APPROVED CLINICAL INSTRUCTOR & CLINICAL INSTRUCTOR MANUAL

Marywood University
Athletic Training Education Program

Revised on May 7, 2012
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OVERVIEW & MISSION OF THE INSTITUTION AND PROGRAM

Mission of Marywood University
A Catholic university sponsored by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, Marywood University roots itself in the principle of justice and a belief that education empowers people. Enacting its ideals, Marywood offers students a welcoming and supportive community that encourages men and women of all backgrounds to shape their lives as leaders in service to others. Proud of its liberal arts tradition and host of professional disciplines, Marywood challenges students to broaden their understanding of global issues and to make decisions based on spiritual, ethical, and religious values. Marywood calls upon students to seek their full potential and invites all to engage in a lifelong process of learning. Witnessing the efficacy of teaching and scholarship, Marywood educates students to live responsibly in a diverse and interdependent world.

Mission of the College of Health and Human Services
The mission of the College of Health and Human Services is to educate undergraduate, graduate, and doctoral students in an atmosphere of respect, individuality, and flexibility for best collaborative practices to address current and emerging health and human service needs in a multicultural, interdependent, global environment, and to promote nationally recognized scholarship and community service.

Mission of the Department of Health and Physical Education
The mission of the Department of Health and Physical Education is to promote personal and community health, fitness, and wellness through dedicated faculty delivering accredited physical education and athletic training programs. These values are taught through individual and team sports activities, professional treatment of athletic injuries, and healthy living behaviors, which serve to prevent disease and promote wellbeing and longevity.

Program Mission
The Marywood University ATEP has been designed to prepare the athletic training student to sit for the Board of Certification (BOC) exam. This is an entry-level exam for national certification as an Athletic Trainer. The fundamental knowledge and skills of the art of athletic training and the sports medicine concept will be addressed in classroom instruction, clinical experiences, and practical situations. Upon completion of the course of study in accordance with university standards, the athletic training student will be recommended for a Bachelor of Science Degree in Athletic Training. Educational programs in athletic training are governed by the Commission on Accreditation of Athletic Training Education (CAATE).

Program Overview
The ATEP was awarded initial accreditation by the Commission for Accreditation of Allied Health Education Program (CAAHEP) in 2002. In 2012-13 the program will undergo the reaccredidation process by CAATE. The three-year professional program combines intensive classroom and clinical education. Students interested in the athletic training program must meet all admissions requirements, and apply through a competitive-admissions process. Once admitted, students continue required academic coursework and begin intense clinical experience.
requirements. Students will complete clinical experience hours at sites such as university athletic teams, local high schools, physician offices, and local physical therapy clinics.

**PROGRAM GOALS**

The ultimate goals of the program are to prepare students to sit for the Board of Certification (BOC) exam, to gain employment as an entry level certified athletic trainer (ATC) and/or gain entry into advanced professional programs of study. To meet these goals the program will:

1. Provide classroom and clinical learning experiences which develop entry-level proficiency in the 6 domains of athletic training:
   A. Prevention
   B. Clinical evaluation and diagnosis
   C. Immediate care
   D. Treatment, rehabilitation and reconditioning
   E. Organization and administration
   F. Professional responsibilities
2. Develop the students as healthcare professionals, introducing professional responsibilities, ethics and encouraging networking and membership in professional organizations such as the National Athletic Trainers Association (NATA), Pennsylvania Athletic Trainer Society (PATS), Eastern Athletic Trainers Association (EATA).
3. Provide the most current information in the field of athletic training, and equip students to maintain current knowledge in the field through ongoing education and study.
4. Regularly evaluate the strengths and weaknesses of each athletic training student, to contribute to development of healthcare knowledge and skills as well as professionalism.
ACI ROLES & RESPONSIBILITIES

Approved Clinical Instructor (ACI) Qualifications (Standards B3.21-B3.24)

- Credentialed in a health care profession as defined by the American Medical Association or American Osteopathic Association (e.g., Athletic Trainer, physical therapist, physician assistant, EMT)
- Be a practicing healthcare professional for >1 year
- Identified and trained by the program CIE to provide instruction and evaluation of the Athletic Training Education Competencies and/or Clinical Proficiencies.
- The ACI may not be a current student within the ATEP.

Roles & Responsibilities of ACIs (Standard B3.3)

- Provide instruction and/or evaluation of the Athletic Training Educational Competencies.
- Provide assessment of athletic training students’ clinical proficiency.
- Have regular communication with the appropriate ATEP administrators.
- Demonstrate understanding of and compliance with the policies and procedures of the ATEP.

Expectations of ACIs

Expectations of you include:

- Mentor – as an ACI you are a mentor for the athletic training student(s) that are under your supervision. You are to guide students into a better understanding of athletic training and athletic trainers. Mentoring includes providing insight into future experiences (employment, graduate school, internships, and fellowships).
- Teacher – to provide high quality instruction and clinical experiences for students.
- Supporter of ATEP – you are to adhere to the university, programmatic, and Commission on Accreditation of Athletic Training Education (CAATE) rules and regulations.
- Administrator – to complete all requested information/forms in a timely manner.
- Professional – students will be looking to you for not only clinical education but your professionalism. As such we expect that you will behave in a professional manner in your daily activities.

What ACIs can expect from the Marywood University ATEP

- Students that are appropriately prepared based on their level in the ATEP
- Appropriate documentation of student criminal clearances, liability insurance, etc. maintained by the ATEP
- Support from ATEP faculty, partnership in dealing with any problems that may arise
- Regular communication with either clinical coordinator or program director.
- Timely feedback from student evaluations

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CLINICAL EDUCATION TERMINOLOGY

Approved Clinical Instructor (ACI)
- Credentialed in a health care profession as defined by the American Medical Association or American Osteopathic Association (e.g., Athletic Trainer, physical therapist, physician assistant, EMT)
- Practicing healthcare professional for >1 year
- Identified and trained by the program CIE to provide instruction and evaluation of the Athletic Training Education Competencies and/or Clinical Proficiencies.
- The ACI may not be a current student within the ATEP.

Clinical Instructor (CI)
- A credentialed health care professional as defined by the American Medical Association and the American Osteopathic Association identified to provide supervision of athletic training students during their clinical experiences. An ACI may be a CI, but all CIs do not have to be ACIs (Standard B3.41).
- If a CI credentialed for less than one year, the program must develop and document the implementation of a plan for supervision of that CI by an experienced credentialed CI that ensures the quality of instruction provided to the athletic training students (Standard B3.42).
- A clinical instructor is not charged with the final formal evaluation of AT student’s integration of clinical proficiencies (only an ACI can perform such evaluations).

Clinical Education
- Clinical education is the application of knowledge and skills, learned in classroom and laboratory settings, to actual practice on patients under the supervision of an ACI/CI.

Clinical Experiences
- Those clinical education experiences for the Athletic Training Student that involve patient care and the application of athletic training skills under the supervision of a qualified instructor.
- Clinical Experiences should ideally be initiated early.

Clinical Instructor Educator (CIE)
- The BOC Certified Athletic Trainer recognized by the institution as the individual responsible for ACI training. If more than one individual is recognized as a CIE for an ATEP, then at least one must be a BOC Certified Athletic Trainer.
- The CIE is expected to possess the BOC credentials for a minimum of three years (Standard B3.12).
- Recognized and designated by the institution as the CIE for the educational program (Standard B3.11).
- Designated and authorized by the institution to oversee Approved Clinical Instructor (ACI) training and knowledgeable in the content areas required for the training of Approved Clinical Instructors (Standard B3.13).
Direct Supervision

- Supervision of the athletic training student during clinical experiences.
- The ACI and or CI must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.

**CLINICAL EDUCATION GUIDELINES**

The Marywood ATEP ACI manual contains many pieces of information that will be useful to ACIs. The primary goal of the clinical experience is to:

Provide students with opportunities to practice and integrate the cognitive learning, with the associated psychomotor skills requirements of the profession, to develop entry-level clinical proficiency and professional behavior as an Athletic Trainer as defined by the NATA Educational Competencies.

In order to achieve this goal, the athletic training curriculum must include provision for clinical experiences under the direct supervision of a qualified ACI or CI in an appropriate clinical setting.

**Direct Supervision**

- The ACI and or CI must be physically present and have the ability to intervene on behalf of the athletic training student and the patient. See section “Clinical Supervision Policy” for more details.

**Clinical Progression within the bounds of direct supervision**

The clinical education plan follows and reinforces the sequence of formal classroom and psychomotor skill learning. Thus, students should be taught and assessed on skills in the classroom before bringing those skills to the clinical experience.

Clinical experiences will follow a logical progression that allows for increasing amounts of clinically-supervised responsibility. As a student increases his/her knowledge and ability he/she should be challenged with increasing responsibilities. This does not mean that they can be left alone. However, for example, picture how you would go about helping a 1st year student conduct a knee evaluation. Because he/she has not had a course on lower extremity evaluation you will be at his/her side guiding them along. This would be appropriate supervision and guidance towards developing clinical proficiency. Now fast forward 2 years. That student is a 3rd year student. Would you do the same things as you did when the student was a 1st year? Hopefully not, as the student has now taken the appropriate courses and gained 2 additional years of clinical experience. Appropriate supervision and guidance in this case might be for the athletic training student to complete the evaluation independently with the ACI standing at a distance but able to intervene if necessary. The ACI should refer to the section “Typical ATEP Curriculum Plan” for specific course sequences.
TYPICAL ATEP CURRICULUM PLAN

Key:
Rq  =  Required major course, required sequence. Course must be taken in this order for clinical progression. Failure to take at the assigned time will delay graduation.
Rc  = Required major course, flexible sequence. Course is recommended to be taken in this order, but may be taken earlier or later depending on individual situations.
C  = Core class, 43-46 credits required in specific areas. See university core requirements.

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<tr>
<th>Semester 1</th>
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<tbody>
<tr>
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<td>Introduction to AT</td>
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<tr>
<td>BIOL 121</td>
<td>Anatomy &amp; Physiology I</td>
</tr>
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<td>PED 160</td>
<td>Foundations</td>
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<td>Eval. Athletic Injuries I</td>
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<td>PED 311L</td>
<td>Eval. Athletic Injuries I Lab</td>
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<tr>
<td>PED 400</td>
<td>Ther. Modalities</td>
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<td>PED 401</td>
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**PROFICIENCY PROGRESSION GUIDE**

Proficiencies are first taught and evaluated by ATEP faculty within an academic course (e.g. PED 180 Introduction to Athletic Training). Clinical proficiencies are then assigned to clinical courses for further practice and evaluation in the clinical setting. The following list is the master progression guide for clinical proficiencies, with the recommended sequencing. The clinical course instructor is responsible for assigning appropriate proficiencies based on the individual student’s academic progress.

**Clinical Proficiencies Attached to Clinical Experience Courses**  
**Master Progression**

Student name

Year & Semester of Entry

<table>
<thead>
<tr>
<th>Recommended Course</th>
<th>Actual Course/ Semester/Year</th>
<th>Proficiencies associated with the course:</th>
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<tbody>
<tr>
<td>e.g. 255A</td>
<td>255A Sp 2012</td>
<td>PED 180 Introduction to AT</td>
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<td>PED 111R Weight Lifting &amp; Conditioning</td>
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<td>455A</td>
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CLINICAL PROGRESSION YEAR TWO

Clinical Classes: PED 255A & 255B

Year Two Description
- Focus on psychomotor skill development, rehearsal, supervision, and evaluation of NATA Clinical Proficiencies List.
- Introduce students to psychomotor, cognitive, and affective domains and responsibilities of athletic training.
- Begin to acquire awareness and skills of profession associated.
- Draw upon past and current knowledge and experience bases associated with Freshman-Sophomore year courses (see section “Typical ATEP Curriculum Plan” for specific courses).
- Instructors focus on: Anatomy & Physiology content knowledge, Skill precision, Content Knowledge, Affective skills, Proper terminology, Prevention & care content, Motivation for future skill and knowledge acquisition

Year Two Evaluation
- The ACI evaluates each student individually on each proficiency assigned by the clinical instructor. See section, “Proficiency Progression Guide” for proficiencies generally assigned each semester.
- During field experiences with their ACI, each student is graded for professional performance (dress, reliability, duties, etc.).

Year Two Evaluation Form
- See section, Evaluation Forms: Midterm Evaluation & 2nd Year Final Evaluation

Year Two Placement Options
- Will focus on LE, EQ (Equipment Intensive).
- Examples of clinical sites: Abington Heights HS, Dunmore HS, Scranton Preparatory School, Valley View HS, Mid Valley HS, and West Scranton HS, University of Scranton, Baptist Bible College, Keystone College, and Marywood University.

Goals and Objectives for PED 255A
- Application of taping and first aid skills.
- Gain exposure to equipment intensive and/or lower extremity experiences.
- Accumulate supervised hours under an approved clinical instructor (ACI)
- Completion of clinical proficiencies for class work previously completed
- Application of relevant coursework in the clinical setting
- Demonstration of learning over time for previously completed didactic coursework.

Goals and Objectives for PED 255B
- Refine first aid and prevention skills.
- Gain exposure to lower extremity or equipment intensive experiences.
- Accumulate supervised hours under an approved clinical instructor (ACI)
- Completion of clinical proficiencies for previously completed class work.

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• Application of relevant coursework in the clinical setting
• Demonstrate and evaluate proficiency and competency in competencies delineated in previous classes.

**CLINICAL PROGRESSION YEAR THREE**

**Clinical Classes: PED 355A & 355B**

**Year Three Description**
- Students advance their clinical skills proficiencies and begin to learn more with advanced techniques.
- Focus on when, how, why, and what of the Clinical Proficiencies learned in Clinical Expereinces 155, 255A and 255B.
- Introduce higher-level learning skills associated with athletic training.
- Offers opportunities for application of skills and knowledge learned in higher level classes (evaluation, etc.).
- Draw upon past and current knowledge and experience bases associated with Freshman-Jr. year courses (see section “Typical ATEP Curriculum Plan” for specific courses).

**Year Three Evaluation**
- The ACI evaluates each student individually on each proficiency assigned by the clinical instructor. See section, “Proficiency Progression Guide” for proficiencies generally assigned each semester.
- During filed experiences with their ACI, each student is graded for professional performance (dress, reliability, duties, etc.).
- Mock written &/or practical certification exams focusing on:
  - Clinical skills criteria.
  - Functional anatomy as applied to human movement, injury, prevention and rehab skills.
  - Theory and concepts of injury evaluation, mechanism, prevention, and management.
  - Precision enhancement of skills and knowledge base.
  - Further development of intellectual curiosity.
  - Introduction of advanced ideas, concepts, and principles associated with athletic training.

**Year Three Evaluation Form**
- See section Evaluation Forms: Midterm Evaluation & 3rd Year Final Evaluation

**Year Three Placement Options**
- Will focus on UE, LE, EQ. Also, depending on course completions students will begin General Medical, Orthopedic and/or rehabilitation rotations.
- Examples of traditional setting clinical sites: Abington Heights HS, Dunmore HS, Scranton Preparatory School, Valley View HS, Scranton HS, Mid Valley, HS, West

*Revised on May 7, 2012*
Scranton HS, Lackawanna College, University of Scranton, Marywood University, Baptist Bible College, Keystone College,
- Examples of General Medical, Rehabilitation, and Orthopedic Sites: Geisinger Community Medical Center Hospital Emergency Room, CPT Rehabilitation, SPRINT Rehabilitation, Physician’s Health Alliance, LaPorta Foot and Ankle Institute.

Goals and Objectives PED 355A
- Continue using evaluation skills, including upper extremity, trunk, and head injuries.
- Begin constructing therapeutic exercise programs.
- Continue to gain exposure to equipment intensive and/or lower extremity experiences.
- Accumulate supervised hours under an ACI/CII
- Completion of clinical proficiencies for previous class work.
- Application of relevant coursework in the clinical setting

Goals and Objectives for PED 355B
- Continue using evaluation skills.
- Continue developing and implementing therapeutic exercise programs.
- Continue developing therapeutic modality strategies.
- Continue to gain exposure to equipment intensive and/or upper and/or lower extremity experiences.
- Accumulate supervised hours under an ACI/CII
- Completion of clinical proficiencies checklist for previous class work.
- Application of relevant coursework in the clinical setting
- Demonstration of learning over time for previously completed clinical proficiencies and didactic coursework.

**CLINICAL PROGRESSION YEAR FOUR**

**Clinical Courses: PED 455A & 455B**

Year Four Description
- Focus on proper application, use, and understanding of all Clinical Proficiencies, as well as cognitive and affective sports medicine skills.
- Promotes higher-level thinking and problem solving skills associated with athletic training and sports medicine.
- Students demonstrate their ability to connect the various discipline, attitudes, and theories associated with athletic training in order to move from the novice level to the entry level stage of athletic training.
- Draw upon past and current knowledge and experience bases associated with Freshman-Senior year courses (see section “Typical ATEP Curriculum Plan” for specific courses).

Year Four Evaluation
- The ACI evaluates each student individually on each proficiency assigned by the clinical instructor. See section, “Proficiency Progression Guide” for proficiencies generally assigned each semester. Evaluations are conducted during real-time situations as well as
with standardized patients. Greater attention is paid to clinical decision skills such as interpretation, evaluation, management, and other problem solving skills.

- During field experiences with their ACI, each student is graded for professional performance (dress, reliability, duties, etc.).
- Mock written and/or practical certification examinations focusing on:
  - Expert skills execution & content mastery.
  - Development of sound clinical reasoning and case pattern recognition skills.
  - Ability to analyze and synthesize sports medicine problems and develop appropriate action plans for management, rehabilitation etc.

Year Four Evaluation Form

- See section Evaluation Forms: Midterm Evaluation & 4th Year Final Evaluation

Year Four Placement Options

- Will focus on UE, LE, EQ. Also, depending on course completions students will begin General Medical, Orthopedic and/or rehabilitation rotations.
- Examples of traditional setting clinical sites: Abington Heights HS, Dunmore HS, Scranton Preparatory School, Valley View HS, Scranton HS, Mid Valley, HS, West Scranton HS, Lackawanna College, University of Scranton, Marywood University, Baptist Bible College, Keystone College,
- Examples of General Medical, Rehabilitation, and Orthopedic Sites: GeisingerCommunity Medical Center Hospital Emergency Room, CPT Rehabilitation, SPRINT Rehabilitation, Physician’s Health Alliance, LaPorta Foot and Ankle Institute.

Goals and Objectives for PED 455A

- Prepare for the BOC Exam for the Athletic Trainer
- Continue using evaluation skills.
- Continue developing and implementing therapeutic exercise programs.
- Continue developing therapeutic modality strategies.
- Continue to gain exposure to equipment intensive and/or lower extremity experiences.
- Accumulate supervised hours under an ACI/CI
- Completion of clinical proficiencies, including Clinical Integration Proficiencies.
- Application of relevant coursework in the clinical setting
- Demonstration of learning over time for previously completed clinical proficiencies and didactic coursework.

Goals and Objectives for PED 455B

- Complete eligibility requirements to sit for the BOC Exam
- Prepare and sit for the BOC Exam for the Athletic Trainer
- Apply administrative skills.
- Continue to gain exposure to upper extremity and/or lower extremity experiences, equipment intensive, rehabilitation intensive and general medical.
- Completion of final clinical proficiencies, including Clinical Integration Proficiencies.
- Application of relevant coursework in the clinical setting
- Demonstration of learning over time for previously completed clinical proficiencies and didactic coursework.
POLICIES AND GUIDELINES

The main policy and procedure guide for the MU ATEP is the Student Handbook. This document is available on-line at:

http://www.marywood.edu/health-pe/programs/athletic-training/

The sections that follow are policies and guidelines copied from the MU ATEP Student Handbook that are most relevant to the ACI/CI.
ATEP ROLE DELINEATION

The ATEP faculty, staff and students shall consist of the following individuals: Medical Director, ATEP Program Director, Clinical Coordinator, Department Chair, Team Physician, Head Athletic Trainer, Approved Clinical Instructors (ACI), Clinical Instructors (CI), faculty, and athletic training students.

The Medical Director, ATEP Program Director, Clinical Coordinator, and Department Chair will be primarily responsible for the educational component of the ATEP. The Team Physician and Head Athletic Trainer will primarily coordinate medical care for student athletes, as well as participating in the clinical experience of students. ACI and CI will be responsible for the continued clinical education and evaluation of clinical skills of the athletic training student as established by the ATEP faculty.

Medical Director:
The medical director will act as a resource and expert for the medical content of the ATEP in both formal classroom and supervised clinical experiences. He/she will have a sincere interest in the professional preparation of the athletic training student and will be willing to share his/her knowledge through ongoing informal discussion, classroom instruction, and clinical experiences.

Team Physician:
The team physician will, in concert with the Head Athletic Trainer, coordinate medical care for student athletes. The team physician will involve athletic training students in the evaluation and treatment of student athletes as appropriate.

Program Director:
The ATEP Program Director shall be responsible for the day-to-day operation, coordination, supervision, and evaluation of all aspects of the ATEP. The Program Director will be a Certified Athletic Trainer and maintain BOC certification, state licensure and NATA memberships. The Program Director will instruct classes in the ATEP.

Clinical Coordinator
The ATEP Clinical Coordinator shall be responsible for the coordination and supervision of the clinical component of the athletic training student’s education. The Clinical Coordinator will be a Certified Athletic Trainer and maintain BOC certification, state licensure and NATA membership. The Clinical Coordinator will instruct classes in the ATEP.

Head Athletic Trainer:
The Head Athletic Trainer shall be an ACI within the ATEP (as determined by the Program Director) as well as provide full-time coverage of all intercollegiate athletic teams. This person must be qualified through

Revised on May 7, 2012
professional preparation/certification (BOC and state certification) and experienced in the field of athletic training.

**Department Chairperson:**
The department chairperson will assist the ATEP Program Director, Clinical Coordinator, and other staff/faculty in the administration of the ATEP. The department chair will also serve on the selection committee and disciplinary committee on an as needed basis. This individual may instruct classes in the ATEP.

**Approved Clinical Instructor:**
Each approved clinical instructor (ACI) will be an individual that provides direct supervision and instruction of students in the clinical component of the ATEP. He/She shall have current BOC certification, minimum of one year of certification, and possess equivalent qualifications and experience in the clinical supervision of athletic training students. The ACI should be interested in the professional preparation of athletic training students and will be familiar with and able to sign off on the *Athletic Training Educational Competencies*.

**Clinical Instructor:**
Each clinical instructor (CI) will be an individual that provides direct supervision and/or instruction of students in the clinical component of the ATEP. He/she will be trained and qualified (through national and/or state licensure or certification) in their respective field of study.

**Instructional Faculty:**
The faculty for the ATEP will teach those courses required by the curriculum. These faculty members will be qualified through professional preparation and experience in their respective academic areas. They will be familiar with the *Athletic Training Educational Competencies* as they pertain to the respective teaching area. Adjunct faculty will also demonstrate a sincere interest in assisting the athletic training students in development of professional skills and knowledge.

**Athletic Training Students:**
The athletic training students are students admitted to the professional phase of the ATEP. They shall abide by the policies outlined in this handbook, and exhibit the qualities of a healthcare professional. They will be committed to their educational programs and strive to continually improve upon their knowledge and skills. They will take an active role in their education in both the classroom and clinical setting.
ATHLETIC TRAINING STUDENT CONDUCT AND RESPONSIBILITIES

The athletic training student is expected to conduct him/herself at all times in such a manner as to be a credit to those he/she represents, exemplifying the traditional values of honesty, good sportsmanship, courtesy, and modesty commonly associated with good citizenship. Any ATS who has conducted him/herself in such a manner as to reflect negatively on the school, athletic department, and/or the ATEP will be disciplined accordingly. This may include, but not be limited to, suspension or dismissal from the ATEP.

General Guidelines of ATS Conduct and Responsibilities:

1. Adhere to the Code of Ethics of the National Athletic Trainers’ Association

2. Display professionalism (i.e. attitude, conduct, dress, cleanliness) at all times while representing the ATEP.

3. Information relating to medical and/or personal problems of athletes, coaches, or staff is regarded as confidential and privileged information. Students are to abide by the ATEP Confidentiality Policy. REMEMBER: WHAT YOU SEE HERE, DO HERE, HEAR HERE, STAYS HERE. Medical information is not to be released by the athletic training student. Any problems should be reported to the appropriate personnel.

4. Verbal obscenities, threatening remarks, and physical confrontations are not permitted. Should an incident occur while the athletic training student is “on-duty” or at a clinical assignment, the ATS is to report the incident to the ACI, CI, or other professional staff present. If physical force is threatened or used, security should be contacted immediately.

5. When representing the ATEP there is to be no usage of illegal drugs or consumption of alcoholic beverages (regardless of age) at any time. This encompasses all activities associated with your clinical assignment, including traveling with a team and coverage of a team at an affiliated site. Violation of this guideline will result in immediate suspension according to the definition under Disciplinary Action section without a probationary period. See the Drug and Alcohol Policy for more information.

6. Report for all assignments on time. If you are unable to meet an assigned responsibility you must make arrangement with your ACI prior to the absence taking place. In the case of emergency you should make every effort to contact your ACI. If they are not available call the ATEP program director or clinical coordinator. Please see Attendance Policy.

7. Respect the equipment and supplies at Marywood facilities and all clinical sites. Athletic training students are responsible to stay current with policies and procedures of their clinical site, including emergency action plan, equipment use procedures, etc.

8. As fits with a medical professional, athletic training students are responsible to maintain appropriate certification in CPR and First Aid as well as abide by appropriate infection and bloodborne pathogen control procedures in the clinical setting.
HOURS REQUIREMENT AND RECORDING

The current standards for BOC certification eligibility requires students to complete all competencies and proficiencies set forth in the Athletic Training Educational Competencies. There is no set number of hours required by the BOC. However, to complete the required clinical experiences courses and proficiencies students should average 15-20 hours a week at their clinical site. Students are expected to attend their clinical assignments as deemed appropriate by the ACI/CI and the Clinical Coordinator. Failure to attend clinical without notice is unacceptable, regardless of the number of hours attended on previous days (please see Attendance Policy).

During the standard academic year, students will receive a minimum of 1 day off from clinical experience each week. If possible, students and ACI/CI should coordinate the schedule to allow 2 days off from clinical each week. For example, if a student has worked 6 days in a row (Tuesday to Sunday) with the football team, the student and ACI/CI should plan at least 1 day off for the student during the following week regardless of practice schedule. If a student feels they are being asked to work excessive hours or excessive days in a row at their clinical site, the student should discuss this problem first with their ACI/CI and then with the Clinical Coordinator.

Clinical schedules should generally align with the Marywood University calendar. Thus, the student will have the option to take major University holidays without penalty (such as fall break, Thanksgiving break, spring break). However, clinical experiences can (and often will) continue across minor holidays and University breaks (e.g. Labor day). The student is responsible making the most out of their clinical experience through active participation and proactive communication about scheduling and hours.

RECORDING HOURS:
All athletic training contact hours must be recorded on a monthly log sheet as supplied with the syllabus for the student’s Clinical Experience in Athletic Training course. This log sheet will be kept in a personal file located in the ATEP Clinical Coordinator’s office. It is highly recommended that the Athletic training student’s keep a duplicate hours sheet for your records. Signed hours logs should be turned in monthly to the ATEP Clinical Coordinator to be evaluated and placed in your file by the end of each semester.

SIGN IN Rounded to the next quarter of an hour
Example: in at 12:01 recorded as 12:00
in at 12:08 recorded as 12:15

SIGN OUT Rounded to previous quarter of an hour
Example: out at 11:52 recorded as 11:45
out at 11:59 recorded as 12:00

Revised on May 7, 2012
The following guidelines are required by CAATE (Commission on Accreditation of Athletic Training Education) in order to educate the Athletic Training Student.

**Clinical Supervision**
- Constant auditory and visual contact between the ACI and the ATS
- Direct Supervision
  *This applies to the instruction and evaluation of the clinical proficiencies by an ACI.
  Constant visual and auditory interaction between the student and the ACI. The instructor shall be physically present for proficiency instruction and evaluation.
  *Reference: CAATE guidelines (Standards J1.1-1.4t)

**CAATE Standards J1.1-1.4 for Reference**
J1. The athletic training curriculum must include provision for clinical experience under the direct supervision of a qualified ACI or CI (see Section B) in an appropriate clinical setting.
  J1.1 ACI or CI must be physically present and have the ability to intervene on behalf of the athletic training student to provide on-going and consist education.
  J1.2 The ACI or CI must consistently and physically interact with the athletic training student at the site of the clinical experience.
  J1.3 There must be regular planned communication between the ATEP and the ACI or CI.
  J1.4 The number of students assigned to an ACI or CI in the clinical experience component must be of a ratio that will ensure effective education and should not exceed a ratio of eight students to an ACI or CI in the clinical setting.

**Clinical Education Experience**
- Clinical education experience provides an opportunity for integration of psychomotor, cognitive and affective skills, and clinical proficiencies within context of direct patient care. An ACI must directly supervise formal clinical education experience. An ACI or a CI must supervise other clinical education experiences such as during on the field experience.
- The Athletic Training student must be supervised by an ACI/CI at all times. The Athletic Training student should NOT perform skills beyond their classroom knowledge (i.e.-the student should not perform ultrasound before having the class Therapeutic Modalities). The Athletic Training Student can not be without “constant visual and auditory interaction”. They can not be left alone at the practice setting while treatments/practices are going on.

**PENNSYLVANIA STATE LICENSURE SUPERVISION**

The state of Pennsylvania has licensure for athletic trainers. As an athletic training student you can perform duties of an athletic trainer under the direct supervision (both auditory and visual contact) of a certified athletic trainer. For more information about Pennsylvania Title 49 refer to: http://www.pabulletin.com/secure/data/vol37/37-28/1232.html

*Revised on May 7, 2012*
AWAY GAME/TRAVEL PROTOCOL

Students are not to travel, unless accompanied by his/her ACI. When traveling with a team the following procedures must be followed:

1. When traveling with an athletic team, the student is the responsibility of the ACI. The Clinical Supervision Policy remains in effect during travel.

2. The student shall abide by the policies and procedures contained within this handbook and all rules/regulations set by the ACI and Head Coach.

3. While traveling with athletic teams the use of alcohol or illegal drugs is prohibited at any time, regardless of age of the student.

MODALITY USAGE BY ATHLETIC TRAINING STUDENTS

The purpose of using a modality on an injury is to help create an optimal environment for healing to take place. In order to create this optimal environment, the correct modality must be used in the correct manner. Before using a modality on an athlete, the ATS should be instructed on the proper set up and operation of that modality. Initial instruction on safe modality application will occur in PED 155 Clinical Experience I. This initial instruction will teach students how to safely apply common modalities (such as ice, heat, ultrasound and electronic stimulation) using parameters set by the supervising ACI/CI. The student should not attempt to set modality parameters or engage in clinical decision making regarding modality usage until formally instructed on the theory and application of modalities in PED 400 Therapeutic Modalities, and deemed proficient by their ACI/CI. Again, athletic training students should not use any modality until properly instructed and assessed proficient. Improper use of any modality can be harmful and dangerous to the athlete, student, and equipment.

EMERGENCY ACTION PLANS

An Emergency Action Plan (EAP) Manual is located on the Athletic Training major moodle site. This manual has a comprehensive collection of the EAP for each clinical site. Copies of the EAP should also be available within the clinical site facilities (either posted or upon request). Students are expected to review this plan with their ACI/CI prior to an emergency situation, in order to understand their responsibilities in case of emergency.

PROFESSIONAL LIABILITY INSURANCE

An athletic training student’s liability insurance is attached with enrollment in Clinical Experience in Athletic Training. The lab fee attached to Clinical Experience in Athletic Training covers the cost of the liability insurance.
PERSONAL APPEARANCE

Appearance is vital to the development of confidence and respect from the student-athletes, coaches, and peers, as well as promoting professionalism as a healthcare provider. In addition, proper personal hygiene is essential to preventing the spread of pathogens.

Overall Guideline:
Is my appearance fitting of a healthcare professional?

The ATEP reserves the right to prohibit any personal hygiene or clothing that does not fit with the overall guideline, even if it is not specifically prohibited below. All the following specific guidelines are based on the overall guideline.

General
- Clothes need to be clean and neat. NO tears, rips, holes, or fraying.
- Clothes should be modest. No low-cut shirts, low-riding pants, or short-shorts.
- Students may only wear attire that represents Marywood or their CURRENT clinical site while at the clinical placement. No other schools or teams should be displayed.
- Marywood ATEP clothing may not be worn out to non-ATEP sponsored events (e.g. social events).

Hair, Jewelry and Accessories
- Hair should be kept neat, clean and out of the way.
- No attention causing hairstyle or accessories may be worn.
- Facial hair must be kept neat and trimmed.
- Use discretion with make-up, perfume, cologne, and jewelry.
- Males may not wear earrings in the clinical setting.
- Females may wear earring that do not hang farther than 1 inch from the ear lobe.
- NO other piercings are allowed (no tongue, nose, or eyebrow rings)

Headwear and Footwear
- Hats and visors may only be worn outdoors.
- All hats/visors must represent either Marywood or the CURRENT clinical site.
- No bandannas or other headwear should be worn.
- No open-toed or open-heeled shoes are to be worn at any time in the athletic training room (this is a hygiene and bloodborne pathogens issue).

Shirts, tops, sweatshirts and jackets
- The student must wear a top that designates them as a Marywood ATEP student, OR a top provided by their CURRENT clinical site. For example, if Dunmore High School Football provides your with a game day polo, that would be acceptable attire. If they do not, then you must be in Marywood ATEP attire.
- Sweatshirts and jackets should be 1) Marywood ATEP attire, 2) neutral (free of branding or school specific colors), or 3) provided by your CURRENT clinical site.
Pants, shorts and other lower extremity attire
- The preferred clinical attire is khaki-style pants, shorts or capris. These can be in shades of browns (including khaki), greys, and black.
- Shorts should be modest in length and well-fitting (not excessively tight or loose).
- Neat/clean looking track suit bottoms or athletic shorts may also be considered appropriate attire depending on your clinical site. You should check with your ACI/CI for clearance.
  - These should be neutral colored (black or grey) or the school color.
  - Yoga or pajama style pants or capris are not acceptable (refer to Overall Guideline).

Game day attire guidelines
More strict game day attire regulations may be set by your ACI/CI. However, in general:
- A polo and khakis are minimum acceptable game day attire
- Indoor events may opt for business casual instead of a polo and khakis

Those athletic training students that fail to present an appropriate professional appearance (including wearing appropriate attire, maintaining proper hygiene, etc) may be asked to leave the clinical site until the appropriate changes are made, and/or hours may not be counted while in the inappropriate attire.

The clinical supervisor (ACI/CI) is the primary judge of appropriate appearance for their clinical site. Any student wishing to make an appeal should bring their concern to the Program Director. If the student does not wish to make the changes deemed necessary by the clinical supervisor and/or Program Director to present an appropriate professional appearance, they will be removed (suspended) from their clinical site. Removal from the clinical site may result in the student being required to repeat the clinical experience, affecting the student’s progression within the program.

DRUG AND ALCOHOL USE

Any student who reports for a clinical assignment under the influence of alcohol or illegal drugs or partakes in their use while at a clinical assignment will face immediate suspension according to the definition in this handbook. This would include reporting to clinical still being intoxicated or impaired by alcohol and/or drug use from the previous night. Students of the ATEP are also subject to university-wide policy on drug and alcohol abuse, in compliance with the “Drug-free workplace act of 1988,” the “Drug-free Schools and Communities Act Amendments of 1989,” and all other pertinent federal, state, and local regulations regarding substance abuse on campus or at a clinical site.

During their private life, students are discouraged from drug or alcohol use for a variety of reasons. Specific to the ATEP and clinical experiences, students should be aware that police citation for underage drinking or possession of substances may appear on their background check. These items on your background check may limit your ability to be placed at certain clinical sites, such as high schools, due to the background clearance policies of that site.

Revised on May 7, 2012
CLINICAL EXPERIENCE ATTENDANCE POLICY

The purpose of the clinical experience is to provide you with a real world athletic training experience. At the completion of the clinical experience, you should have a realistic view of the typical schedule and activities of a certified athletic trainer (ATC). For this experience, you are required to work directly with your ACI or CI assisting with clinical services. Typical daily coverage will include preparation of athletic teams for practice, providing medical coverage during athletic practices and games, and providing post-game/event clinical coverage. This coverage typically includes weekends as assigned by the clinical supervisor.

Failure to attend clinical experiences jeopardizes student learning opportunities. Thus, the ATEP staff expects students to prioritize clinical experience attendance. Specifically:

Students must attend all assigned clinical experience hours, on-time, and prepared.

An unexcused absence is any absence from assigned clinical hours which was neither cleared in advance (see #1 below) nor the result of a legitimate illness or emergency (see #2 below). The student should have zero (0) unexcused absences, regardless of their level in the program or the number of previous hours completed. A “no-call, no-show” is never acceptable.

The ATEP staff recognizes that there will be times when personal events can (and perhaps should) take precedence over clinical experience. Examples may include preplanned events (such as weddings) and unplanned events (such as illness or family emergencies).

1. Students must notify their ACI/CI of planned personal events that would result in absence from clinical experience at least 2 weeks in advance. The ACI/CI has the right to “excuse” or “unexcuse” an absence, in other words, just because you ask early does not mean you can take every Friday night off for personal reasons.

2. Students must communicate with their ACI/CI as soon as possible if illness or an emergency prevents them from attending their clinical experience. In general, the ATEP runs on the honor code, and proof/evidence is not required. However, the student should be able to obtain and present this information if requested.

Unexcused absences from your clinical site will result in disciplinary action as outlined in the Disciplinary Actions section. Additionally, in order to meet student learning objectives, unexcused absences may necessitate that the student completes make-up clinical hours, or that the student repeats the clinical experience course in a future semester when they are able to attend reliably. The student will be responsible for arranging to complete make-up hours in the allotted time. If the student is unable to complete make up hours within the allotted time, they would be required to repeat the course. More specific guidelines about attendance will be addressed in the clinical experience course syllabus. The Clinical Coordinator (in communication with the Program Director) will judge the appropriate course of action for student with attendance problems.

Revised on May 7, 2012
EVALUATION OF ATHLETIC TRAINING STUDENTS

Students will receive regular evaluation and feedback throughout their clinical experiences. Evaluation will consist of formal written evaluations, site visits by the Clinical Coordinator, and informal communication between the student, ACI/CI and Clinical Coordinator.

This written evaluation will take place a minimum of twice per semester, at midterm and finals. The ACI/CI will complete the form and review it with the student. Both parties sign this evaluation, then the student has the responsibility to return it the Marywood University faculty member responsible for the corresponding Clinical Experience course or ATEP Clinical Coordinator. After reviewing the form, the instructor of Clinical Experience will submit the evaluation to the ATEP Program Director. The evaluation will be maintained in the student’s ATEP folder. The student will have the right to review the evaluation, and is encouraged to discuss it with the Clinical Instructor, course instructor, and/or the ATEP Program Director.

Site visits provide the program with insight into the day-to-day activities and performance of the student. Site visits may be announced or unannounced. Generally, a minimum of 2 site visits will be conducted each semester. At least one of these visits will include direct contact between the ATEP faculty member conducting the site visit and the ACI/CI. This personal contact allows for direct communication regarding student performance in the clinical setting.

EVALUATION OF CLINICAL EXPERIENCES AND ATEP

Each Athletic training student enrolled in Clinical Experience in Athletic Training will be asked to evaluate the strengths and weaknesses of the experience at the assigned clinical site, including the corresponding clinical instructor. This will be requested minimally once per semester. The evaluation will be submitted to the Marywood University faculty member responsible for the corresponding Clinical Experience in Athletic Training (generally the Clinical Coordinator). The instructor of Clinical Experience in Athletic Training will submit the evaluation to the ATEP Program Director. This evaluation will not influence the grade given to the student, rather it will be used to internally assess the value of the clinical experience and characteristics of the clinical site and instructor.

Student evaluation of coursework will be in conjunction with Marywood University’s policy for Student Evaluation of Faculty. Additionally, ATEP students may be asked for formal or informal evaluation of coursework by faculty, ATEP Program Director, or HPE Department Chairperson. Evaluation may be considered anonymously as deemed necessary by either party. In addition to the previously mentioned tools for evaluation, the ATEP student may be asked to evaluate the ATEP on an overall basis. The method of evaluation will be determined by the ATEP Program Director, ATEP faculty, and ATEP Clinical Instructors. One example of an ongoing programmatic evaluation tool is the Senior Exit Survey.

Revised on May 7, 2012
BLOODBORNE PATHOGEN POLICY

In this day and age, exposure to blood-borne pathogens is not only very common but also very dangerous. As Athletic Trainers we are constantly exposed to potentially dangerous body fluids. The following procedures must be followed to minimize exposure:

1. Latex gloves must be worn at all times when coming into contact with body fluids, especially blood.

2. Soiled supplies must be disposed of in the red biohazard waste bag located in the athletic training room.

3. If bleeding occurs away from the athletic training room, all soiled supplies must be gathered and placed in a plastic bag and brought to the athletic training room where they can be disposed of in the red biohazard bag.

4. All disposable sharps should be placed in the hard plastic sharps container located on the counter next to the sink.

5. When cleaning up a blood spill, latex gloves must be worn.

6. Any blood spills should be cleaned up using an effective antiviral cleanser.

7. Blood spills on clothing should be treated with an antiviral cleanser before being attended to by the Athletic Trainer.

8. Report any exposure to body fluids to your supervising certified athletic trainer as soon as possible.

9. When in doubt, be conservative.

The Marywood University ATEP will offer yearly universal precautions training for all athletic training students, faculty and staff.
CONFIDENTIALITY STATEMENT

I, ________________________________, understand that information in the offices of the Health and Physical Education Department and Athletics Department, is confidential and may not be divulged to anyone except the person who owns the information; those faculty, staff or administrators who have need to know; and those individuals or agencies who fulfill the requirements under the Federal Educational Rights and Privacy Acts of 1974, as Amended (FERPA). I also understand that information in the offices of the General Medical Affiliated Settings, as well as the High School Affiliated Settings, is confidential and may not be divulged to anyone except the person who owns the information, as this is a violation of federal law. If I release confidential information, I understand that I may be discharged immediately from the Athletic Training Education Program (and directed observation experience if applicable).

I have read the above and agree to maintain the confidentiality of all information that I have access to.

_____________________________________  ___________________
Student Signature      Date

_____________________________________  ____________________
ATEP Faculty Witness Signature    Date
Marywood University Athletic Training Education Program
Communicable Disease Policy

Prior to starting the professional phase of the athletic training education program all students must have an updated immunization record which includes:

1. Tetanus-Diptheria
2. Measles Mumps Rubella (MMR)
3. Varicella
4. Polio
5. Hepatitis B series started (received at least the 1st shot)

Athletic training staff and students are required to finish the Hepatitis B series and complete annual PPD screening. It is the responsibility of the individual to maintain all immunizations.

Blood borne pathogen and OSHA training sessions are done annually at the start of each academic school year. Records for training sessions are kept on file in the athletic training education program director’s office.

If a student is suspected of having a communicable disease, the student is referred to the Marywood University Student Health Services for medical evaluation and is asked to refrain from reporting to their clinical assignment until cleared by a physician/nurse practitioner/physician assistant.

Prevention of disease transmission and an exposure control plan are outlined and kept on site at each clinical site. Students are expected to read over the disease transmission and exposure control plan for their clinical site.

I _____________________________________________________ have read and agree to abide by the Athletic Training Education Program Communicable Disease Policy.

__________________________________________________________________________  Date

Signature
MARYWOOD UNIVERSITY
ATHLETIC TRAINING EDUCATION PROGRAM
EVALUATION FORMS

Revised on May 7, 2012
Marywood University  
Athletic Training Education Program  
Mid-Semester Evaluation of Student Affective & Professional Performance  

Student ___________________________ Date _____________________ C. I. _______________________

Please evaluate the student based on their respective academic level using the 5-point scale provided. Descriptions of what is expected for each student’s level are attached.

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<th>Description</th>
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<td>Appropriate dress, attire, Personal Grooming and Hygiene</td>
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<td>Communication skills w/pts, supervisors &amp; peers</td>
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<td>Dependability &amp; reliability</td>
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<td>Motivation &amp; enthusiasm for learning</td>
<td></td>
<td></td>
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<tr>
<td>Initiative &amp; work ethic</td>
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<tr>
<td>Preparation &amp; completion of clinical assignments</td>
<td></td>
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<tr>
<td>Voluntary contributions for own actions &amp; decisions</td>
<td></td>
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<tr>
<td>The student maintains professional clinical demeanor</td>
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<tr>
<td>Able to identify areas for self-improvement</td>
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<tr>
<td>The student adheres to ethical practice standards</td>
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</tbody>
</table>

CI’s: Please provide specific comments, or details for any score of 1, 2, or 5.

Student Comments:  

_________________________________   ______________________________

ACI Signature        Athletic Training Student Signature

Revised on May 7, 2012
Name of Student: _____________________________________________________
Name of Evaluator: _____________________________________________________
Evaluator’s Position: __________________________ Date:_________

Rate the ATS using the scale below. Please complete all of the evaluation, and base your rating on direct observations and interactions with the student. Use the space provided below each question for any additional comments regarding the ATS.

5 – very outstanding/excellent performance
4 – above average/good performance
3 – average performance
2 – below average/poor performance
1 – unacceptable/deficient performance
0 – not applicable

1. Punctual, shows up on time, and shows initiative while present. ______
   Comments -

2. Personality is agreeable, maintains a good rapport with students and CI ______
   Comments –

3. Cooperation, works well with others ______
   Comments –

4. Responds to ideas and opinions of others ______
   Comments -

5. Enthusiasm for profession and working environment ______
   Comments –

6. Professionalism in appearance and conduct ______

Revised on May 7, 2012
7. Intellectually curious, asking questions and wanting to learn
   Examples –

8. Able to verbalize thoughts and communicate clearly
   Comments -

9. Becoming confident in skills and knowledge
   Comments -

10. Taping techniques, basic level taping abilities
    Comments –

11. Demonstrates the ability to recognize and evaluate injuries pertaining to: (spring semester)
    * The hip
    * The thigh
    * The knee
    * The lower leg
    * The ankle
    * The foot
    Comments -

12. Uses proper therapeutic modalities pertaining to #11 (spring semester)
    Comments –

13. First aid and emergency techniques

14. Additional strengths and weaknesses of the individual ATS:

    ____________________________________________  __________________________
    Student’s Signature                                  Date

    ____________________________________________  __________________________
    Evaluator’s Signature                                Date

Revised on May 7, 2012
MARYWOOD UNIVERSITY
ATHLETIC TRAINING STUDENT EVALUATION FORM
THIRD YEAR STUDENT

Name of Student: _____________________________________________________
Name of Evaluator: _____________________________________________________
Evaluator’s Position: ________________________________________ Date:_________

Rate the ATS using the scale below. Please complete all of the evaluation, and base your rating on direct observations and interactions with the student. Use the space provided below each question for any additional comments regarding the ATS.

5 – very outstanding/excellent performance
4 – above average/good performance
3 – average performance
2 – below average/poor performance
1 – unacceptable/deficient performance
0 – not applicable

1. Punctual, shows up on time, and shows initiative while present. ______
   Comments -

2. Personality is agreeable, maintains a good rapport with students and CI ______
   Comments –

3. Cooperation, works well with others ______
   Comments –

4. Responds to criticism/opinions/attitudes of others ______
   Comments -

5. Enthusiasm for profession and working environment ______
   Comments –

6. Professionalism in appearance and conduct, ethical in actions ______

Revised on May 7, 2012
7. Intellectually curious, asking questions and wanting to learn
   Examples –

8. Able to verbalize thoughts and communicate clearly
   Comments -

9. Becoming confident in skills and knowledge
   Comments -

10. Taping techniques pertaining to # 11 and 12
    Comments –

11. Demonstrates the ability to recognize and evaluate injuries pertaining to:
    * The hip
    * The thigh
    * The knee
    * The lower leg
    * The ankle
    * The foot
    Comments -

12. Demonstrates the ability to recognize and evaluate injuries pertaining to:
    * The head and neck
    * The shoulder
    * The arm
    * The elbow
    * The wrist
    * The hand and fingers
    Comments -

13. Uses therapeutic exercise techniques pertaining to #11 and 12
    Comments –
14. Uses proper therapeutic modalities pertaining to #11 and 12 (spring semester)  
Comments –

15. Uses technical/medical terminology pertaining to #11 and 12  
Comments -

16. First aid and emergency techniques

17. Demonstrates independent thinking

18. Additional strengths and weaknesses of the individual ATS:

________________________________________  _______________
Student’s Signature                  Date

________________________________________  _______________
Evaluator’s Signature                 Date
Name of Student: _____________________________________________________
Name of Evaluator: _____________________________________________________
Evaluator’s Position: ________________________________________ Date:_________

Rate the ATS using the scale below. Please complete all of the evaluation, and base your rating on direct observations and interactions with the student. Use the space provided below each question for any additional comments regarding the ATS.

5 – very outstanding/excellent performance  
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3 – average performance  
2 – below average/poor performance  
1 – unacceptable/deficient performance  
0 – not applicable

1. Punctual, shows up on time, and shows initiative while present. ______
   Comments -

2. Personality is agreeable, maintains a good rapport with students and CI ______
   Comments –

3. Cooperation, works well with others ______
   Comments –

4. Responds to criticism/opinions/attitudes of others ______
   Comments -

5. Enthusiasm for profession and working environment ______
   Comments –

6. Professionalism in appearance and conduct, ethical in actions ______

Revised on May 7, 2012
7. Intellectually curious, asking questions and wanting to learn
   Examples –

8. Able to verbalize thoughts and communicate clearly
   Comments -

9. Becoming confident in skills and knowledge
   Comments -

10. Taping techniques pertaining to # 11 and 12
    Comments –

11. Demonstrates the ability to recognize and evaluate injuries pertaining to:
    * The hip
    * The thigh
    * The knee
    * The lower leg
    * The ankle
    * The foot
    Comments -

12. Demonstrates the ability to recognize and evaluate injuries pertaining to:
    * The head and neck
    * The shoulder
    * The arm
    * The elbow
    * The wrist
    * The hand and fingers
    Comments -

13. Uses technical/medical terminology pertaining to #11 and 12
    Comments -

14. First aid and emergency techniques
    

15. Demonstrates independent thinking
    

Revised on May 7, 2012
16. Shows individual signs of mastery and readiness in becoming an ATC ______

PLEASE COMMENT -

_________________________________________  ______________
Student’s Signature      Date

_________________________________________  ______________
Evaluator’s Signature      Date
MARYWOOD UNIVERSITY ATEP
STUDENT EVALUATION OF
CLINICAL EDUCATOR/CLINICAL SITE©

It is very important to the Department of Athletic Training that we receive your input on each of your clinical practicum experiences and each of the Clinical Sites in which you have been placed. Your information will remain anonymous; general comments will be shared, at the end of the year, with the Clinical Instructors to help them improve their clinical site and their teaching methods while educating the students in the Department of Athletic Training.

**CLINICAL INSTRUCTOR:** __________________________ **CLINICAL SITE:** _________________________

**SPORT ASSIGNMENT:** _____________________________ **DATE of ROTATION:** ____________________

**STUDENT’S NAME:** _________________________________________________________________________

Clinical Instructor Evaluation©

Please circle the number corresponding with your feelings, beliefs, and behaviors about your Clinical Instructor (CI).

**KEY**

<table>
<thead>
<tr>
<th>1= Seldom</th>
<th>2= Occasionally</th>
<th>3= Fairly often</th>
<th>4= Almost Always</th>
<th>5= Always</th>
</tr>
</thead>
</table>

**Professional Attitudes and Actions**

1. My Clinical Instructor (CI) is well respected by the team physician and AD…… 1   2   3   4   5
2. My CI demonstrates self-respect…………………………………………………… 1   2   3   4   5
3. My CI anticipates respect from others. ................................................... 1   2   3   4   5
4. My CI is a positive professional role model for students. ....................... 1   2   3   4   5
5. My CI demonstrates self-confidence as a professional. ........................... 1   2   3   4   5
6. My CI cares about student learning in the clinical setting. ..................... 1   2   3   4   5
7. My CI verbally and actively promotes the athletic training profession. ....... 1   2   3   4   5
8. My CI assists students in understanding their professional responsibility. ...... 1   2   3   4   5

**Characteristics Of Effective Leaders**

9. My CI seeks out challenging opportunities that test his/her own skills. ....... 1   2   3   4   5
10. My CI is in control of athletic training situations. ................................. 1   2   3   4   5
11. My CI has made his/her employment position (environment) better each year... 1   2   3   4   5
12. My CI has a vision or goal for his/her own professional growth. ............... 1   2   3   4   5
13. My CI puts others’ (athletes, SAT’s, coaches) needs before his/her own needs... 1   2   3   4   5

**Communication Skills**

14. My CI provides feedback to students in a timely manner. ......................... 1   2   3   4   5
15. My CI actively promotes clinical discussion with students. ........................ 1   2   3   4   5
16. My CI corrects students tactfully in an appropriate location/place. ............ 1   2   3   4   5
17. My CI deals with conflict in a mature/professional manner. ..................... 1   2   3   4   5
18. My CI provides a clear orientation during first day(s) of rotation. ............. 1   2   3   4   5

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Revised on May 7, 2012
19. My CI provides on-going communication for student expectations. ..........1 2 3 4 5
20. My CI encourages students to ask questions. ......................................1 2 3 4 5
21. My CI is an active listener. .................................................................1 2 3 4 5

**Teaching Abilities And Attitudes**

22. My CI provides stimulating real scenarios for students to learn. ............1 2 3 4 5
23. My CI promotes critical thinking skills in his/her teaching to foster learning. ....1 2 3 4 5
24. My CI combines academic knowledge with clinical practice. ..................1 2 3 4 5
25. My CI admits to students when he/she does not know the correct answer to a question. .................................................................1 2 3 4 5
26. My CI follows up on his/her lack of knowledge and seeks out the correct information. .................................................................1 2 3 4 5
27. My CI keeps up with current information within Athletic Training. ............1 2 3 4 5
28. My CI takes time to learn to know students athletic trainers personally. ....1 2 3 4 5
29. My CI is organized in his/her teaching methods. ....................................1 2 3 4 5
30. When teaching an inexperienced student, my CI demonstrates a clinical skill first, then allows the student to practice it. .........................1 2 3 4 5
31. My CI asks students for feedback regarding his/her teaching. .................1 2 3 4 5

**Personal Attributes**

33. My CI’s behaviors reflect his/her beliefs. ..............................................1 2 3 4 5
34. My CI is an honest person. .................................................................1 2 3 4 5
35. My CI acts accordingly to his/her professional code of ethics and standards. ...1 2 3 4 5
36. My CI is a trust-worthy person. ............................................................1 2 3 4 5
37. My CI dresses professionally during event coverage. ............................1 2 3 4 5
38. My C encourages student athletic trainers to dress professionally. ..........1 2 3 4 5
39. My CI encourages student athletic trainers to project a positive professional demeanor to the public. ............................................................1 2 3 4 5
40. My CI is innovative in creating an optimal athletic training position for him/herself. .................................................................1 2 3 4 5
41. My CI is open to new opportunities. ....................................................1 2 3 4 5
42. My CI continually asks him/herself if there is a better way to accomplish his/her goal. .................................................................1 2 3 4 5
43. My CI is excited about the direction profession of Athletic Training is headed ...1 2 3 4 5
44. My CI demonstrates passion for his/her work to student athletic trainers. ....1 2 3 4 5
45. My CI assists students in the day-to-day “clean-up” activities. ..................1 2 3 4 5
46. My CI uses different motivational techniques for different situations. .........1 2 3 4 5
47. My CI challenges student athletic trainers clinically. .............................1 2 3 4 5
48. My CI keeps him/herself motivated. ....................................................1 2 3 4 5
49. My CI keeps students athletic trainers motivated. ..................................1 2 3 4 5
50. My CI respects student athletic trainers. ..............................................1 2 3 4 5

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*Revised on May 7, 2012*
Marywood University
Department of Athletic Training
Clinical Site Evaluation

Please circle the number corresponding with your feelings and beliefs about your clinical site. Please circle the number that best applies to the statement.

KEY

<table>
<thead>
<tr>
<th>1=Seldom</th>
<th>2=Occasionally</th>
<th>3=Fairly often</th>
<th>4=Almost Always</th>
<th>5= Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The clinical site provided me with a stimulating learning environment. ..... 1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. The supplies and equipment at the Clinical Site were adequate to meet the demands and expectations placed upon me. ..... 1 2 3 4 5</td>
<td></td>
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</tr>
<tr>
<td>3. The Clinical Site provided me with challenges in which I could utilize my skills. ..... 1 2 3 4 5</td>
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<td></td>
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</tr>
<tr>
<td>4. The experiences I encountered during my clinical practicum reinforced the information and skills I learned in my course work. ..... 1 2 3 4 5</td>
<td></td>
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</tr>
<tr>
<td>5. The protocols and procedures of the Clinical Site were explained to me adequately and in sufficient time to implement them effectively. ..... 1 2 3 4 5</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6. Proper OSHA guidelines in the management of blood, bodily fluids, and medical waste were used at my clinical site. ..... 1 2 3 4 5</td>
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</tr>
<tr>
<td>7. Prescribed guidelines of the governing body for athletics (NCAA, PIAA) in regards to the care and treatment of athletes were used at my clinical site. ..... 1 2 3 4 5</td>
<td></td>
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</tr>
<tr>
<td>8. The Department of Athletic Training should continue to use this clinical site. YES NO</td>
<td></td>
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<tr>
<td>9. Below, please describe the STRENGTHS of this Clinical Instructor and Clinical Site.</td>
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</tbody>
</table>

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10. Describe the WEAKNESSES of this Clinical Site and Clinical Instructor AND give *constructive recommendations* as to how those weaknesses may be improved.

11. Please provide *constructive suggestions* as to how to improve this clinical practicum experience.

12. *On the average, how many contact hours did your clinical instructor spend with you for educational instruction (formal/informal) per day_______________ or per week _______________

   (Contact hours mean discussing information, informal teaching, conversing, interacting….mentoring!)

   ___________________________________________________  _________________

   Student’s signature      Date

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