student will be dropped from the program. The Program Director shall monitor student progress from one semester to the next and shall make all probationary decisions in consultation with the athletic training faculty.

In the classroom, students should maintain an overall grade point average of 2.5, with a 3.0 average in the athletic training major classes. Student performance revealing noncompliance with these guidelines is grounds for review by the Program Director. In clinical education, the student's performance will be evaluated at mid-term and the end of each semester. The student will be

expected to demonstrate knowledge of material from previous semesters as well as new information gained in the current semester (refer to course, laboratory, and/or practicum syllabus for grading practices).

Probation and Dismissal

Students are placed on probation for the next semester if their cumulative WSU GPA falls below 2.50. Pre-professional students placed on probation jeopardize their admission to the professional phase. Students on probation will not be academically dismissed from the ATP until: (1) they accumulate 12 or more attempted hours after being placed on probation, (2) fail to earn at least a 2.50 GPA semester average, and (3) their cumulative or WSU grade point average remains below a 2.50. Students dismissed for academic reasons may seek readmission to the ATP and the College of Applied Studies by appealing in writing for an exception to the regulations. Students should contact the ATP Director and the College of Applied Studies for specific procedures.

Special Requirements and Costs

Students are responsible for all application expenses, including the purchase professional liability insurance in the minimum range of \$1,000,000-\$3,000,000, security background clearance and demonstrate proof of standard health insurance before beginning the professional phase of the ATP. Students are required to provide their own transportation to each clinical site. Students should contact the ATP Director if they have any questions about these special requirements and costs.

Clinical Affiliation and Education

The ATP has affiliation agreements with various health facilities in Wichita to assist with the clinical education of the ATS. The clinical affiliates include a variety of settings. Clinical education involves the rotation of specific experiences tailored to meet program standards and objectives. The ATS must complete the academic course(s) relating to these experiences before the clinical rotation assignment. The entire clinical rotation process is a three year commitment. Students can contact the ATP Director or Clinical Education Coordinator for information on student responsibilities, expectations, and policies for clinical education assignments.

Clinical Education Policies

The ATP has developed clinical education policies relating to the athletic training practicum rotations, clinical hour logs, supervision, and student evaluations. These policies apply to any clinical education environment which the ATP has an affiliation agreement.

A) Clinical Course (Athletic Training Practicum) Rotation:

- a. The clinical education field experiences provide the student with opportunity for informal learning and practice of clinical proficiencies. Ample opportunities for supervised experience working with athletic practice and competition are tailored to meet specific goals and objectives.
- b. Clinical education is incorporated through athletic training practicums which begin in the second semester of the first year after formal admittance to the ATP. These athletic training practicums follow a particular course that encompasses educational and psychomotor competencies as well as clinical proficiencies. Each practicum has detailed clinical objectives the student must meet for a portion of the course grade. Students must enroll and successfully complete the requirements for the practicum before continuation in the clinical education portion of the program.
- c. Professional phase students are evaluated on four specific areas consisting of (1) evaluation of skills, abilities, and professional attitude while serving as an athletic training student at the clinical site, (2) evaluation of the athletic training student's participation in practicum skill tests administered while meeting the class, (3) the completion of the required clinical work hours each week, and (4) student's participation in practicum class sessions and other content areas. The following is a description for each practicum:

ATS Year:	AT Practicum Courses Per Semester:		Clinical Rotation Emphasis:
Freshman	Spring	HPS 121 – Professional Practicum	
Level I (1 st Year ATP)	Fall	HPS 220 – AT Practicum I	Equipment Intensive
	Spring	HPS 221 – AT Practicum II	Upper Extremity Evaluation
Level II (2 nd Year ATP)	Fall	HPS 320 – AT Practicum III	Lower Extremity Evaluation
	Spring	HPS 321 – AT Practicum IV	Therapeutic Modalities & Physical Therapy
Level III (3 rd Year ATP)	Fall	HPS 420 – AT Practicum V	General Medical Conditions & Rehabilitation
	Spring	HPS 421 – AT Practicum VI	Athletic Training Administration & BOC Certification Preparation

B) Clinical Hours and Log:

- a. Clinical hours must be registered in the clinical hour log daily and signed by the student's Preceptor. The Preceptor is responsible to accurately monitor the registering of student hours periodically (at least twice a month). It is the student's responsibility to register and tabulate hours for Preceptor verification. If the student does not register hours, those missing must be made up for clinical education requirements.

- b. Level I-III athletic training students are to accumulate a minimum of 10 hours and a maximum of 60 hours in a week.
- c. Athletic training students are to have one day off per seven day period.
- d. Athletic training students are expected to be on-site daily. Students having a clinical rotation on-campus who have afternoon classes are allowed to leave no more than 30 minutes prior to class time.
- e. Work hours must be considered appropriate for learning experiences; therefore dead-time hours are not to be accumulated. Examples: rain delays, time when team is in film sessions, early training facility hours with no athletes, other situations as deemed by preceptor. Therefore, some weeks will have more and some will have less depending of the particular clinical site schedule. The student must continually plan for events, practices, and competition at their clinical site. The Preceptor will notify the ATS of any changes to the schedule when it becomes available. ATS's are not required to travel out of town during the clinical experience; therefore, release time is provided during off days. ATS's can travel when opportunities become available baring the fact that academic performance does not falter. Every effort should be made to provide time off for academic performance. ATS's are not given time off for outside employment.
- f. Pre-professional phase students (titled Student Observers) must observe an average of 5-7 hours per week. Student observers must also work two home events per semester of their choice at WSU, one high school football game with a Level 1 student, the JK Black/Gold Cross Country Classic in September, the KT Woodman Track/Field Meet in April. In addition, indoor track/field will have two home meets. All of these are required events. A weekly observation/work schedule will be develop by the Clinicl Education Coordintor based on the student's class schedule. and sent to all student observers Perspective athletic training students are evaluated during the observation component on three specific areas consisting of: (1) work performance while serving as a student observer in the clinical site (50%), (2) personal attributes and attitude (25%), and (3) participation and preparation of competency reviews, skills, and other content areas (25%). See page 26 for fall/spring sample evaluation.

C) Clinical Supervision:

- a. Direct supervision applies to instruction and evaluation of clinical proficiencies by a Preceptor. **Constant visual and auditory interaction between the student and Preceptor must be maintained.**
- b. Clinical supervision applies to the field experience under the direction of Preceptor. Daily personal/verbal contact at the setting of supervision between the student and Preceptor, who plans, directs, advises, and evaluates the student's field experience. The Preceptor shall be physically present to intervene on behalf of the athlete/patient.

D) Clinical Evaluation:

- a. The comprehensive assessment plan for the ATP evaluates a variety of issues relating to student skill acquisition, personal/professional attributes, and work performance. These assessments provide the program and student with valuable information to appraise their overall performance. Each evaluation is kept on file in the student's portfolio in the Clinical Education Coordinator's office. The ATP reviews the information and uses the evaluation tools to find any weaknesses or strengths of the program.
- b. Students provide vital information about the effectiveness and efficiency of the

program. Therefore, students will have ample opportunity to complete various assessments about the academic program, Preceptor, clinical sites, and clinical experience. An overview of this comprehensive assessment plan includes:

1. Written student evaluations of individual courses and instructors.
2. Written student evaluations of supervising Preceptor for each CAATE required clinical rotation: equipment intensive, upper extremity, lower extremity, and general medical.
3. Written Preceptor evaluations of students each semester.
4. Written student evaluations of clinical sites
5. Written graduating senior evaluation during the last semester in the ATP.
6. Oral exit interviews with graduating seniors during the last semester in the ATP.
7. Written student evaluations of advising with the HPS Undergraduate Major Advisor regarding required coursework and degree requirements.
8. Alumni evaluation regarding professional preparation at 1 year and 3 year.
9. Employer evaluation within the first year of employment regarding professional preparation.

Clinical Observation Requirements

It is the policy of the ATP that prospective ATS majors must be officially enrolled in professional phase course work, be formally instructed and assessed on athletic training clinical skills as part of a required course prior to performing those skills on patients. The courses HPS 114 – Introduction to Athletic Training will provide opportunity for learning and practice of athletic training skills in a clinical environment under the supervision of a Preceptor. However, pre-professional phase athletic training students **CANNOT** utilize athletic training skills on athletes/patients without being formally admitted and starting the professional phase of the ATP.

Clinical Expectations:

Students are expected to perform the designated competencies based upon their clinical rotation. These competencies are related to the semester's course and laboratory components. Students are expected to bring study materials (e.g. text books) and competencies sheets to the clinical rotation that correlates to the assigned competency. Students will have opportunities to review competencies with their Preceptor during the week prior to obtaining Preceptor or course instructor formal approval. Once approved, students can perform the competency in the clinical setting with Preceptor supervision. The following is a list of clinical expectations for each level:

Professional Student Clinical Expectations:

	Bracing, Taping, Padding, and Wrapping Skills:	Emergency Skills and Risk Management:
Spring Semester: HPS 121 – Professional Practicum	Taping, wrapping, and bracing techniques Fabrication of protective padding Equipment Fitting Procedures	CPR/AED Spine Board/Stabilization Crutch Fitting & Walking Splinting Acute Injury Management Environmental Illness (Heat/Cold & Lightening) Flexibility/Stretching Fitness Exercises Therapeutic Modality Application (ice and heat ONLY) Blood Borne Pathogens Pharmacology: Bronchodilators Epinephrine OTC Protocol/Poison Control

Professional Student Personal Expectations:

	Traits and skills valued most for the best athletic training students:	Skills to be left at home:
Spring Semester: HPS 121 – Professional Practicum	Work ethic	Social media
	Passion	Cell phone lovers
	Strong listening skills	Self-pity
	Strong knowledge of anatomy	
	Hands-on skills	
	Attitude of gratitude	
	Endurance	
	An interest to learn & grow	
Focused		

**Source: Student Athletic Trainer Tips for NFL Training Camps*

Student Interpersonal Relationships

The general rule of thumb to follow is that your personal life is personal until it becomes an issue in the athletic training program, the athletic training facility, athletic department, or clinical affiliation site. In other words, you are free to do, act and say whatever you may feel while you are outside the athletic training facility so long as those actions are not a distraction or topic of conversation during working hours.

It is strongly discouraged for athletic training students to become socially involved with the student-athletes, athletic training staff, coaching staff, HPS or Athletics Department staff members. If such a

relationship should exist and if in any way detracts from the normal operations of the athletic training facility it will create a situation in which the Athletic Training Students involved may be reassigned or dismissed from the athletic training program. Students are to have **NO** cell phone numbers or Facebook contacts of current WSU student-athletes. While we understand friendships could have developed years before, this is an area we want to avoid if situations occur.

Grievance Procedures

You should maintain a professional relationship with the athletes. Respect is very important, you need to gain the athlete's respect in order for them to confide and trust in you. Do not get involved in a confrontation with the athletes. If such a situation develops then consult a staff athletic trainer or the Program Director or Clinical Education Coordinator immediately! Disrespect of an observer or athletic training student by an athlete will not be tolerated.

If at any time an ATS has a problem with an athlete, another student or even a coach they should discuss the situation with a staff athletic trainer or the Program Director. If the problem exists with a staff athletic trainer then reports to the head athletic trainer, Program Director, or Clinical Education Coordinator.

Any ATS that violates the University Code of Student Conduct, the NATA Code of Ethics, the Kansas Board of Healing Arts Code of Conduct, or established athletic training facility rules and procedures and is witnessed by a staff athletic trainer, the Program Director, Clinical Education Coordinator, or coach then the following actions will be taken:

- **First Violation-** The student will be given a verbal warning and correction by a staff athletic trainer. This action will be documented in the student's application file.
- **Second Violation-** The student will be given a written warning and correction by a staff athletic trainer. This action will be documented in the student's application file.
- **Third Violation-** The student will be dismissed from duties immediately. There will be a meeting to decide on dismissal from the athletic training program and also possibly receive an "F" for during the athletic training practicum.

Any student who believes that they have been sexually harassed or witnesses such flagrant acts should report the incidents immediately to the staff athletic trainer, Program Director or Clinical Education Coordinator. Appropriate steps will be taken on an individual case basis.

Communicable Disease Policy

The ATP has adopted the following policies and procedures for athletic training students to complete if symptoms of a communicable disease are present or suspected. Students may not participate in clinical rotations and field experiences during the time they are affected by the communicable disease and shall not return to clinical participation until allowed by the attending physician.

If an ATS becomes ill, he/she must report to Student Health Service on campus or to another medical practitioner for evaluation. Upon evaluation, the medical practitioner will determine the appropriate intervention needed and the amount of time the student shall remain out of contact with others to prevent transmission. If the athletic training student acquires a communicable disease, the student will notify their Preceptor as soon as possible. The Preceptor will then notify the Program Director or Clinical Education Coordinator via email of the athletic training student's condition including the amount of time the student will be absent from the clinical experience. The student will not be permitted to return to the clinical experience until he/she has been re-evaluated by a medical practitioner. A signed release from a medical practitioner must be filled with the Preceptor and Program Director or Clinical Education Coordinator in order for the student to return to the Koch Arena Athletic Training Facility or the affiliated clinical site.

The Wichita State University Student Health Service is required to report to the Kansas Department of Health the names of students who have certain communicable diseases. Students that contract a communicable disease are required to obey prescribed guidelines by his/her attending physician and the recommendations of the University affiliated physicians at Student Health Service. While a complete list of communicable diseases is not provided, Student Health Service advises all students to seek medical attention for any illness or disorder that could potentially be communicable in nature. The athletic training student must report to Student Health Service if one of the following diseases is suspected:

Chickenpox	Conjunctivitis	Diarrhea - Infectious Disease	Diphtheria	Group A Streptococcal	Hepatitis A, B, or C
Herpes Simplex	HIV	Impetigo	Influenza	Lice (Pediculosis)	Measles (Rubeola)
Mumps	Meningitis	Pertussis	Rabies	Rubella	Scabies

Bloodborne Pathogens Safety

Post-Exposure Procedures

Immediate action:

- Thoroughly wash the affected area with soap and warm water for several minutes.
- If exposure is by splashes of infectious materials to the nose, mouth, or eyes, the affected area should be flushed extensively with water, saline or sterile irrigating solution.
- Report all exposures to your supervisor and seek medical attention as soon as possible.



Follow-up:

- An Exposure Report must be filed with Wichita State University-Student Health Services. [Exposure Report](#) (pdf)
- If directed, your physician may prescribe the hepatitis B vaccination. When given within 24 hours of exposure, it will prevent the Hepatitis B virus.

Optional resource for post exposure prophylaxis recommendations is the PEPLine Consultation Service (1-888-448-4911)

WSU ATP has a copy of the SHS BBPE policy in the ATP Policy and Procedure Manual for your review. www.wichita.edu/shs

Coronavirus Policy

1. Course/lab sessions must follow guidelines of social distancing and head count, including instructor as determined by the University.
2. Students and instructors needing physical contact will follow the guidelines below:
 - Must wear gloves, face shields, and mask
 - Must sanitize hands before lab, after each patient change/physical contact, and upon exiting lab
 - Student backpacks will be stored individually at least 6 feet apart
 - Tables and countertops will be properly sanitized before and after each lab session
 - Equipment will be properly sanitized before and after each use
 - Students must be hygienically clean before each lab
 - Students must be in appropriate dress attire for lab: closed toe shoes, athletic attire (gym shorts or pants, t-shirts, etc.), hair must be pulled back out of the face/off the shoulders, etc.
 - Students must complete wellness checks by instructor before entering lab: assessing temperature, symptoms checklist, etc.
 - Students who present as ill (signs & symptoms of communicable disease) will be prohibited from entering lab facility.
3. Lab will have additional open hours for practicing clinical skills (per guidelines above).

For Clinical Experiences:

All athletic training students will follow the policies and procedures established by the affiliated clinical site. These policies and any potential revisions must be communicated in writing to the athletic training student in sufficient time to meet expectations.

Scholarships

Athletic training scholarships from the NATA, MAATA, and Kansas Athletic Trainers' Society (KATS) are available to student members on a very limited basis following demonstration of responsibility, academic achievement and mastery of athletic training competencies. Scholarship aid from other sources such as the WSU Financial Aid Office should be pursued as need and qualifications permit. The ATP offers the Roland Banks, Tom Reeves and Brian Luinstra Memorial endowed scholarship funds which are available to Junior and Senior students only who qualify based specific criteria. The decisive factor for this determination is academic performance, mastery of competency, and personal attributes. For more information and specific requirements, please contact the Head Athletic Trainer. The Department of HPS also offers scholarships for prospective students. Students can apply for these scholarships through the College of Applied Studies website under the Educational Support Services link.

ATP Expectations

The cornerstone of the ATP is academic excellence. Therefore, you will be expected to perform to the best of your ability in the classroom. The theoretical basis for the clinical experience is gained in the classroom setting. You will be expected to attend all class meetings, turn in assignments, and take exams on time. To do otherwise states that you are not taking the application process seriously.

Time spent in the clinical setting will be treated both as a class and a job. It is a learning situation and you will have a schedule that will require punctuality. It is expected that observers will be inquisitive by asking pertinent questions at appropriate times. It will also be expected that observers take initiative and not have to be told what to do every step of the way. Everyone will pitch in with the menial chores such as the daily cleaning and laundry. Attempt to improve your athletic training skills each observation day. It is expected that observers will be able to get along with fellow students, the staff athletic trainers, and attempt to get to know everyone. Above all, it is expected that all observers help one another.

Athletic training students will never be put in a position for which they are unprepared. In other words, **DO NOT** expect that any student will be asked to cover a practice or game alone. Students will never be put in a position of "faking" knowledge in front of an athlete, or be party to putting out misinformation.

Technology Issues

Students must be able to effectively use the following sources of technology:

1. Use WSU e-mail address and attach documents
2. Knowledge of Microsoft office including:
 - a. Word
 - b. Excel
 - c. Outlook
 - d. Power point
 - e. Publisher
3. Various Internet search engines
4. Ablah library – electronic databases
5. Blackboard
6. My WSU

Confidentiality Policy

Since the athletic training students will be privy to confidential information regarding athletes' medical condition in some cases it is important to point out the confidentiality policy. The media and general public may ask questions as to the health status of an athlete. This information is CONFIDENTIAL and is NOT TO BE DISCUSSED OUTSIDE OF THE ATHLETIC TRAINING FACILITY Any information is released through the head coach or the sports information department. If such a situation arises, refer the individual to a staff athletic trainer **WHAT YOU SEE. DO. AND HEAR-STAYS HERE!**

Dress Policy

All athletic training students are expected to follow the established dress code. Appropriate attire for observations consists of the following:

- Plain or WSU collared shirt (polo, sweatshirt or jacket)
- Shorts or pants with two pockets (No mesh or nylon workouts)
- Shorts or pants must be khaki, black, navy, gold, white or gray only
- Any hats or caps of any kind must have a WSU logo
- Shoes must be athletic footwear with socks (No sandals, boots, and flip-flops).
- All attire must be **NEAT AND CLEAN.** Look professional.
- Name tags

Anyone wearing attire that does not comply with the dress code will be asked to leave by the supervising athletic trainer.

Work Habits

It will be expected that the ATS keep themselves and the athletic training facility clean at all times, remember that it is a healthcare facility. Report for work promptly, and be prepared to work as soon as you arrive. Take care of personal business on your own time. Observe the athletic training facility activities closely, spend as little time in the offices as possible. Keep a watchful eye on the treatments that are given, meet the athletes and listen to what they have to say. Refrain from sitting on the desks, tables, countertops, etc. Don't dress or undress in the athletic training facilities. It is expected that you help enforce all of the athletic training facility rules.

Therapeutic Modality Equipment Policy

To protect the health and safety of Wichita State University Athletic Training Students (ATS) and Clinical Preceptors (CP), the following policies and procedures are implemented regarding the use and maintenance of therapeutic modalities in both the classroom and clinical settings.

Many clinical education sites, including WSU, currently possess various therapeutic modalities intended for the treatment of clients and patients and as tools in instruction modality principles and practices. Any use of therapeutic modalities by ATS at any clinical site must be done under the direct supervision of a qualified clinical preceptor and within the boundaries of the clinical preceptor's license and qualifications. In addition, the following guidelines and procedures must be enforced.

Modality Calibration

All clinical education sites, including WSU, where electrical modalities are present, must be calibrated annually by a certified calibration technician. For WSU ATP, calibrations are typically completed in August of each year. As a condition of the clinical site affiliation agreement, off-campus clinical education sites agree to verify annual modalities' calibrations. These annual checks must be coordinated through independent contractors.

Electrical Safety

Ground fault circuit interrupters should be connected to all electric modality machines (if needed based on the location of the modality) and whirlpools devices.

Modality Problems and Repair

Any mechanical issues with any electrical modality identified by ATS, CP's, or clinic staff should be reported immediately to the CP on site. At WSU ATP Lab, issues related to therapeutic modalities should be reported immediately to the instructor. The modality unit in question should be removed from use for all clinical or educational sites until the problem is corrected. If the electrical modality requires further repair, then what can be accomplished on-site, the appropriate person will contact a technician to arrange repair or replacement. For more specific troubleshooting information, please refer to the particular modality's operating manual.

Athletic Training Student Use

NO electrical modality may be performed on a patient/client without the direct supervision of a clinical preceptor.

Athletic training students who have documented completion of educational training conducted by a clinical preceptor on the proper application of a specific modality unit may apply the modality to a patient/client under the direct supervision of a clinical preceptor. Educational training does not qualify the student to decide modality selection, parameter setting, or treatment planning.

Technical Standards

Program Policy:

The Athletic Training Program (ATP) at Wichita State University (WSU) supports the University's mission by providing an educational experience to undergraduate and graduate students that prepares an individual to be a knowledgeable, informed, effective, reflective, service-oriented and sensitive practitioner capable of multiple styles of thinking and learning in a diverse global world.

The ATP at WSU is a rigorous and intense academic program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. In addition to the academic requirements for admission, students must possess skills and abilities that will allow them to successfully complete the curriculum and safely practice the profession of athletic training. The technical standards set forth by the ATP establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency, the

Commission on Accreditation of Athletic Training Education (CAATE). The purpose of this document is to broadly delineate the cognitive, affective, and psychomotor skills deemed essential for completion of this program and performance as a competent athletic trainer. All students admitted to the ATP must meet the requirements for the following abilities and skills, with or without reasonable accommodations consistent with the Americans with Disabilities Act. A student who is unable to meet these technical standards with or without reasonable accommodation may be denied admission to or be dismissed from the ATP.

Technical Standards:

Compliance with the program's technical standards does not guarantee a student's eligibility for the Board of Certification (BOC). Candidates for selection to the ATP must demonstrate cognitive, affective, and psychomotor skills.

A. Cognitive skills to be demonstrated in all classroom, laboratory, and clinical situations:

1. The athletic training student must possess the ability independently to measure, calculate, reason, analyze, integrate, retain, synthesize and assimilate concepts and problem-solve to formulate assessment and therapeutic judgements and to be able to distinguish deviations from the norm.
2. Examples are:
 - a. Students must be able to read, write, and understand at a level consistent with successful course completion and development of positive patient/athlete-athletic training student relationship.
 - b. Students must exercise sound judgements.
 - c. Students must be able to plan and supervise intervention procedures in a safe manner.
 - d. Perseverance, diligence and commitment to complete the athletic training program as outlined and sequenced.
 - e. Students must have the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgements and treatment information effectively.
3. The athletic training student must maintain composure and continue to function well during periods of high stress.
4. The athletic training student must possess the ability to adjust to changing situations and uncertainty in clinical situations.

B. Affective skills to be demonstrated in all classroom, laboratory, and clinical situations:

1. The athletic training student must possess the emotional health and stability required to fully utilize their intellectual abilities, to adapt to changing environments and to function effectively in stressful situations.
2. The athletic training student must demonstrate ethical behaviors in compliance with the ethical standards of the National Athletic Trainers' Association (NATA).
3. The athletic training student must be able to communicate in both oral and written form with patient/athlete and other members of the health care community to:
 - a. effectively and sensitively elicit information.
 - b. convey information essential for safe and effective care.
4. The athletic training student must be aware of and interpret non-verbal communications.
5. The athletic training student must be able to acknowledge and respect individual

values and opinions to foster harmonious working relationships with colleagues, peers, and patient/athletes.

6. The athletic training student must possess appropriate demeanor and rapport that relate to professional etiquette and quality patient care.

C. Psychomotor skills to be demonstrated in all classroom, laboratory, and clinical situations:

1. The athletic training student must have sufficient motor function as reasonably required to:
 - a. Safely provide general assessment/evaluation, treatment procedures, and rehabilitation/reconditioning intervention procedures as identified in the NATA Educational Competencies 5th Edition.
 - b. Perform cardiopulmonary resuscitation according to the guidelines of the American Heart Association or the American Red Cross.
 - c. Perform basic first aid according to the guidelines of the American Red Cross.
2. The athletic training student must have sufficient coordination and balance in sitting and standing positions to safely engage in athletic training procedures such as:
 - a. Moving and positioning patients/athletes.
 - b. Gait training.
 - c. Stabilizing and supporting patients/athletes.
3. The athletic training student must have sufficient coordination and balance in sitting and standing positions to engage in fine muscular movements required for safe and effective manipulation of equipment and tools used in patient/athlete assessment/evaluation, treatment procedures and rehabilitation/reconditioning intervention procedures.
4. The athletic training student must have visual acuity necessary to obtain accurate information from patient/athlete and the treatment environment in performance of routine athletic training activities such as:
 - a. Observing and inspection of patient/athlete movements and postures.
 - b. Reading dials/displays on equipment.
 - c. Reading digits/scales on diagnostic tools.
 - d. Ability to record the physical examination results and a treatment plan clearly and accurately.
5. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and treatments of patients.

Reasonable Accommodation for Students with a Disability:

WSU is committed to the principles of equitable and accessible education and to providing reasonable accommodations to students with disabilities in accordance with all applicable federal and state laws and regulations. A reasonable accommodation is a strategy, agreed upon by the student, ODS, and ATP, which enables the student to meet a technical standard. In the event that a student determines that the student cannot meet a technical standard due to a disability, either upon admission to ATP or at any point thereafter, it is the responsibility of the student to notify the WSU Office of Disability Services (“ODS”) to request a reasonable accommodation.

ODS determines qualified disability status and assists students in obtaining appropriate accommodations and services. Decisions regarding reasonable accommodation are determined on a

case-by-case basis taking into consideration each student’s disability-related needs, disability documentation, and program requirements. The ATP will make every effort to work with students with a disability to reasonably accommodate their disability-related needs. An accommodation may be considered unreasonable if it (1) poses a direct threat to the health or safety of the student or others; (2) causes a fundamental alteration of the ATP; (3) does not meet the ATP academic or technical standards, or (4) poses an undue hardship on the ATP.

Students should contact ODS directly at disability.services@wichita.edu or 316-978-3309. Candidates for selection to the ATP will be required to verify they understand and meet these technical standards or that they believe they can meet the standards, with or without reasonable accommodation.

Statement of students *NOT* requesting accommodations:

I certify that I have read and understand the technical standards for each selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards with reasonable accommodation, I will be dismissed from the program.

Name of Applicant: _____ Date: _____

Signature of Applicant: _____ Date: _____

Statement for students requesting accommodation:

I certify that I have read and understand the technical standards for selection listed above and I believe to the best of my knowledge that I can meet each of these standards with accommodation. I will contact the Office of Disability Services to determine what services may be available. I understand that if I am unable to meet these standards with reasonable accommodation, I will be dismissed from the program.

Name of Applicant: _____ Date: _____

Signature of Applicant: _____ Date: _____

Athletic Training Facility Rules

The following rules are consistent for all teams. The student-athlete's cooperation in helping the WSU-ICAA Athletic Training enforce these rules is greatly appreciated:

1. **ALL** athletic injuries and/or illnesses are to be reported to the athletic training facility immediately after practice or by 9:00 a.m. the next morning so that the coaches can be advised of the student-athlete's practice status. If you call after office hours, the voice mail system will record your call. Upon arrival, the staff certified athletic trainer will return your message.
2. The staff certified athletic trainer will evaluate all injuries and illnesses and determine if the student-athlete needs further medical consultation with a team physician or student health services.
3. Student-athletes are expected to report at the designated time for all doctor's appointments and treatments in the athletic training facility. Please advise the athletic training staff the day before your appointment if you need a ride.
4. Morning treatments will begin at 10:00 a.m. daily. If you are injured you are required to schedule an appointment with the athletic training staff to receive treatment between classes as your schedule permits.
5. Appropriate attire must be worn in the athletic training facility at all times. Please shower before reporting for treatment after practice.
6. No horseplay, swearing, or lounging around will be permitted. Please take care of your business and then leave the athletic training facility so that the other student-athletes can receive their treatments.
7. No shoes will be allowed in the athletic training facility. Please remove your shoes when you enter the athletic training facility. You may put them under the bench. **No shoes on the treatment table.**
8. **DO NOT** remove any equipment (towels included) from the athletic training facility without approval of the athletic training staff. You are financially responsible for any equipment (crutches, canes, braced, supports, etc.) that is checked out to you. **Failure to return this equipment will result in a hold being placed on your grades until payment is made in full.**
9. Please ask the staff certified athletic trainers for help if you need any supplies from the athletic training cabinets.
10. The staff certified athletic trainer's offices and storeroom are off limits to all student-athletes.
11. Student-athletes who wear contacts or prescription glasses must notify the staff certified athletic trainer and provide a copy of his or her prescription for staff certified athletic trainer. The student-athlete must notify the staff certified athletic trainer immediately upon losing or damaging his or her contact lens or glasses during a practice or game. WSU-ICAA is not responsible for replacing contact lenses or glasses that are damaged or lost outside of supervised practices or contests.
12. Remember, NCAA rules permit WSU-ICAA to be financially responsible for athletic injuries that occur during official supervised practices or athletic contests. We cannot pay for dental problems or prescription medications unless they are directly related to an injury that occurs during a supervised practice or contest. These problems must be reported immediately to the staff certified athletic trainer in charge of the sport involved. Failure to report these problems immediately will result in all charges being billed to the student-athlete. All prescription medications must be processed through the parent's insurance company. WSU-ICAA will pay the co-pay for all

- medications required for athletic related injuries.
13. The WSU-ICAA Athletic Training Staff will not be an excuse for being late to practice or class. It is the responsibility of the student-athlete to allow adequate time for pre practice treatment and to make sure scheduled medical appointments do not conflict with scheduled practice times.

Student Daily Duties

A very general list of duties is provided below to give an idea of what is to be done each day. This list is not all-inclusive as other duties may arise on a regular basis. It is everybody's responsibility to see that all duties are completed in a timely manner.

- Document your time sheet DAILY.
- Fold towels
- Setup or refresh the hot and cold whirlpools
- Prepare moist heat packs
- Prepare ice packs
- Setup for team practice
- Keep treatment log updated as athletes are seen
- Maintain clinical hour log daily
- Clean as you go, keep all equipment clean and orderly
- Replace items to their original, proper locations
- Handle equipment with care and report damaged/missing items promptly
- Clean up after team practice/loading dock
- Thoroughly clean athletic training and rehabilitation rooms at the end of the day.
- Everybody is required to follow universal precautions to prevent the transmission of blood borne pathogens.

Weather Policy

In the rare occasion the University decides to cancel class or close because of inclement weather, a message should be posted on the university web site. These decisions are generally made early in the morning. It is your responsibility to continually check with your Preceptor to verify if practice is cancelled. Also, it is your responsibility to determine if the road conditions are too severe to safely travel to your clinical site. In the event classes are cancelled or the university closes, all scheduled student meetings for that day are also cancelled. Please call the weather hotline at 978-6633 if you have any questions.

ATP Faculty and WSU Athletic Training Staff Positions

Rich Bomgardner, Program Director:

Education: Class Instruction
Clinical Education

Whitney Bailey, Clinical Education Coordinator:

Education: Class Instruction
Clinical Education

Lindsay Luinstra, Faculty:

Education: Class Instruction

Dan Cahill, Head Athletic Trainer:

Sports Assigned: Baseball
Education: Preceptor

Todd Fagan, Assistant Athletic Trainer:

Sports Assigned: Men's Basketball
Education: Preceptor

Kat Hollowell, Assistant Athletic Trainer:

Sports Assigned: Volleyball
Education: Preceptor

Chris Peroutka, Assistant Athletic Trainer:

Sports Assigned: Men's and Women's Track and Field/Cross Country
Education: Preceptor

Kenzie Brown, Graduate Assistant Athletic Trainer:

Sports Assigned: Men's and Women's Track and Field/Cross Country
Education: Preceptor

Tori DiMattio, Graduate Assistant Athletic Trainer:

Sports Assigned: Baseball & Men's and Women's Golf
Education: Preceptor

Kady Johnson, Graduate Assistant Athletic Trainer:

Sports Assigned: Softball
Education: Preceptor

Lexie Mutillo, Graduate Assistant Athletic Trainer:

Sports Assigned: Men's and Women's Track and Field/Cross Country
Education: Preceptor

TBD, Graduate Assistant Athletic Trainer:

Sports Assigned: Volleyball & Men's and Women's Tennis
Education: Preceptor

Note:

A full job description will be kept in the Charles Koch Athletic Training Facility for all employees, stating their responsibilities.

Name: _____

**Student Observer Evaluation
Fall Semester Clinical Evaluation**

A. Athletic Training Clinical Skills: 25% of clinical score

- | | |
|---|------------------|
| 1. Attends class/laboratory regularly on time | 5 4 3 2 1 |
| 2. Participates in class regularly | 5 4 3 2 1 |
| 3. Performs competency assessments timely | 5 4 3 2 1 |
| 4. Works well with others in class/laboratory | 5 4 3 2 1 |
| 5. Has competencies peer reviewed by upper classman | <u>5 4 3 2 1</u> |

Totals: _____

Average: _____

B. Work Performance: 50% of clinical score

- | | |
|---|------------------|
| 1. Performs daily duties in CKATF | 5 4 3 2 1 |
| 2. Performs duties when not asked | 5 4 3 2 1 |
| 3. Volunteers to assist in other duties | 5 4 3 2 1 |
| 4. Completes daily clinical hour log (clocks 100 hours) | 5 4 3 2 1 |
| 5. Identifies Preceptor staff by name | 5 4 3 2 1 |
| 6. Volunteers for game assignments | 5 4 3 2 1 |
| 7. Ask questions and watches staff perform duties (i.e. evals, etc..) | 5 4 3 2 1 |
| 8. Demonstrates comfort level with staff and/or athletes | 5 4 3 2 1 |
| 9. Understands and uses confidentiality policy | 5 4 3 2 1 |
| 10. Understands and follows dress policy | <u>5 4 3 2 1</u> |

Totals: _____

Average: _____

C. Professional/Personal Attributes: 25% of clinical score

- | | |
|--|------------------|
| 1. Reliability (promptness, attendance, on-time) | 5 4 3 2 1 |
| 2. Communication (staff and ATP instructors) | 5 4 3 2 1 |
| 3. Cooperation (staff and ATP instructors) | 5 4 3 2 1 |
| 4. Initiative (leadership, self motivation) | 5 4 3 2 1 |
| 5. Professionalism (honesty, loyalty) | <u>5 4 3 2 1</u> |

Totals: _____

Average: _____

- D. Overall Evaluation (Preceptor, Faculty, and Program Director) 5 4 3 2 1**
(Does **NOT** count toward total score, used for appraisal purposes ONLY)

Student's Signature: _____

Date: _____

Supervisor: _____

Date: _____

Agreement Statement

I have read and understand all of the policies and procedures outlined in the Pre-Professional Phase Athletic Training Student Policies and Procedure Manual. I agree to abide by these rules and regulations in good faith until my requirement has been fulfilled. Failure to abide by this agreement may result in my dismissal from the Athletic Training Program. Return this page to the Program Director.

Student Name (Print)

Date

Student Signature