

Wichita State University Athletic Training Program

Professional Phase Athletic Training Student Policies & Procedures Manual

Department of Human Performance Studies

Revised 8/05; 8/07; 8/10; 11/11; 8/12; 8/13; 8/15; 8/16; 8/17; 8/18; 7/19; 8/20

Table of Contents

Forward	4
Foundational Behaviors of Professional Practice	5
Mission Statement	6
Goals/Objectives	6
Clinical Education Policies	8
Clinical Expectations	11
Practicum Rubric	15
Applying for Graduation	16
Confidentiality Policy	16
Communicable Disease Policy	16
Blood Borne Pathogens Safety Policy	17
Coronavirus – 19 Policy	17
Dress Policy	18
Fair Practice Work Policy	18
Grievance Procedures	19
Probation and Dismissal	20
Retention	20
Scholarships	20
Student Interpersonal Relationships	21
Technology	21
Therapeutic Modalities Equipment Policy	22
Uncalibrated Equipment Policy	23
Weather Policy	23
Work Habits	23
Technical Standards	23
ATS Travel Form	27
Evaluations	28
Equipment Intensive	28
Upper Extremity	30
Lower Extremity	32
General Medical	34

Transfer Student	36
Therapeutic Modalities	38
Rehabilitation	40
Agreement Statement	42

Forward

An athletic trainer is defined by the National Athletic Trainers' Association (NATA), as a qualified allied healthcare professional that is educated and skilled in meeting the healthcare needs of individuals involved in physical activity. 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 the 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 Illness Prevention and Wellness Protection
2. Clinical Evaluation and Diagnosis
3. Immediate and Emergency Care
4. Treatment and Rehabilitation
5. Organizational and professional Health and Well Being

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.

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 Commission on Accreditation of Athletic Training Education (CAATE), National Athletic Trainers' Association (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.

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 polices 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 year of the program. 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. 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, (4) student's participation in practicum class sessions and other content areas (See rubric for practicums on page 14). The following is a description for each practicum:

ATS Year:	AT Practicum Courses Per Semester:		Clinical Rotation Emphasis:
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. 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.
- e. 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. Students who have a clinical rotation off-campus can leave at a time determine by their preceptor; but are expected to be on-site the day of class.
- f. Athletic training students are not required to travel out of town during the clinical

experience; therefore, release time is provided during off days. Athletic training students should plan for “off days” in accordance to the travel schedule for the team. Therefore, when the team is traveling, you are to have those days off from clinical time. Unless approved by your Preceptor, you are not to work/observe during “off time”. Athletic training students with extended home schedules will be given extra release time (i.e. at least one day off per seven working days). Every effort is made to provide extra time off for academic performance. There will be NO extra time off for outside employment.

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, Program Director, Clinical Education Coordinator, 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 Expectations:

Students are expected to perform the designated competencies based upon their clinical rotation. These competencies are related to the prior semester's course and laboratory components. Students are expected to bring study materials (i.e. 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:

Level I Athletic Training Student Clinical Expectations:

	Bracing, Taping, Padding, and Wrapping Skills:	Emergency Skills and Risk Management:
<p>Level I ATS</p> <p>Fall Semester: HPS 220 – AT Practicum I</p> <p>Clinical Rotation Emphasis: Equipment Intensive (Sports that use Equipment)</p>	<p>Taping, wrapping, and bracing techniques Fabrication of protective padding Equipment Fitting Procedures</p>	<p>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</p>
Level I ATS	Previously Learned Skills:	Upper Extremity Evaluation:

Spring Semester: HPS 221 – AT Practicum II Clinical Rotation Emphasis: Upper Extremity Evaluation	Bracing, Taping, Padding, and Wrapping Skills Emergency Skills and Risk Management	History inventory of injury Observation of physical signs/symptoms Palpation of head, cervical spine, shoulder, elbow, wrist, and hand anatomy Perform Active and Passive Range of Motion Resistive Muscular Testing Special Testing Functional Testing
--	---	---

Level II Athletic Training Student Clinical Expectations:

Level II ATS Fall Semester: HPS 320 – AT Practicum III Clinical Rotation Emphasis: Lower Extremity Evaluation	Previously Learned Skills:	Lower Extremity Evaluation:
	Bracing, Taping, Padding, and Wrapping Skills Emergency Skills and Risk Management Upper Extremity Evaluation	History inventory of injury Observation of physical signs/symptoms Palpation of head, cervical spine, shoulder, elbow, wrist, and hand anatomy Perform Active and Passive Range of Motion Resistive Muscular Testing Special Testing Functional Testing
Level II ATS Spring Semester: HPS 321 – AT Practicum IV Clinical Rotation Emphasis: Therapeutic Modalities & Physical Therapy	Previously Learned Skills:	Therapeutic Modality Application:
	Bracing, Taping, Padding, and Wrapping Skills Emergency Skills and Risk Management Upper Extremity Evaluation Lower Extremity Evaluation	Ultrasound Electrical Stimulation Iontophoresis Intermittent Compression (elastic wrap, cryo-cuff, etc....) Massage Techniques Joint Mobilizations Traction (Mechanical, Positional, and Manual)

Level III Athletic Training Student Clinical Expectations:

<p>Level III ATS</p> <p>Fall Semester: HPS 420 – AT Practicum V</p> <p>Clinical Rotation Emphasis: General Medical & Rehabilitation</p>	<p>Previously Learned Skills:</p>	<p>Rehabilitation:</p>
	<p>Bracing, Taping, Padding, and Wrapping Skills Emergency Skills and Risk Management Upper Extremity Evaluation Lower Extremity Evaluation Therapeutic Modality Application</p>	<p>Program design and protocol Exercise techniques Aquatic therapy Rehabilitation of the Upper Extremity Rehabilitation of the Lower Extremity Rehabilitation of the Spine and Trunk</p>
		<p>General Medical:</p>
		<p>History inventory of illness, disorder, or condition Observation of physical signs/symptoms Ascertain vital signs Screening and referral of common medical conditions Treating those conditions as appropriate Determining a patient’s readiness for physical activity Recognize the signs, symptoms, and predisposing conditions associated with: The skin Eyes, ears, nose and throat Respiratory and cardiovascular system Endocrine system Gastrointestinal and genitourinary tract Gynecological disorders Viral syndromes Neurological disorders</p>
<p>Level III ATS</p> <p>Spring Semester: HPS 421 – AT Practicum VI</p>	<p>Previously Learned Skills:</p>	<p>AT Administration:</p>
	<p>Bracing, Taping, Padding, and Wrapping Skills Emergency Skills and Risk Management Upper Extremity Evaluation Lower Extremity Evaluation Therapeutic Modality</p>	<p>Program Management (Policies and Procedures) Human Resource Management Financial Management (Budget) Facility Design Insurance Legal Considerations</p>

Clinical Rotation Emphasis: AT Administration & BOC Preparation	Application General Medical & Rehabilitation	Professional ethics Drug testing and policies
		BOC Preparation:
		Review competencies Review text material Prepare for practice exam

Practicum Rubric

**Rubric Grading Scale for Clinical Education
Athletic Training Practicums 1-6
300 Points Possible
(15 weeks X 20 points per week)**

	Clinical Hours:	Work Performance: Based on initiative, reliability, use of competency skills, leadership qualities	Personal Attributes: Based on attitude, ability to work with others, communication skills, and professionalism	Competency Reviews from Class:
1 Point	< 5 hrs.	Poor: No initiative, no reliability, no use of competency skills, no leadership qualities	Poor: Bad attitude, no ability to work with others, no communication skills, no display of professionalism	Hardly ever
2 Points	5 hrs.	Fair: Decent initiative, some reliability, some use of previous competency skills, displays signs of leadership	Fair: Decent attitude, tries to work with others, some communication skills, displays signs of professionalism	1 day/week
3 Points	10 hrs.	Average: Reasonable initiative, demonstrates reliability, uses previous competency skills, demonstrates leadership	Average: Reasonable attitude, works with others, uses communications skills, demonstrates professionalism	2 days/week
4 Points	15 hrs.	Good: Fantastic initiative, demonstrates reliability well, uses previous competency skills and attempts new competency skills, demonstrates leadership qualities mostly	Good: Fantastic attitude, works well with others, uses good communication skills, demonstrates professionalism mostly	3 days/week
5 Points	20+ hrs.	Excellent: Superior initiative, extremely reliable, uses previous and new competency skills, demonstrates leadership qualities always	Excellent: Superior attitude, works extremely well with others, uses and demonstrates communication skills, demonstrate professionalism always	Reviews competencies daily

Applying for Graduation

All ATS's must file a graduation application during the **spring semester** of their **junior year**. This application is available in the Department of Human Performance Studies in Heskett Center 107. Please contact Sheri Barnes (978-6952) if you have further questions.

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!**

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 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.



- 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.

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.

Fair Practice Work Policy

Athletic Training Students are not to serve in the capacity of a Certified Athletic Trainer. Students are not to act in the capacity of managers or secretarial support staff. They are not to be asked or expected to perform duties that compromise their educational experience. Once a student has successfully completed and been evaluated on an athletic training competency and/or clinical proficiency skill, he/she may begin to utilize these skills on a daily basis, under the supervision of the clinical instructor, during the field experience.

Students are allowed to hold part-time jobs provided they do not interfere with the clinical aspect of the program. Clinical education and field experiences take place primarily during the afternoons from approximately 2:00 pm to 6:00 pm. On occasion these may meet in the morning before courses are offered, depending on the practice schedules of the athletic teams that are included as part of the field experience. The program understands that many students must obtain employment to make ends meet, but students must meet the requirements of the clinical courses.

Students are not paid for their participation in clinical and field experiences during the academic year. The non-payment of students in the program during the academic year is consistent with rulings from the Department of Labor.

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, 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, Clinical Education Coordinator, or the Program Director. Appropriate steps will be taken on an individual case basis.

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 ATEP and the College of Applied Studies by appealing in writing for an exception to the regulations. Students should contact the ATP Coordinator and the College of Applied Studies for specific procedures.

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).

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.

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, the 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 at any level, athletic training staff, coaching staff, HPS or Athletics Department staff members. If such a relationship should exist and it 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 should have **NO** cell phone numbers or Facebook contact of student-athletes at any clinical affiliated sites, including high schools, orthopedic clinics, or collegiate settings. While we understand friendships could have developed in the years prior, this is an area we want to avoid if situations occur.

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. MyWSU
7. Zoom

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.

Uncalibrated Equipment Policy

Preceptors and Athletic Training Students participating in clinical experiences where therapeutic modalities (i.e. ultrasound/e-stim, whirlpool, intermittent compression, paraffin bath, etc.) are located must demonstrate proper documentation that these modalities HAVE been verified safe by a qualified technician. The athletic training student will not be allowed to participate in clinical experiences until proper documentation has been provided to the Program Director or Clinical Education Coordinator regarding updated calibrations.

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.

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.

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: _____

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: _____

Wichita State University
Athletic Training Student Travel Permission Form

Date: _____

Dear Faculty Member,

Please be advised that the following Athletic Training Student is scheduled to travel with an athletic team on a clinical educational experience sponsored trip:

Student Name:			
Traveling School:		Event:	
	Date:	Time:	Day of Week:
Departure:			
Return:			

He/She will be missing your class that meets during the dates and times listed below as a part of his/her clinical education for the Athletic Training Program. He/She is asking for **your approval** of this absence and to allow him/her to make-up any missed work.

Course:	Day of Week:	Time:	Approval	Denial	Faculty Member Signature:

Traveling Preceptor

Printed Name: _____ Phone: _____

PRECEPTOR DECISION: _____ Approved _____ Denied

Signature: _____ Date: _____

ATP Clinical Education Coordinator

Signature: _____ Date: _____

Revised 7.28.16

***Athletic Training Program
Wichita State University***

Preceptor Evaluation of Athletic Training Student

Equipment Intensive Rotation

Preceptor: _____

Dates of Rotation: _____

Athletic Training Student: _____

This evaluation is used to assess the educational competencies and clinical proficiencies of the athletic training student during the equipment intensive clinical rotation. Please provide an accurate assessment of their mastery level to apply, fabricate, secure, and/or properly fit protective equipment. Your evaluation will provide valuable feedback to the Athletic Training Program at Wichita State University. The information you provided will be kept confidential.

NA = Not Applicable; 1 = Strongly Agree; 2 = Agree; 3 = Disagree; 4 = Strongly Disagree

In my opinion, the athletic training student named above:

- NA 1 2 3 4** 1. Uses general knowledge of human anatomy and medical terminology in relation to athletic injuries to the upper extremity, lower extremity, and trunk.
- NA 1 2 3 4** 2. Demonstrates the ability to use the HOPS and/or SOAP format during the assessment procedure.
- NA 1 2 3 4** 3. Demonstrate the ability to efficiently use a quality injury history to ascertain the mechanism of injury.
- NA 1 2 3 4** 4. Demonstrate the ability to properly fit and apply protective equipment for injury prevention on various contact/collision sports.
- NA 1 2 3 4** 5. Demonstrate appropriate use of taping, bandaging, bracing, and/or wrapping for the prevention or protection upper extremity injuries.
- NA 1 2 3 4** 6. Demonstrate the ability to fabricate protective devices from various materials including but not limited to: foam padding, felt, orthoplast, soft cast, etc.
- NA 1 2 3 4** 7. Demonstrate the ability to apply principles of stretching and flexibility.
- NA 1 2 3 4** 8. Demonstrate the ability to understand the possible need for psychological intervention and referral of athletes who are injured.
- NA 1 2 3 4** 9. Demonstrate the appropriate use of acute injury management protocols for various injuries to the head, spine, upper and lower extremity.

- NA 1 2 3 4 10. Demonstrates and practices the use of universal precautions with standard first aid protocols.
- NA 1 2 3 4 11. Effectively communicates well with Preceptor, coaches, student-athletes, or other personnel at the clinical site.
- NA 1 2 3 4 12. Demonstrates compliance with ATP clinical education policies and procedures.
- NA 1 2 3 4 13. Demonstrates professional and personal attributes during clinical rotation.
- NA 1 2 3 4 14. Serves as a role model for the ATP and WSU.

Other comments:

Student's Signature: _____ Date: _____

Preceptor Signature: _____ Date: _____

**Please return to: Whitney Bailey, MEd, LAT, ATC,
Athletic Training Clinical Education Coordinator
Wichita State University
1845 Fairmount; Campus Box 16
Wichita, KS 67260-0016**

***Athletic Training Program
Wichita State University***

Preceptor Evaluation of Athletic Training Student

Upper Extremity Rotation

Preceptor: _____

Dates of Rotation: _____

Athletic Training Student: _____

This evaluation is used to assess the educational competencies and clinical proficiencies of the athletic training student during the upper extremity clinical rotation. Please provide an accurate assessment of their mastery level to assess upper extremity injuries and apply correct acute injury management skills. Your evaluation will provide valuable feedback to the Athletic Training Program at Wichita State University. The information you provided will be kept confidential.

NA = Not Applicable; 1 = Strongly Agree; 2 = Agree; 3 = Disagree; 4 = Strongly Disagree

In my opinion, the athletic training student named above:

- NA 1 2 3 4** 1. Uses general knowledge of human anatomy and medical terminology in relation to athletic injuries to the upper extremity.
- NA 1 2 3 4** 2. Demonstrates the ability to use the HOPS and/or SOAP format during the assessment procedure.
- NA 1 2 3 4** 3. Demonstrate the ability to efficiently use a quality injury history to ascertain the mechanism of injury.
- NA 1 2 3 4** 4. Demonstrate the ability to understand the biomechanical relationships to sport performance of the upper extremity.
- NA 1 2 3 4** 5. Demonstrate the ability visually observe signs and symptoms to note presence of injury.
- NA 1 2 3 4** 6. Demonstrate the ability to palpate anatomy and relay appropriate anatomical locations.
- NA 1 2 3 4** 7. Demonstrate the ability to efficiently perform AROM and PROM testing using visual and goniometer measurements.
- NA 1 2 3 4** 8. Demonstrate the ability to efficiently perform RROM testing using break tests and/or full range of motion.

- NA 1 2 3 4 9. Demonstrates the ability to efficiently name, perform, and provide outcome results on special testing procedures.
- NA 1 2 3 4 10. Demonstrate appropriate use of taping, bandaging, bracing, and/or wrapping for the prevention or protection upper extremity injuries.
- NA 1 2 3 4 11. Demonstrate the appropriate use of acute injury management protocol for upper extremity injuries.
- NA 1 2 3 4 12. Demonstrates and practices the use of universal precautions with standard first aid protocols.
- NA 1 2 3 4 13. Effectively communicates well with Preceptor, coaches, student-athletes, or other personnel at the clinical site.
- NA 1 2 3 4 14. Demonstrates compliance with ATP clinical education policies and procedures.
- NA 1 2 3 4 15. Demonstrates professional and personal attributes during clinical rotation.
- NA 1 2 3 4 16. Serves as a role model for the ATP and WSU.

Other comments:

Student's Signature: _____ Date: _____

Preceptor Signature: _____ Date: _____

**Please return to: Whitney Bailey, MEd, LAT, ATC,
Athletic Training Clinical Education Coordinator
Wichita State University
1845 Fairmount; Campus Box 16
Wichita, KS 67260-0016**

***Athletic Training Program
Wichita State University***

Preceptor Evaluation of Athletic Training Student

Lower Extremity Rotation

Preceptor: _____

Dates of Rotation: _____

Athletic Training Student: _____

This evaluation is used to assess the educational competencies and clinical proficiencies of the athletic training student during the lower extremity clinical rotation. Please provide an accurate assessment of their mastery level to assess lower extremity injuries and apply correct acute injury management skills. Your evaluation will provide valuable feedback to the Athletic Training Program at Wichita State University. The information you provided will be kept confidential.

NA = Not Applicable; 1 = Strongly Agree; 2 = Agree; 3 = Disagree; 4 = Strongly Disagree

In my opinion, the athletic training student named above:

- | | |
|-------------------|---|
| NA 1 2 3 4 | 1. Uses general knowledge of human anatomy and medical terminology in relation to athletic injuries to the lower extremity. |
| NA 1 2 3 4 | 2. Demonstrates the ability to use the HOPS and/or SOAP format during the assessment procedure. |
| NA 1 2 3 4 | 3. Demonstrates the ability to efficiently use a quality injury history to ascertain the mechanism of injury. |
| NA 1 2 3 4 | 4. Demonstrates the ability to understand the biomechanical relationships to sport performance of the lower extremity. |
| NA 1 2 3 4 | 5. Demonstrates the ability visually observe signs and symptoms to note presence of injury. |
| NA 1 2 3 4 | 6. Demonstrates the ability to palpate anatomy and relay appropriate anatomical locations. |
| NA 1 2 3 4 | 7. Demonstrates the ability to efficiently perform AROM and PROM testing using visual and goniometer measurements. |
| NA 1 2 3 4 | 8. Demonstrates the ability to efficiently perform RROM testing using break tests and/or full range of motion. |

- NA 1 2 3 4 9. Demonstrates the ability to efficiently name, perform, and provide outcome results on special testing procedures.
- NA 1 2 3 4 10. Demonstrate appropriate use of taping, bandaging, bracing, and/or wrapping for the prevention or protection lower extremity injuries.
- NA 1 2 3 4 11. Demonstrates the appropriate use of acute injury management protocol for lower extremity injuries.
- NA 1 2 3 4 12. Demonstrates and practices the use of universal precautions with standard first aid protocols.
- NA 1 2 3 4 13. Effectively communicates well with Preceptor, coaches, student-athletes, or other personnel at the clinical site.
- NA 1 2 3 4 14. Demonstrates compliance with ATP clinical education policies and procedures.
- NA 1 2 3 4 15. Demonstrates professional and personal attributes during clinical rotation.
- NA 1 2 3 4 16. Serves as a role model for the ATP and WSU.

Other comments:

Student's Signature: _____ Date: _____

Preceptor Signature: _____ Date: _____

**Please return to: Whitney Bailey, MEd, LAT, ATC,
Athletic Training Clinical Education Coordinator
Wichita State University
1845 Fairmount; Campus Box 16
Wichita, KS 67260-0016**

***Athletic Training Program
Wichita State University***

Preceptor Evaluation of Athletic Training Student

General Medical Rotation

Preceptor: _____

Dates of Rotation: _____

Athletic Training Student: _____

This evaluation is used to assess the educational competencies and clinical proficiencies of the athletic training student during the equipment intensive clinical rotation. Please provide an accurate assessment of their mastery level to apply, fabricate, secure, and/or properly fit protective equipment. Your evaluation will provide valuable feedback to the Athletic Training Program at Wichita State University. The information you provided will be kept confidential.

NA = Not Applicable; 1 = Strongly Agree; 2 = Agree; 3 = Disagree; 4 = Strongly Disagree

In my opinion, the athletic training student named above:

NA 1 2 3 4 1. Uses general knowledge of human anatomy and medical terminology in relation to general medical conditions.

NA 1 2 3 4 2. Demonstrates the ability to use the HOPS and/or SOAP format during the assessment procedure.

NA 1 2 3 4 3. Demonstrates the ability to efficiently ascertain a comprehensive medical history through reviewing information of the patient's chief complaint, past medical history, current health status, family history, and social history.

NA 1 2 3 4 4. Demonstrates the ability to transcript information from the patient for use during the medical evaluation.

NA 1 2 3 4 5. Demonstrates the ability to use various medical evaluation techniques and equipment including but not limited to: sphygmomanometer, stethoscope, ophthalmoscope, otoscope, and percussion hammer.

NA 1 2 3 4 6. Demonstrates the ability to use abdominal and thoracic palpation, percussion, and auscultation on the patient.

NA 1 2 3 4 7. Demonstrates the ability to understand the function, description, indication, and contraindication of various pharmacology agents used for the treatment of various conditions or illnesses.

NA 1 2 3 4 8. Demonstrates the ability to understand the signs, symptoms, and predisposing conditions associated with various systems of the human body.

NA 1 2 3 4 9. Demonstrates the ability to understand the possible need for psychological intervention

and referral of patients who are injured or ill.

- NA 1 2 3 4 10. Demonstrates and practices the use of universal precautions with standard first aid protocols.
- NA 1 2 3 4 11. Effectively communicates well with Preceptor, MD, DO, PA, RN, patients, or other personnel at the clinical site.
- NA 1 2 3 4 12. Demonstrates compliance with clinical site and ATEP clinical education policies and procedures.
- NA 1 2 3 4 13. Demonstrates professional and personal attributes during clinical rotation.
- NA 1 2 3 4 14. Serves as a role model for the ATP and WSU.

Other comments:

Student's Signature: _____ Date: _____

Preceptor Signature: _____ Date: _____

**Please return to: Whitney Bailey, MEd, LAT, ATC,
Athletic Training Clinical Education Coordinator
Wichita State University
1845 Fairmount; Campus Box 16
Wichita, KS 67260-0016**

***Athletic Training Program
Wichita State University***

Preceptor Evaluation of Athletic Training Student

Transfer Student (Koch Arena Rotation)

Preceptor: _____

Dates of Rotation: _____

Athletic Training Student: _____

This evaluation is used to assess the educational competencies and clinical proficiencies of the athletic training student during the equipment intensive clinical rotation. Please provide an accurate assessment of their mastery level to apply, fabricate, secure, and/or properly fit protective equipment. Your evaluation will provide valuable feedback to the Athletic Training Program at Wichita State University. The information you provided will be kept confidential.

NA = Not Applicable; 1 = Strongly Agree; 2 = Agree; 3 = Disagree; 4 = Strongly Disagree

In my opinion, the athletic training student named above:

- | | |
|-------------------|---|
| NA 1 2 3 4 | 1. Uses general knowledge of human anatomy and medical terminology in relation to athletic injuries to the upper extremity, lower extremity, and trunk. |
| NA 1 2 3 4 | 2. Demonstrates the ability to use the HOPS and/or SOAP format during the assessment procedure. |
| NA 1 2 3 4 | 3. Demonstrate the ability to efficiently use a quality injury history to ascertain the mechanism of injury. |
| NA 1 2 3 4 | 4. Demonstrate appropriate use of taping, bandaging, bracing, and/or wrapping for the prevention or protection upper extremity injuries. |
| NA 1 2 3 4 | 5. Demonstrate the ability to fabricate protective devices from various materials including but not limited to: foam padding, felt, orthoplast, soft cast, etc. |
| NA 1 2 3 4 | 6. Demonstrate the ability to apply principles of stretching and flexibility. |
| NA 1 2 3 4 | 7. Demonstrate the ability to understand the possible need for psychological intervention and referral of athletes who are injured. |
| NA 1 2 3 4 | 8. Demonstrate the appropriate use of acute injury management protocols for various injuries to the head, spine, upper and lower extremity. |
| NA 1 2 3 4 | 9. Demonstrates and practices the use of universal precautions with standard first aid protocols. |

- NA 1 2 3 4 10. Actively participates in athletic training facility daily duties, follows directions, and/or volunteers for other duties.
- NA 1 2 3 4 11. Effectively communicates well with Preceptor, coaches, student-athletes, or other personnel at the clinical site.
- NA 1 2 3 4 12. Demonstrates compliance with ATP clinical education policies and procedures.
- NA 1 2 3 4 13. Demonstrates professional and personal attributes during clinical rotation.
- NA 1 2 3 4 14. Serves as a role model for the ATP and WSU.

Other comments:

Student's Signature: _____ Date: _____

Preceptor Signature: _____ Date: _____

Please return to: Whitney Bailey, MEd, LAT, ATC,
Athletic Training Clinical Education Coordinator
Wichita State University
1845 Fairmount; Campus Box 16
Wichita, KS 67260-0016

***Athletic Training Program
Wichita State University***

Preceptor Evaluation of Athletic Training Student

Therapeutic Modalities Rotation

Preceptor: _____

Dates of Rotation: _____

Athletic Training Student: _____

This evaluation is used to assess the educational competencies and clinical proficiencies of the athletic training student during the therapeutic modalities clinical rotation. Please provide an accurate assessment of their mastery level for understanding program design, exercise techniques, and exercise modifications. Your evaluation will provide valuable feedback to the Athletic Training Program at Wichita State University. The information you provided will be kept confidential.

NA = Not Applicable; 1 = Strongly Agree; 2 = Agree; 3 = Disagree; 4 = Strongly Disagree

In my opinion, the athletic training student named above:

- | | |
|-------------------|--|
| NA 1 2 3 4 | 1. Uses general knowledge of human anatomy and medical terminology in relation to athletic injuries. |
| NA 1 2 3 4 | 2. Demonstrates the ability to understand the physiological effects of therapeutic modalities on the treatment of athletic injuries. |
| NA 1 2 3 4 | 3. Demonstrates the ability to understand indications for the use of therapeutic modalities in the rehabilitation program. |
| NA 1 2 3 4 | 4. Demonstrates the ability to understand contraindications for the use of therapeutic modalities in the rehabilitation program. |
| NA 1 2 3 4 | 5. Demonstrates the ability to understand the use of cryotherapy on the treatment of athletic injuries. |
| NA 1 2 3 4 | 6. Demonstrates the ability to understand the use of thermotherapy on the treatment of athletic injuries. |
| NA 1 2 3 4 | 7. Demonstrates the ability to understand the use of different electrotherapy treatments to control pain on athletic injuries. |
| NA 1 2 3 4 | 8. Demonstrates the ability to understand the use of different electrotherapy treatments to produce muscle contractions (i.e. muscle re-education, retardation of atrophy, muscle pump, etc..) on athletic injuries. |
| NA 1 2 3 4 | 9. Demonstrates the ability to understand the use of iontophoresis on athletic injuries. |
| NA 1 2 3 4 | 10. Demonstrates the ability to understand the use of intermittent compression to control |

swelling on athletic injuries.

- NA 1 2 3 4 11. Demonstrates the ability to understand the use of massage in the treatment of athletic injuries.
- NA 1 2 3 4 12. Demonstrates the ability to understand the use of traction in the treatment of athletic injuries.
- NA 1 2 3 4 13. Demonstrates the ability to understand the use of joint mobilization in the treatment of athletic injuries.
- NA 1 2 3 4 14. Effectively communicates well with Preceptor, or other personnel at the clinical site.
- NA 1 2 3 4 15. Demonstrates compliance with clinical site and ATEP clinical education policies and procedures.
- NA 1 2 3 4 16. Demonstrates professional and personal attributes during clinical rotation.
- NA 1 2 3 4 17. Serves as a role model for the ATP and WSU.

Other comments:

Student's Signature: _____ Date: _____

Preceptor Signature: _____ Date: _____

Please return to: Whitney Bailey, MEd, LAT, ATC,
Athletic Training Clinical Education Coordinator
Wichita State University
1845 Fairmount; Campus Box 16
Wichita, KS 67260-0016

***Athletic Training Program
Wichita State University***

Preceptor Evaluation of Athletic Training Student

Rehabilitation Rotation

Preceptor: _____

Dates of Rotation: _____

Athletic Training Student: _____

This evaluation is used to assess the educational competencies and clinical proficiencies of the athletic training student during the physical therapy clinical rotation. Please provide an accurate assessment of their mastery level for understanding program design, exercise techniques, and exercise modifications. Your evaluation will provide valuable feedback to the Athletic Training Program at Wichita State University. The information you provided will be kept confidential.

NA = Not Applicable; 1 = Strongly Agree; 2 = Agree; 3 = Disagree; 4 = Strongly Disagree

In my opinion, the athletic training student named above:

- | | |
|-------------------|--|
| NA 1 2 3 4 | 1. Uses general knowledge of human anatomy and medical terminology in relation to athletic injuries. |
| NA 1 2 3 4 | 2. Demonstrates the ability to understand rehabilitation program design to establish an exercise protocol. |
| NA 1 2 3 4 | 3. Demonstrates the ability to understand indications and contraindications for the establishment of an exercise protocol. |
| NA 1 2 3 4 | 4. Demonstrates the ability to understand biomechanical relationships to sport performance and exercise technique. |
| NA 1 2 3 4 | 5. Demonstrates the ability to understand exercise technique when monitoring a patient during exercise. |
| NA 1 2 3 4 | 6. Demonstrates the ability to understand and/or employ modifications to exercise technique when necessary. |
| NA 1 2 3 4 | 7. Demonstrates the ability to understand AROM and PROM testing using visual and/or goniometer measurements. |
| NA 1 2 3 4 | 8. Demonstrates the ability to understand the importance of incorporating exercises of muscular strength (PRE's, concentric, eccentric, etc....muscular endurance, and/or muscular power (i.e. plyometrics and isokinetics) in the rehabilitation program. |
| NA 1 2 3 4 | 9. Demonstrates the ability to understand the importance of flexibility and range of motion in the rehabilitation program. |
| NA 1 2 3 4 | 10. Demonstrates the ability to understand the importance of incorporating exercises of |

neuromuscular control, balance, postural stability in the rehabilitation program.

- NA 1 2 3 4 11. Demonstrate the ability to understand the importance of incorporating exercises of core training in the rehabilitation program.
- NA 1 2 3 4 12. Demonstrate the ability to understand the importance of incorporating exercises of open and closed kinetic chains in the rehabilitation program.
- NA 1 2 3 4 13. Demonstrates the ability to understand the importance of incorporating exercise to improve physical reconditioning in the rehabilitation program.
- NA 1 2 3 4 14. Effectively communicates well with Preceptor, or other personnel at the clinical site.
- NA 1 2 3 4 15. Demonstrates compliance with clinical site and ATEP clinical education policies and procedures.
- NA 1 2 3 4 16. Demonstrates professional and personal attributes during clinical rotation.
- NA 1 2 3 4 17. Serves as a role model for the ATP and WSU.

Other comments:

Student's Signature: _____ Date: _____

Preceptor Signature: _____ Date: _____

**Please return to: Whitney Bailey, MEd, LAT, ATC,
Athletic Training Clinical Education Coordinator
Wichita State University
1845 Fairmount; Campus Box 16
Wichita, KS 67260-0016**

Agreement Statement

I have read and understand all of the policies and procedures outlined in the 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