



WRIGHT STATE  
*UNIVERSITY*

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Athletic Training Program

**POLICIES & PROCEDURES**

(Rev. 07-28-20)

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## **MISSION**

The mission of the Wright State University Athletic Training Program is to educate students in the domains of athletic training, preparing them to assume the role of a healthcare professional in a variety of employment settings and to optimize the quality of healthcare provided to patients of all ages and physical capabilities, thereby maximizing their health-related quality of life.

## **PROGRAM GOALS**

**GOAL 1:** AT Program faculty will be highly qualified and professionally diverse role models who exemplify excellence in teaching, scholarship, and service in order to provide comprehensive educational experiences for students.

**GOAL 2:** Athletic training graduates will be prepared to pass the Board of Certification (BOC) examination and become entry-level athletic trainers.

**GOAL 3:** AT Program preceptors will be highly qualified professional role models who exemplify excellence in clinical practice.

**GOAL 4:** The AT Program will provide opportunities for high-quality clinical education at diverse, safe, and professional affiliated sites.

**GOAL 5:** Athletic training students will participate in activities that will contribute to their professional development and the advancement of the field of athletic training.

**STUDENT LEARNING OUTCOMES (SLO)** – AT students will be competent with the knowledge, skills, and abilities in the **eight (8)** Professional Knowledge content areas as specified by the NATA Executive Committee for Education’s *5th Edition of the Athletic Training Education Competencies*:

**CONTENT AREA 1:** Evidence based practice

**CONTENT AREA 2:** Prevention and Health Promotion

**CONTENT AREA 3:** Clinical Examination and Diagnosis

**CONTENT AREA 4:** Acute Care of Injury and Illness

**CONTENT AREA 5:** Therapeutic Interventions

**CONTENT AREA 6:** Psychosocial Strategies and Referral

**CONTENT AREA 7:** Healthcare Administration

**CONTENT AREA 8:** Professional Development and Responsibility

**CLINICAL INTEGRATION PROFICIENCIES (CIPs)** – ATP students will be able to synthesize and integrate knowledge, skills, and clinical decision-making into actual patient care.

## **AT PROGRAM HISTORY**

**Overview:** L. Tony Ortiz initiated an internship program in 1985 and a graduate assistant position was established. WSU Athletic Training Program is proud of its long list of graduates in various athletic training settings. A new strategic planning process began under new WSU President Harvey Flack in the fall of 1996 to develop an accredited Athletic Training Program.

### **1998**

- L. Tony Ortiz appointed as Director of Athletic Training in the fall to oversee all aspects of the athletic training education program. Dual appointment as Head Athletic Trainer and ATP faculty.
- Rebekah Bower hired as Education Coordinator to advise athletic training students and manage the AT lab. Dual appointment as Staff Athletic Trainer and ATP faculty.
- Michelle Sullivan designated as Coordinator of Athletic Training Services to manage the day-to-day operation of the athletic training room.
- A second graduate assistantship position was added in 1998. GA's assist with AT classes and work with WSU athletes.

### **1999**

- Matt Bekkedal hired to the staff in January as WSU's Certified Strength and Conditioning Specialist and served as ATP adjunct faculty.

### **2002**

- In the spring, Initial Accreditation was received from the Committee on Accreditation of Allied Health Education Programs (CAAHEP).

### **2003**

- In November, Jason Franklin replaced Michelle Sullivan and served as ATP adjunct faculty.
- In December, Erick Schork replaced Matt Bekkedal.

### **2006**

- Adam Horseman joined the athletic training staff in the fall.
- Brett Hoffman hired, also in the fall, as a dual appointment and to serve as advisor for the Athletic Training Student Organization (ATSO).
- A third GA was added in the fall.

### **2007**

- Re-accreditation received in the summer from the Commission on Accreditation of Athletic Training Education (CAATE). This re-accreditation runs through 2014.
- In the fall, Jason Bradford replaced Erick Schork.

### **2008**

- In the spring, Siobhan Fagan replaced Brett Hoffman.
- Tony Ortiz promoted to full-time faculty in the fall.
- Jason Franklin replaced Tony Ortiz as Head Athletic Trainer.

### **2012**

- Jessica Stanley joined AT staff in spring.
- Also in the spring, CAATE extended accreditation to the 2016-2017 year.
- In the fall, Jason Franklin's title changed to Assistant Athletic Director for Sports Health.

### **2013**

- In the summer, the following changes occurred in the ATP:
  - Becky Bower and Siobhan Fagan promoted to full-time faculty.
  - Tony Ortiz promoted to Asst. Vice President for Multicultural Affairs & Community Engagement.
  - Becky Bower appointed Interim Program Director.
  - Siobhan Fagan appointed Clinical Education Coordinator.
  - Steve Foster hired as full-time, adjunct ATP faculty.
  - Brad Muse and Carlie Clark hired as Staff Athletic Trainers.

### **2014**

- Becky Bower officially appointed Program Director
- Dr. Scott Bruce hired as Assistant Professor and Director of Athletic Training Research replacing Steve Foster as full-time ATP faculty member.

## 2016

- Jessica Stanley left to enter medical school and Brianna Albers joined the AT staff.

## 2017

- Cole Pittsford replaced Jason Bradford as WSU's Director of Sports Performance (formerly Strength & Conditioning Specialist).
- Emily Albanese and Eric Bornholdt joined the AT staff in the fall of 2017.

## 2018

- Brad Muse left to enter chiropractic school.
- Former GA Sally Trout and Elizabeth (Liz) Verplank joined the AT staff in the summer of 2018.
- Dr. Brian Edwards replaced Dr. Bruce as Assistant Professor and Director of AT Research.

## CLINICAL INSTRUCTION POLICIES AND PROCEDURES

### Student Responsibilities

Students in the Wright State University Athletic Training Program are expected to adhere to all rules governing WSU students, athletic training students and any appropriate rules of a facility or clinical site. These governing rules include the Ohio OTPTAT Board Code of Ethical Conduct, NATA Code of Ethics, NCAA, NFHS, and OHSAA Rules and Regulations. These standards, guidelines, and behaviors are required whether a student is in the classroom, at the WSU athletic training clinic, at an off campus clinical site, or any other time a student is representing the WSU ATP. Students will be evaluated twice each semester, informally at midterm and formally at end of term, regarding their conduct and professionalism via their preceptor. These evaluations should be completed and discussed between the preceptor and student at the middle and end of the student's clinical rotation. The form is located in *ATrack*<sup>TM</sup>.

### *Professional Responsibilities*

#### 1. Dress Code

All students are expected to dress professionally any time they will be representing the WSU ATP. When working with a team or at a clinical setting, the student will be expected to dress according to the dress code of that team or facility. When unsure of appropriate attire, the student will discuss the dress code with his/her preceptor before arriving at the clinical site.

The following guidelines will be followed:

- a) Hair should be relatively conservative in length, color, and style (i.e. for males no longer than top of collar). Facial hair should be neatly groomed/trimmed.
- b) Hats are only permitted outdoors.
- c) Any attire with logos of other colleges/universities is not permitted at WSU clinical sites.
- d) No facial piercings are permitted with the exception of earrings and then only posts or small hoops.
- e) Even though tattoos may be viewed a freedom of speech, something that is not intended to be offensive may be so to another individual. With this concern in mind, we respectively require all tattoos to be covered.
- f) WSU polo shirts or t-shirts are to be worn at all practices, events, and in the athletic training clinic. However, t-shirts and polos must be tucked in (exception: some women's polos).
- g) No jeans are permitted. Khaki pants/shorts are preferred. Athletic pants/shorts for outdoor sports are appropriate.
  - a. If shorts are worn, the hem should be no shorter than the middle fingertip as the student stands erect with his/her arms hanging down at the side. "Short-shorts" are **NOT** to be worn at any time during which a student is functioning as a healthcare provider.

- h) No spandex/tights are to be worn for athletic training classes or clinical experiences.
- i) Shoes should be comfortable and allow the AT student to move easily and quickly. No open toe shoes or sandals are permitted during clinical experiences.
- j) Travel dress should be similar to that of the team.
- k) Modest and well-fitting sweat suits are permitted as long as they do not advertise other schools or teams.
- l) WSU AT logo clothing is not to be worn at non-athletic training social activities.
- m) When in doubt, wear khaki pants and WSU AT polo shirts.

**If you are dressed inappropriately you will be sent home to change. Repeated offenses will result in disciplinary action (see Disciplinary Policy).**

## 2. Time Management

All athletic training students are expected to be at their assigned clinical site and with their preceptors when scheduled and to be on time or early.

## 3. Memberships

Students are required to become members of the NATA and subscribe to *ATrack*<sup>TM</sup>. Membership in NATA also provides automatic membership in GLATA and OATA. New students must complete the application process by the start of fall semester (spring for spring cohort students). Returning students before the start of spring semester. **Cost is \$75 for NATA \$45 for *ATrack*<sup>TM</sup>.**

## 4. Confidentiality

The HIPAA requires that all information related to patient care must be kept confidential (see Appendix A: Confidentiality Statement for Athletic Training Students). Students are prohibited to take photos of patients/patient injuries or conditions, including the use of any social media platform (i.e. *Facebook, Snapchat, Twitter, Instagram, etc.*), without written permission (see Appendix H: *Appearance Release*).

## 5. Team Travel

Athletic training students traveling with a team must follow the rules established for that athletic team. (e.g. curfews, alcohol, etc.) Your preceptor can make the only deviation from these rules.

## 6. Cell Phone Usage

Cell phones shall be stored out of view (i.e. book bags, backpack, purse, pocket, etc.) and shall not be used during class or clinical experiences unless they are part of a learning activity as specified by the instructor or preceptor. If an emergency/urgent issue arises, the student must step out of the classroom or notify the preceptor in order to address the issue. Inappropriate cell phone use during class and/or clinical experiences is a violation of the WSU ATP Disciplinary Policy and will result in a concerned conference.

## 7. Social Media

Students shall not “friend” or engage on any social media platform (i.e. *Facebook, Snapchat, Twitter, Instagram, etc.*) with secondary school students.

## 8. Proper Terminology

Students shall utilize proper terminology in relation to the field of athletic training:  
<http://www.nata.org/about/athletic-training/terminology>

## 9. Fraternalization

A student will not be assigned to a clinical site if he/she is dating or in a relationship with any individual at that clinical site. It is the responsibility of the **student** to notify the Program Director and Clinical Education Coordinator of this relationship in the advance of clinical site assignment. Students are not permitted to date or be in a relationship with any WSU faculty or staff member, including AT Program graduate assistants. Violations of this policy are considered “unprofessional

behavior or conduct unbecoming an athletic training student” (see Disciplinary Policy) and may result in immediate dismissal from the program.

## 10. Pregnancy

It is the responsibility of the student to inform the Program Director of the pregnancy as soon as this has been medically confirmed. The Program Director, Clinical Education Coordinator, and the student will meet to discuss the specifics of the situation and determine the best plan of action. During the later stages of pregnancy clinical assignment may not be possible. If the timing of the pregnancy necessitates a student taking a leave of absence from the program, upon the conclusion of pregnancy and with medical clearance, a student in good academic standing may be reinstated into the program.

### *Administrative Responsibilities*

#### 1. Recording clinical hours

All students are required to record their clinical hours on a biweekly basis in *ATrack*<sup>TM</sup>. Students are also expected to write a description of what they did during their clinical hours in *ATrack*<sup>TM</sup> so their preceptors can verify the quality of hours attained. The Clinical Education Coordinator will be responsible for monitoring these clinical hours in *ATrack*<sup>TM</sup>. Failure to maintain hours will result in a subsequent loss of points in the appropriate clinical class. Clinical hours are ONLY time spent in actual patient care. Travel time is NOT to be counted as clinical hours.

#### 2. Emergency Cardiac Care (ECC) Certifications

All students are required to maintain digital copies of their ECC certifications. A hard copy of the student’s current ECC certification is kept in his/her individual academic file.

#### 3. Health forms

Students are required to have a record of a physical examination that verifies no limitations in performing required skills and a completed *Technical Standards* form upon entrance into the ATP. Should a student’s participation status change at any point during the program, he/she must provide documentation from a physician regarding the limitations.

#### 4. Immunization records

At the start of each academic year students are required to have on record all childhood and current immunizations. (e.g. DTap, IPV, MMR, HepB, and influenza) and a negative two-step TB test. **Students will not be permitted to start clinical experiences without this documentation.** Students must also provide either documentation of having had varicella (VAR/chicken pox) or having been vaccinated for such condition. If the student had varicella and did not see physician, verification must be achieved by having a titer (blood test) completed by the physician.

#### 5. Background Checks

Before the start of each academic year students are required to complete both the Ohio BCI and FBI background checks. The background checks must be sent to WSU ATP Clinical Education Coordinator Siobhan Fagan (see Appendix G). These must be completed at the Greene County Sheriff’s Office located in the Law Enforcement Division, 105 E. Market St., Xenia, OH. 45385.

#### 5. *ATrack*<sup>TM</sup> Forms

Students will be required to complete *Preceptor & Site Assessment* form in *ATrack*<sup>TM</sup> during the last 2 weeks of each semester/clinical rotation.

#### 6. Learning Styles Inventory

Upon acceptance into the program, students will complete the *North Carolina State Learning Styles Inventory*. This online inventory/survey has 44 questions but takes less than 10 minutes to complete. Once the inventory is submitted, the participant receives his/her individual results. The results are not saved so they should be printed off at that time. Students will provide a copy of their results to the

## 7. Initial Clinical Meeting

**Prior to the start of each new clinical rotation**, the student will meet with his/her assigned preceptor to review the following regarding the specific site:

- a. Schedules,
- b. Goals/expectations,
- c. *ATrack*<sup>TM</sup> forms/deadlines,
- d. Policies and procedures,
- e. Emergency action plans (EAPs),
- f. Bloodborne pathogen (BBP) plan/location of barriers and sanitation resources,
- g. Results of the *NCS Learning Styles Inventory* (see *Initial Clinical Meeting* form, Appendix D).

### *Clinical Expectations*

1. All students will be assigned to a preceptor. Each student will be evaluated on his/her professionalism and work ethic in the *Clinical Rotation Form* and the assigned competencies/proficiencies as outlined in the *Clinical Integration Proficiencies (CIPs)* in *ATrack*<sup>TM</sup>. If a student fails to show proficiency in a skill, the student will be required to spend additional time to overcome the deficiencies. **We expect the athletic training student to concentrate on the mastery of required skills rather than “counting hours.”** It is imperative the ATS work exclusively with his/her preceptor on the evaluation of his/her proficiencies.
  - a. Each semester, the students will begin their clinical rotation by reviewing the assigned *Clinical Integration Proficiencies (CIPs)* with their preceptor in order to identify what is required of the students during their clinical experience. Midway through the rotation the preceptor will review this form and discuss the student’s progress with him/her. During the last 2 weeks of each clinical rotation, preceptors and students will once again discuss the student’s progress and the preceptor will submit the appropriate *Clinical Rotation Form* and document completed *Clinical Integration Proficiencies (CIPs)* in *ATrack*<sup>TM</sup>. If a preceptor believes a student is not meeting these expectations, the student may be required to repeat all or part of that clinical experience.
2. Although the ATP can only require students to be active in their clinical rotations during the traditional academic calendar, the student is strongly encouraged to take advantage of as many clinical activities as possible. This allows the student to learn and experience athletic training in a more realistic environment. Should a student not be able to participate during those times outside the traditional academic calendar, he/she should notify the Clinical Education Coordinator prior to the preceptor assignments so as to provide the best clinical opportunities for all students in the ATP.
3. Students will be asked to submit three choices of clinical assignment each semester and when appropriate, arrange an interview with the preceptors. Preceptors in conjunction with AT faculty will make the final selections following interviews.
4. Students are not permitted to receive remuneration (i.e. be paid) for their clinical experiences.
5. Students must be allowed one day off of clinical experiences during each seven-day period.

## Preceptor Responsibilities

A preceptor is defined as a certified/licensed professional who teaches and evaluates students in a clinical setting using an actual patient base. Individuals who are enrolled in the WSU ATP are not eligible to serve as preceptors (i.e. practicing physical therapist who is enrolled in the ATP cannot serve as preceptor for students). The following preceptor responsibilities are derived from the *Standards for the Accreditation of Professional Athletic Training Programs* set forth by the Commission on Accreditation of Athletic Training Education (CAATE), July 12, 2012. Editorial revisions were made on November 8, 2012 and February 23, 2013.

### *A preceptor must function to:*

1. Supervise students during clinical education;
  - a. **Students must be directly supervised by a preceptor during the delivery of athletic training services. The preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.**
2. Provide instruction and assessment of the current knowledge, skills, and clinical abilities designated by the Commission;
3. Provide instruction and opportunities for the student to develop clinical integration proficiencies, communication skills and clinical decision-making during actual patient/client care;
4. Provide assessment of athletic training students' clinical integration proficiencies, communication skills and clinical decision-making during actual patient/client care;
5. Facilitate the clinical integration of skills, knowledge, and evidence regarding the practice of athletic training.
6. Demonstrate understanding of and compliance with the program's policies and procedures.
7. **Prior to the start of each new clinical rotation**, the preceptor will meet with the assigned athletic training students to review the following regarding the specific site:
  - a. Schedules,
  - b. Goals/expectations,
  - c. *ATrack*<sup>TM</sup> forms/deadlines,
  - d. Policies and procedures,
  - e. Emergency action plans (EAPs),
  - f. Bloodborne pathogen (BBP) plan/location of barriers and sanitation resources,
  - g. Results of *NCS Learning Styles Inventory* (see *Initial Clinical Meeting* form, Appendix D).
8. Each clinical site/preceptor will provide the WSU ATP with documentation of therapeutic equipment calibration and maintenance annually, at minimum as recommended by the manufacturer or federal, state, or local ordinance.
9. Preceptors shall utilize proper terminology in relation to the field of athletic training:  
<http://www.nata.org/about/athletic-training/terminology>

### *ATrack*<sup>TM</sup>

Preceptors will be asked to complete the following tasks in *ATrack*<sup>TM</sup>:

1. Confirm student hour entries biweekly
2. Review the *Clinical Rotation Form* and the assigned *Clinical Integration Proficiencies (CIPs)* with the student midway through the semester
3. Complete, review with the student, and submit the *Clinical Rotation Form* and completed *Clinical Integration Proficiencies (CIPs)* during the last 2 weeks of the semester.

## Clinical Rotations

	<b>Fall Semester</b>	<b>Spring Semester</b>
<b>First Year/Level</b>	WSU/off campus (1 cr ATR 4870)	WSU/off campus (1 cr ATR 4870) EMS Rotation (FFD) – 12 hours CSCS Rotation – 10 hours
	<b>Fall Semester</b>	<b>Fall Semester</b>
<b>Second Year/Level</b>	WSU/off campus (1 cr ATR 4870)	WSU/off campus (1 cr ATR 4870)
	<b>Fall Semester</b>	<b>Spring Semester</b>
<b>Third Year/Level</b>	WSU/off campus (2 cr ATR 4870) Surgical Rotation (MVH So) – 10 hours	WSU/off campus (2 cr ATR 4870) Gen Med Rotation (TBD) – 10 hours
	<b>Fall Semester</b>	<b>Spring Semester</b>
<b>Fourth Year/Level</b>	4 cr ATR 4870*	*

\* Final internship (4 credits of ATR 4870) can be completed summer after 3rd year/level, fall semester 4th year/level, or spring semester 4th year/level

## Clinical Rotation Hours

	<b>Minimum</b>	<b>Maximum</b>
<b>First Year</b>		
Fall	5 hours/week (75)	25 hours/week (375)
Spring	5 hours/week (75)	25 hours/week (375)
<b>Second Year</b>		
Fall	8 hours/week (120)	25 hours/week (375)
Spring	8 hours/week (120)	25 hours/week (375)
<b>Third Year</b>		
Fall	15 hours/week (225)	25 hours/week (375)
Spring	15 hours/week (225)	25 hours/week (375)
<b>Fourth Year (ATR 4870)*</b>		
Fall, Spring, OR Summer	Varies but no less than 200**	600**

\*ATR 4870 is a 4 to 12-credit hour internship class (variable credit permitted). For all internship/practicum courses in the KNH Department, university credit hours will be assigned within the range of 30 – 120 contact hours per credit hour, to be determined by individual program directors (KNH Dept. Policy Rev. 10-05-18).

\*\*Hours/week are dependent upon term of final internship experience (i.e. 12-week summer term vs. 15-week fall or spring term). Minimum hours for the final internship may vary dependent on total overall clinical hours accrued before starting this immersive clinical. The total requirement for graduation from the WSU Athletic Training Program is 1200 clinical hours.

## ATP Coursework and ATrack™ Forms

*Italicized courses* listed below are linked to the students' clinical assignments for each rotation. All clinical hours should be approved in ATrack™ every 2 weeks. In addition, the below-listed forms from both preceptors and students must be submitted in ATrack™. **Final clinical hours approval and form submission should occur during the last 2 weeks of the semester in order to receive a grade for the class.** The athletic training competencies/proficiencies will be instructed and practiced in the appropriate ATR content courses. However, in most cases assessment of the CIPs should occur when the student is engaged in real client/patient care. Some instances may require simulated scenarios. The *Athletic Training Clinical Workbook* provided to each site by the ATP may be utilized for relevant scenarios only when appropriate.

<i>First Year</i>	<i>Fall</i>	<i>Spring</i>
<i>Course Work</i>	ATR 2610 Basic Principles of AT BIO 1010 Medical Terminology KNH 2500 Basic Anatomy & Physiology <i>ATR 4870 (1) Athletic Training Internship</i>	ATR 2620 Athletic Emergency Care ATR 2840 Basic Skills in AT ATR 3020 Strength & Conditioning KNH 2620 Nutrition for Fitness & Sport <i>ATR 4870 (1) Athletic Training Internship</i>
ATS ATrack™ Form	Clinical Site & Preceptor Assessment	Clinical Site & Preceptor Assessment
Preceptor ATrack™ Form	Clinical Rotation Form Clinical Integration Proficiency #2	Clinical Rotation Form Clinical Integration Proficiency #3 Clinical Integration Proficiency #6
<i>Second Year</i>	<i>Fall</i>	<i>Spring</i>
<i>Course Work</i>	ATR 3030 Therapeutic Exercise ATR 3610 Assessment of Athletic Injuries I ATR 3840 Lower Body Assessment Skills ANT 2100 Human Anatomy & Phys I KNH 2550 Applied Exercise Physiology <i>ATR 4870 (1) Athletic Training Internship</i>	ATR 3600 Therapeutic Modalities ATR 3620 Assessment of Ath Injuries II ATR 3850 Upper Body Assessment Skills ANT 2120 Human Anatomy & Phys II KNH 2530 Kinesiology <i>ATR 4870 (1) Athletic Training Internship</i>
ATS ATrack™ Form	Clinical Site & Preceptor Assessment	Clinical Site & Preceptor Assessment
Preceptor ATrack™ Form	Clinical Rotation Form Clinical Integration Proficiency #4 Clinical Integration Proficiency #9	Clinical Rotation Form Clinical Integration Proficiency #4 Clinical Integration Proficiency #9
<i>Third Year</i>	<i>Fall</i>	<i>Spring</i>
<i>Course Work</i>	ATR 4630 Evidence Based Practice in AT ATR 4820 Pharmacology for AT ATR 4840 Advanced Rehab. Techniques ATR 4850 Surgical Applications <i>ATR 4870 (2) Athletic Training Internship</i>	ATR 4610 Organization & Adm in AT ATR 4620 Advanced Concepts in AT ATR 4860 Medical Conditions in AT KNH 4110 Fitness Assessment & Program KNH 2540 Psychology of Sport <i>ATR 4870 (2) Athletic Training Internship</i>
ATS ATrack™ Form	Clinical Site & Preceptor Assessment	Clinical Site & Preceptor Assessment
Preceptor ATrack™ Form	Clinical Rotation Form Clinical Integration Proficiency #1 Clinical Integration Proficiency #7	Clinical Rotation Form Clinical Integration Proficiency #5 Clinical Integration Proficiency #8
<i>Fourth Year</i>	<i>Fall</i>	<i>Spring</i>
<i>Course Work</i>	<i>ATR 4870 (4+) Athletic Training Internship</i>	<i>ATR 4870 (4+) Athletic Training Internship</i>
ATS ATrack™ Form	Clinical Site & Preceptor Assessment	Clinical Site & Preceptor Assessment
Preceptor ATrack™ Form	Clinical Rotation Form If applicable, any incomplete CIPs (#1-9)	Clinical Rotation Form If applicable, any incomplete CIPs (#1-9)

## DISCIPLINARY POLICY

WSU's ATP has established a disciplinary policy in order to deal with any infractions of this Policies and Procedures Manual. If at any point an ATP faculty member or preceptor believes an Athletic Training Student (ATS) has committed such an offense, he/she should complete an *ATS Concern Form* (available in the Preceptor Resources under *Pilot* (<https://pilot.wright.edu/d2l/home/278321>)) and meet with the student ASAP to review the incident. Every attempt should be made to include the Athletic Training Program Director, or if not available, any ATP faculty member in any meeting. Examples of violations include, but are not limited to the following:

- Derogatory comments regarding the ATP, faculty/staff, and/or fellow students or any action that negatively reflects on the ATP, university, or profession.
  - **Any derogatory comments posted on any social media sites are grounds for immediate dismissal from the WSU ATP.**
- Unexcused absences or inappropriate notification of scheduling conflicts (less than 24 hrs.)
- Chronic tardiness
- Insubordination
- Unprofessional behavior or conduct unbecoming an athletic training student
- Dress code violations
- Sexual harassment
- Theft/vandalism
- HIPAA and/or FERPA violations
- Inappropriate cell phone usage in class or clinical sites (see Student Responsibilities)
- Incorrect documentation of clinical hours or experiences

During the meeting, the involved AT preceptor/faculty member shall list the concern(s) and then both parties shall discuss and come to a consensus on steps to resolve the issue(s). In addition, the Program Director reserves the right to identify additional penalties as needed.

The *Concern Form* will be placed in the ATS' ATP file with copies distributed to the appropriate ATs and to the ATS. If the ATS is involved in any three (3) concerned conferences in one (1) academic year or five (5) during the course of his/her tenure in the ATP, he/she may be subject to dismissal from the ATP.

## ACADEMIC POLICIES

### **Probation Policy**

If at any point an ATS' cumulative GPA (CGPA) falls below the required 2.75, he/she will be placed on ATP probation for the following semester. During this semester the ATS may be required to:

- Attend mandatory study tables for a minimum of four (4) hours weekly
- Secure university tutoring services
- Reduce clinical experience hours by at least 50% and the ATS will not be permitted to travel with teams

### **ATP Dismissal**

If the ATS' CGPA remains under 2.75 for two (2) consecutive semesters, he/she will be dismissed from the ATP. The student may re-apply to the ATP after a year out of the Program, but only if his/her CGPA has increased to 2.75 or above. This application process does not guarantee re-admission to the ATP and will be determined on a case-by-case basis.

### **University Dismissal**

The university will place a student with a CGPA below 2.0 on academic probation. Students who remain on academic probation for two (2) semesters may be dismissed from WSU for unsatisfactory academic performance (See University Catalog).

### **Academic Integrity Policy**

All student work is to be completed individually, unless stated otherwise in writing. Absolutely no academic misconduct will be tolerated in the ATP. Regardless of the type of assignment, students found responsible for

violating the WSU Academic Integrity Policy will receive an "F" for the course. All violations will be forwarded to the Office of Judicial Affairs where a university disciplinary file will be created. Information regarding academic misconduct can be found in the Code of Student Conduct located at:

<http://www.wright.edu/community-standards-and-student-conduct/code-of-student-conduct>.

In particular, athletic training students must familiarize themselves with the following sections:

- Section III: Definitions, specifically plagiarism
- Section X: Academic Integrity

**ATP Graduation Requirements: successful completion of ...**

- University General Education coursework
- ATP coursework with a CGPA of 2.75 or better
- A minimum of 1100 clinical hours and all designated rotations
- *Clinical Rotation Forms* at each level
- *Clinical Integration Proficiencies #1-9*
- *A minimum of 75 Professional Development Units*

**ADVISING GUIDELINES**

**Scheduling**

1. Each AT student should communicate with his/her academic advisor in the ATP program, either in person or via email, regarding his/her proposed schedule at least one week **before** registering.
2. Each AT student should make every attempt to avoid afternoon sections of General Education classes and major classes, particularly if morning sections are available.
3. Follow the AT course grid. Any deviation from the grid must have permission from the Program Director.

**COMMUNICABLE DISEASE POLICY**

The purpose of the Communicable Disease Policy is to protect the health and safety of the Athletic Training Student (ATS) enrolled in the Athletic Training Program (ATP) as well as the patients with whom the student will come into contact. This policy is designed to provide the ATS, preceptor, and AT faculty with a plan to assist in the management of students with communicable diseases as defined by the Centers for Disease Control and Prevention (CDC). This policy was developed using the recommendations established by the CDC for health care workers ([www.cdc.gov](http://www.cdc.gov)).

**What are Communicable Diseases?**

A communicable disease is an infection that can be transmitted from one person to another. These are transmitted primarily in one of four ways including direct contact with infected blood or body fluids; indirect contact such as in touching infected materials; air borne via a cough, sneeze, or other inhaled particle; and vector borne via animals or insects.

**Communicable Diseases Identified by the CDC:**

Conjunctivitis	Mumps
<b>COVID-19*</b>	Pediculosis
Cytomegalovirus infections	Pertussis
Diarrhea-related diseases	Poliomyelitis
Diphtheria	Rabies
Gastrointestinal infections (acute)	Rubella
Herpes infections	Scabies
HIV infections	Staphylococcus aureus infection
Hepatitis infections	Streptococcal infection
Influenza	Tuberculosis
Measles	Varicella (chickenpox)
Meningococcal infections	Viral respiratory infections
Mononucleosis	

### **Communicable Disease Policy (cont.)**

The WSU ATP recognizes the importance of minimizing the exposure of patients in a clinical setting to communicable diseases. Therefore, it is recommended that athletic training students not report to their clinical site if they have active signs or symptoms of a communicable disease. However, he/she should immediately notify the assigned preceptor and either the ATP Program Director or the Clinical Education Coordinator of his/her status. If the ATS incurs an illness lasting for more than 1 day, he/she is required to see a physician or nurse practitioner to determine if the illness is actively communicable and to clear him/her, **in writing**, to return to the clinical assignment. The ATS may use his/her personal physician. If the student does not have access to his/her personal physician, he/she may also utilize Student Health Services or WSU team physicians, if available. The ATS is responsible for his/her own health insurance and for all related charges. He/she is to follow the recommendations and guidelines of the treating physician.

In the event that an ATS will be missing an excessive amount of time (e.g., longer than one week) due to adherence to the communicable disease policy, the ATP Program Director and Clinical Education Coordinator will determine the student's clinical status. This may result in a reassignment of clinical responsibilities, a grade of incomplete due to medical reasons, and/or opportunities to make up lost experiences.

In addition, during a student's clinical assignment he/she may be exposed to contagious or infected persons. Modifications to a student's clinical participation may be required in some cases. The following list of health conditions is not all-inclusive but should serve as guidelines for conditions that may require modification of a student's participation.

**Skin Lesions:** Students should examine all suspected or confirmed skin lesions in patients only with gloved hands (e.g., open wounds, impetigo, tinea corpora, or HSV). If the ATS has a small, non-draining and covered lesion, his/her preceptor will determine if the patient is adequately protected during care. If there is any question, the ATS must refrain from clinical involvement until cleared.

**Respiratory or GI Illnesses:** Students are to practice health care hand washing procedures to minimize self-inoculation. The ATS must be free of fever, vomiting, and/or diarrhea for 24 hours before returning to his/her clinical assignment. Other illnesses that require antibiotic therapy must also follow the 24-hour rule.

**Blood or Bodily Secretions:** Students should follow Universal Precautions in the Bloodborne Pathogens Exposure Control Plan of the facility.

**Individual Risk:** Students with specific medical conditions (e.g., low immune function, asplenia, immune suppressive therapy, corticosteroid usage, diabetes, heart disease, chronic lung disease, asthma, etc.) must undergo individual evaluation and education sessions prior to interacting with patients. For other conditions, the ATS should consult with a health care provider and then follow up with the ATP Program Director and Clinical Education Coordinator.

### **Guidelines for Exposure and Infection Prevention**

- Students must successfully complete annual OSHA/blood borne pathogens training.
- Students are required to use proper hand washing techniques and practice good hygiene.
- Students are required to use Universal Precautions at all times when functioning as an ATS.
- Students are not to provide patient care if they have active signs or symptoms of a communicable disease.

## **SAFETY POLICY**

Each clinical site will maintain the following:

1. Emergency Action Plan for all venues,
2. Bloodborne Pathogen Policy, barriers, and sanitation resources,
3. Annual documentation of specific therapeutic equipment calibration and maintenance, at minimum as recommended by the manufacturer or federal, state, or local ordinance.

**\*See Appendix J for COVID-19 Policy**

## PROFESSIONAL DEVELOPMENT PROGRAM

The objective of the Professional Development Program is to encourage student participation in activities that promote leadership, accountability, and marketability in the profession of athletic training.

Athletic training students will accumulate Professional Development Units (PDUs) each semester. Students will obtain 25 units per academic year. The design of this program is intended to be analogous to the Continuing Education Units (CEUs) which will be required of students once they obtain their credentials as certified athletic trainers.

These PDUs will be attached to grades in each section/level of clinical class, ATR 4870. A minimum of 10 PDUs must be acquired each semester. If a student has completed these classes and does not have a total of 75 PDUs, they will be required to make up the remaining PDUs during the final ATR 4870 internship.

Students must fill out a verification form for each PDU activity (see Appendix F). In order to receive the PDU credit, these forms will be given to the Clinical Education Coordinator (CEC) within a week of the completed professional development activity. The CEC will keep a record of each student's PDU obtainment. Students are encouraged to keep their own records as well. These records will be utilized to determine allotment of funds from the Athletic Training Student Organization's budget.

<p><b>Category A</b>  <b>Professional Conferences, Seminars, Workshops</b>            Worth 3 PDUs:</p> <ul style="list-style-type: none"> <li>• NATA Annual Symposium in June</li> <li>• GLATA Annual Symposium in March</li> <li>• OATA Annual Symposium in May</li> <li>• OATA Quiz Bowl in January</li> </ul> <p>Worth 1 PDU:</p> <ul style="list-style-type: none"> <li>• GDATA Meetings (Sep, Nov, Jan, Mar, May)</li> <li>• Others as pre-approved by Program Director or Clinical Education Coordinator</li> </ul>	<p><b>Category B</b>  <b>AT/Health Care Events and Memberships</b>            Worth 2 PDUs</p> <ul style="list-style-type: none"> <li>• NATA Education Foundation Fundraiser</li> </ul> <p>Worth 1 PDU:</p> <ul style="list-style-type: none"> <li>• ATSO Membership</li> <li>• GDATA Membership</li> <li>• ATSO Officer or Committee Member</li> <li>• ATSO Fundraisers</li> <li>• ATSO Meetings</li> </ul>
<p><b>Category C</b>  <b>Volunteer Athletic Training Events</b>  <i>(These hours can be entered into ATrack)</i>            Worth 1 PDU if &lt;4 hrs and 2 PDUs if ≥ 4 hours:</p> <ul style="list-style-type: none"> <li>• Air Force Marathon/Half/5K</li> <li>• Jingle Bell Run</li> <li>• Chocolate &amp; Beer 5K</li> <li>• OHSAA Tournaments</li> <li>• Events provided by various clinics</li> <li>• WSU Club Sports</li> <li>• Assistance with WSU Physicals</li> </ul>	<p><b>Category D</b>  <b>Volunteer University/Community Events</b>            Worth 1 PDU:</p> <ul style="list-style-type: none"> <li>• Relay for Life</li> <li>• Habitat for Humanity</li> <li>• Other volunteer ATSO events</li> </ul>
<p><b>Category E</b>  <b>Assistance with Educational Events/Research</b>            Worth 1 PDU:</p> <ul style="list-style-type: none"> <li>• Educational events from clinics (depending on commitment level, could be 2 PDUs)</li> <li>• Research subject/survey completer</li> </ul>	<p><b>Category F</b>  <b>Other Professional Development Interests</b></p> <ul style="list-style-type: none"> <li>• Must be pre-approved by Program Director or Clinical Education Coordinator</li> </ul>

## IMPORTANT WEBSITES

Name	Web Address
WSU ATP	<a href="http://www.cehs.wright.edu/academic/health_physed/athletic_train/index.php">http://www.cehs.wright.edu/academic/health_physed/athletic_train/index.php</a>
WSU ATP Research Guide	<a href="http://guides.libraries.wright.edu/athletic_training">http://guides.libraries.wright.edu/athletic_training</a>
WSU Student Health Services	<a href="http://www.wright.edu/student-health-services">http://www.wright.edu/student-health-services</a>
WSU Psychological Services	<a href="http://www.wright.edu/counseling/">http://www.wright.edu/counseling/</a>
Raider Connect	<a href="http://www.wright.edu/raider-connect">http://www.wright.edu/raider-connect</a>
Tutoring Services	<a href="http://www.wright.edu/university-college/academic-help">http://www.wright.edu/university-college/academic-help</a>
Career Services	<a href="http://www.wright.edu/career-services">http://www.wright.edu/career-services</a>
CaTS (Computing & Telecom Services)	<a href="http://www.wright.edu/cats/">http://www.wright.edu/cats/</a>
NATA	<a href="http://www.nata.org/">http://www.nata.org/</a>
GLATA	<a href="http://www.glata.org/">http://www.glata.org/</a>
OATA	<a href="https://www.oata.org/">https://www.oata.org/</a>
Board of Certification	<a href="http://bocatc.org/">http://bocatc.org/</a>
Ohio OTPTAT Board	<a href="http://otptat.ohio.gov/">http://otptat.ohio.gov/</a>
<i>ATrack™</i>	<a href="https://www.atrackonline.com/">https://www.atrackonline.com/</a>

## APPENDIX A

### CONFIDENTIALITY AGREEMENT for ATHLETIC TRAINING STUDENTS

As an Athletic Training Student at Wright State University (WSU), I \_\_\_\_\_  
Please Print Full Name

understand that the patient care information in the offices of the Athletic Training Facilities and the Athletic Departments of Wright State University and all clinical sites of the WSU Athletic Training Program 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 Act of 1974, as amended (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). If I release confidential information or discuss confidential information outside of these offices/departments, I understand the Athletic Training Program will take disciplinary action against me.

I have read the above statement and agree to maintain the confidentiality of all patient care information.

---

ATS Signature \_\_\_\_\_ Date \_\_\_\_\_

---

Director of Athletic Training Signature \_\_\_\_\_ Date \_\_\_\_\_

## **APPENDIX B**

### **ATHLETIC TRAINING STUDENT AGREEMENT**

As an Athletic Training Student (ATS) at Wright State University (WSU) I agree that I have reviewed all of the information contained within the WSU ATP Policies & Procedures Manual. After this review I have been given ample opportunity to ask questions and discuss all of the information contained in it.

I \_\_\_\_\_ agree to follow all of these guidelines outlined within the  
Please Print Full Name

WSU ATP Policies & Procedures Manual along with all of the following:

**Wright State University Student Code of Conduct**

**Ohio OTPTAT Board Code of Ethical Conduct**

**NATA Code of Ethics**

**NCAA Rules and Regulations**

**NFHS Rules and Regulations**

**OHSAA Rules and Regulations**

**Others as deemed appropriate**

---

ATS Signature

Date

---

Director of Athletic Training Signature

Date

# APPENDIX C

## PRECEPTOR AGREEMENT

As a preceptor for the Wright State University (WSU) Athletic Training Program (ATP), I agree that I have reviewed all of the information contained within the WSU ATP Policies & Procedures Manual. After this review, I have been given ample opportunity to ask questions and discuss all of the information contained in it.

I, \_\_\_\_\_, agree to follow all of these guidelines outlined within the  
Please Print Full Name

WSU ATP Policies & Procedures Manual along with all of the following:

**Ohio OTPTAT Board Code of Ethical Conduct**

**NATA Code of Ethics**

**NCAA Rules and Regulations**

**NFHS Rules and Regulations**

**OHSAA Rules and Regulations**

**Others as deemed appropriate**

**I also verify that I have viewed the Preceptor Orientation video.**

---

Preceptor Signature

Date

---

Director of Athletic Training Signature

Date

## APPENDIX D

### INITIAL CLINICAL MEETING

Athletic Training Student: \_\_\_\_\_  
(print name)

Preceptor: \_\_\_\_\_  
(print name)

The following items will be discussed and agreed upon between the student and the preceptor during the initial meeting **before** the student's clinical rotation begins. Preceptors and students will sign this initial meeting form and return to the Clinical Education Coordinator (CEC).

- Schedules:** The athletic training student (ATS) brought a planner, and a copy of his/her course schedule, in order to map out the semester with the preceptors. The ATS discussed any planned breaks/vacations and addressed employment conflicts at this time.
- Goals/Expectations:** The ATS and preceptor discussed and agreed upon both the goals and expectations for this clinical rotation.
- ATrack™ Forms:** ATrack™ Rotation Expectation forms were reviewed to understand how the ATS will be evaluated throughout the semester. If there are any problems with ATrack™, the CEC will be contacted at 937-245-7620 or [siobhan.fagan@wright.edu](mailto:siobhan.fagan@wright.edu)
- Facility Policy and Procedure:** The ATS received a tour of the facilities and the Policies and Procedures for the specific clinical site were reviewed, **including COVID-19 P & P.**
- Emergency Action Plans:** The location of, and the review of, each appropriate venue's emergency action plan (EAP) was discussed with the ATS.
- Bloodborne Pathogens:** The location of, and the review of, the clinical site's Bloodborne Pathogen Policy (BBP), including sanitation procedures and barriers, was discussed with the ATS.
- Learning Styles:** Students/preceptors reviewed the learning style results form (located in Pilot™ Resources) to assist in understanding the best ways to engage the ATS in learning.

By signing below, both the student and the preceptor agree they have discussed the information listed above.

\_\_\_\_\_  
Athletic Training Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Preceptor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Clinical Education Coordinator

\_\_\_\_\_  
Date

# APPENDIX E

## Athletic Training Student Concern Form

Date: \_\_\_\_\_

ATS: \_\_\_\_\_ AT: \_\_\_\_\_

Concern:

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Date of Conference: \_\_\_\_\_

Steps to Resolve Concern:

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ATS Signature: \_\_\_\_\_ Date: \_\_\_\_\_

AT Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director of AT Signature: \_\_\_\_\_ Date: \_\_\_\_\_

WHITE copy: ATS File

YELLOW copy: AT

PINK copy: ATS

# APPENDIX F

## Professional Development Program Verification Form

ATS Name: \_\_\_\_\_ Name of Activity: \_\_\_\_\_

Date(s) of Activity: \_\_\_\_\_

**\*All PDUs must be handed into the CEC within a week of the completed activity or the PDUs will not be valid.\***

Description of the activity and educational feedback received from participating in this event. (Must be filled out to get credit for category C events):

Category (circle):            A        B        C        D        E        F

Number of PDUs (circle):    1        2        3

\_\_\_\_\_  
ATS Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Preceptor/ AT Signature

\_\_\_\_\_  
Date

---

The above activity has been approved for \_\_\_\_\_ PDUs.

\_\_\_\_\_  
Clinical Education Coordinator Signature

\_\_\_\_\_  
Date

## APPENDIX G

### Background Check (Ohio BCI&I and FBI) Information Sheet

Electronic fingerprinting is available through the Greene County Sheriff's Office located in the Law Enforcement Division, 105 E. Market Street, Xenia, OH. 45385

Hours of Operation  
(NO appointment is necessary, but not open for this service on Labor Day):  
Monday – Friday 8:00 a.m. – 3:00 p.m.

Arrive at least 30 minutes before closing to allow time to complete the services. Also, you will be asked to sign a waiver giving permission to obtain all criminal history in the federal/state criminal system.

#### Costs:

- FBI/BCI combination background check = **\$70.00**
- Payable by:
  - Money order made payable to Greene County Sheriff's Office,
  - Cashier's Check
  - Credit/Debit Card (service fee of \$1.00 + 2.2%),
  - **NO cash or personal checks**

*The Greene County Sheriff's Office staff CANNOT answer these questions. Take this paper and a valid driver's license with you! No WSU IDs.*

Please answer the following questions accordingly:

1. What type of background check do you require (choose one):

**BFBI (Ohio BCI& I and FBI)**

2. Where are results being sent?

A. Direct/Electronic Copy option ONLY (choose one):

**None**

B. Direct/Electronic Copy Option (choose one) with Postal Mail Option (Place address in letter C):

**None**

C. Postal Mail Option (provide one complete mailing address below): **ATS write in the following**

**Wright State University – KNH  
3640 Colonel Glenn Highway  
Attn: Siobhan Fagan – 316 NC  
Dayton, OH 45435  
Phone number: (937) 245-7620**

3. What are the reasons for the background check (Choose from list)?  
Please write out the complete sentence, not the reason number.

**BCI & I:** School Employees – Non Teaching Positions  
**FBI:** Public School District or Chartered Non Public School

## APPENDIX H

### WSU Appearance Release

I \_\_\_\_\_ hereby irrevocably grant Wright State University ("University")  
(please print full name)

the right to use my name and/or one or more portraits, pictures, photographs, video and audio recordings of me ("Appearances"), or reproductions or derivatives of the same, in any form for education, communication, and/or promotion purposes, unless otherwise noted. The Appearance(s) was/were acquired during:

\_\_\_\_\_ that occurred from \_\_\_\_\_ to \_\_\_\_\_.

I understand that I am to receive no compensation, and I agree that all such Appearances thereof, and all plates, negatives, recording media, and digital files shall remain the property of the University, unless otherwise noted. This Release is non-exclusive, royalty-free (no cost to the University), world-wide, and perpetual.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Wright State Representative

\_\_\_\_\_  
Date

Department Contact Information: **WSU Athletic Training Program, KNH Department, (937) 245-7621**

If the model/talent is not yet eighteen (18) years old, the parent or guardian must sign the following:

I, \_\_\_\_\_, hereby warrant that I am the Parent/Guardian of,  
(please print full name)

\_\_\_\_\_, a minor, and have full authority to authorize the above Release, which I have read and approved.

\_\_\_\_\_  
Parent's or Guardian's Signature (if under 18)

\_\_\_\_\_  
Date

## APPENDIX I

### Clinical Integration Proficiencies (CIPs)

In most cases assessment of the CIPs should occur when the student is engaged in real client/patient care. Some instances may require simulated scenarios. Assessment of the CIPs should also include use of Foundational Behaviors in the context of real patient care; patient privacy, team approach, legal and ethical practice, advancing knowledge, cultural competence, and professionalism.

**ASSESSMENT KEY:**

P = Proficient/Passed, NI = Needs Improvement, NP = Not proficient, IA = Initial Assessment, NE = Not Evaluated

**CIP-1** (*Level 3, fall semester*)

Administer testing procedures to obtain baseline data regarding a client's/patient's level of general health. Use this data to design, implement, evaluate, and modify a program specific to the performance and health goals of the patient. This will include instructing the patient in the proper performance of the activities, recognizing the warning signs and symptoms of potential injuries and illnesses that may occur, and explaining the role of exercise in maintaining overall health and the prevention of diseases. Incorporate contemporary behavioral change theory when educating clients/patients and associated individuals to effect health-related change. Refer to other medical and health professionals when appropriate.

Administer testing procedures to obtain baseline data regarding a client's/patient's level of general health.

	P	NI	NP	IA	NE	Preceptor Signature	Date
Nutritional habits							
Physical activity status							
Body composition							

Use data from testing procedures above to design, implement, evaluate, and modify a program specific to the performance and health goals of the patient. This will include:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Patient instruction for proper activity performance							
Recognizing warning S/S of potential injuries/illness							
Explaining role of exercise in overall health							
Explaining role of exercise in disease prevention							

Incorporate contemporary behavioral change theory when educating clients/patients and associated individuals to effect health-related change. Refer to other medical and health professionals when appropriate.

	P	NI	NP	IA	NE	Preceptor Signature	Date
Incorporates contemporary behavior change theories							
Educates patients & individuals involved in pt. care							
Appropriate referral to medical/health professionals							

**CIP-2** (Level 1, fall semester)

Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and/or other custom devices for the client/patient in order to prevent and/or minimize the risk of injury head, torso, spine, and extremities for safe participation in sport or other physical activity:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Head/spine (i.e. helmet fitting)							
Torso (i.e. shoulder pad fitting, flak jacket)							
Upper extremity							
Lower extremity							

**CIP-3** (Level 1, spring semester)

Develop, implement, and monitor prevention strategies for at-risk individuals and large groups to allow safe physical activity in a variety of conditions. This includes obtaining and interpreting data related to potentially hazardous environmental conditions, monitoring body functions and making appropriate recommendations for patient safety and activity status.

Develop, implement, and monitor prevention strategies for at-risk individuals and large groups to allow safe physical activity in a variety of conditions:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Persons with asthma							
Persons with diabetes							
Persons with sickle cell trait							
Previous history of heat illness							

Obtain and interpret data related to potentially hazardous environmental conditions, monitoring body functions and making appropriate recommendations for patient safety and activity status:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Blood pressure							
Peak expiratory flow/peak flow meter							
Hydration status							

**CIP-4** (Level 2, fall & spring semesters)

Perform a comprehensive clinical examination of a patient with an **upper extremity, lower extremity, head, neck, thorax, and/or spine injury or condition**. This exam should include clinical reasoning on the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient’s goals, provide the appropriate initial care and establish overall treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include as appropriate therapeutic modalities, medication (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.

This **lower extremity** exam should include clinical reasoning on the selection of assessment procedures and interpretation of findings in order to:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Formulates a differential diagnosis and/or diagnosis							
Determines underlying impairments							
Identifies activity limitations/participation restrictions							

Based on the assessment data and consideration of the patient’s goals:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Provide the appropriate initial care							
Establish overall treatment goals							

Create and implement a therapeutic intervention that targets these treatment goals to include:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Appropriate therapeutic modalities							
Medications (with physician involvement prn)							
Rehabilitative techniques and procedures							

Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Recommend activity level							
Make return to play decisions							
Maximize patient outcomes and progress in tx plan							

This **lumbosacral spine** exam should include clinical reasoning on the selection of assessment procedures and interpretation of findings in order to:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Formulates a differential diagnosis and/or diagnosis							
Determines underlying impairments							
Identifies activity limitations/participation restrictions							

Based on the assessment data and consideration of the patient’s goals:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Provide the appropriate initial care							
Establish overall treatment goals							

Create and implement a therapeutic intervention that targets these treatment goals to include:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Appropriate therapeutic modalities							
Medications (with physician involvement prn)							
Rehabilitative techniques and procedures							

Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Recommend activity level							
Make return to play decisions							
Maximize patient outcomes and progress in tx plan							

This **thorax** exam should include clinical reasoning on the selection of assessment procedures and interpretation of findings in order to:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Formulates a differential diagnosis and/or diagnosis							
Determines underlying impairments							
Identifies activity limitations/participation restrictions							

Based on the assessment data and consideration of the patient’s goals:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Provide the appropriate initial care							
Establish overall treatment goals							

Create and implement a therapeutic intervention that targets these treatment goals to include:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Appropriate therapeutic modalities							
Medications (with physician involvement prn)							
Rehabilitative techniques and procedures							

Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Recommend activity level							
Make return to play decisions							
Maximize patient outcomes and progress in tx plan							

This **cervical and/or thoracic spine** exam should include clinical reasoning on the selection of assessment procedures and interpretation of findings in order to:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Formulates a differential diagnosis and/or diagnosis							
Determines underlying impairments							
Identifies activity limitations/participation restrictions							

Based on the assessment data and consideration of the patient’s goals:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Provide the appropriate initial care							
Establish overall treatment goals							

Create and implement a therapeutic intervention that targets these treatment goals to include:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Appropriate therapeutic modalities							
Medications (with physician involvement prn)							
Rehabilitative techniques and procedures							

Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Recommend activity level							
Make return to play decisions							
Maximize patient outcomes and progress in tx plan							

This **upper extremity** exam should include clinical reasoning on the selection of assessment procedures and interpretation of findings in order to:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Formulates a differential diagnosis and/or diagnosis							
Determines underlying impairments							
Identifies activity limitations/participation restrictions							

Based on the assessment data and consideration of the patient’s goals:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Provide the appropriate initial care							
Establish overall treatment goals							

Create and implement a therapeutic intervention that targets these treatment goals to include:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Appropriate therapeutic modalities							
Medications (with physician involvement prn)							
Rehabilitative techniques and procedures							

Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Recommend activity level							
Make return to play decisions							
Maximize patient outcomes and progress in tx plan							

This **head** exam should include clinical reasoning on the selection of assessment procedures and interpretation of findings in order to:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Formulates a differential diagnosis and/or diagnosis							
Determines underlying impairments							
Identifies activity limitations/participation restrictions							

Based on the assessment data and consideration of the patient’s goals:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Provide the appropriate initial care							
Establish overall treatment goals							

Create and implement a therapeutic intervention that targets these treatment goals to include:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Appropriate therapeutic modalities							
Medications (with physician involvement prn)							
Rehabilitative techniques and procedures							

Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Recommend activity level							
Make return to play decisions							
Maximize patient outcomes and progress in tx plan							

**CIP-5** (Level 3, spring semester)

Perform a comprehensive clinical examination of a patient with a common illness/condition that includes clinical reasoning in the selection of assessment procedures and interpretation of history and physical examination findings in order to formulate a differential diagnosis and/or diagnosis. Based on the history, physical examination, and patient goals, implement appropriate treatment strategy to include medications (with physician involvement as necessary). Determine whether patient referral is needed and identify potential restrictions in activities and participation. Formulate and communicate appropriate return to activity protocol.

This exam should include clinical reasoning on the selection of assessment procedures and interpretation of findings in order to:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Formulate a differential diagnosis and/or diagnosis							

Based on the history, physical examination, and patient goals implements appropriate treatment strategy to include:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Medications (with physician involvement prn)							
Whether patient referral is needed							
Potential activity/participation restrictions							
Formulating/communicating return to activity protocols							

**CIP-6** (Level 1, spring semester)

Clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of the emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (**e.g. CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding**).

	P	NI	NP	IA	NE	Preceptor Signature	Date
Assessment of vital signs and LOC							
Activation of the emergency action plan							
Completes secondary assessment							
Establishes a diagnosis							
Provides appropriate emergency care							

**CIP-7** (Level 3, fall semester)

Select and integrate appropriate psychosocial techniques into a patient's treatment or rehabilitation program to enhance rehabilitation adherence, return to play, and overall outcomes. This includes, but is not limited to, verbal motivation, goal setting, imagery, pain management, self-talk, and/or relaxation.

Select and integrate appropriate psychosocial techniques into a patient's treatment or rehabilitation program to enhance rehabilitation adherence, return to play, and overall outcomes. This includes:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Verbal motivation							
Goal Setting							
Imagery							
Pain Management							
Self-talk							
Relaxation							
Other (please identify):							

**CIP-8** (Level 3, spring semester)

Demonstrate the ability to recognize and refer at-risk individuals and individuals with psychosocial disorders and/or mental health emergencies. As a member of the management team, develop an appropriate management plan (including recommendations for patient safety and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines.

Demonstrate the ability to recognize and refer at-risk individuals and individuals with psychosocial disorders and/or mental health emergencies. As a member of the management team, develop an appropriate management plan:

	P	NI	NP	IA	NE	Preceptor Signature	Date
Includes recommendations for patient safety							
Includes recommendations for activity status							
Establishes professional helping relationship							
Ensures interactive support and education							
Encourages ATs role as patient advocate							
Consistency with current practice guidelines							

**CIP-9** (Level 2, fall or spring semester)

Utilize documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members while using appropriate terminology and complying with statutes that regulate privacy of medical records. This includes a comprehensive patient-file management system (including diagnostic and procedural codes) for appropriate chart documentation, risk management, outcomes, and billing.

Utilize documentation strategies to effectively communicate

	P	NI	NP	IA	NE	Preceptor Signature	Date
With all involved parties							
While using appropriate terminology							
While complying with HIPAA and FERPA statutes							
Using comprehensive pt-file management system							

## APPENDIX J

### COVID-19 POLICY/PLAN FOR CLINICAL EXPERIENCES

#### CONCERN FOR THE HEALTH OF OTHERS ON CAMPUS:

- Before reporting to campus, students should check their temperatures.
- Students should **NOT** come to campus if they:
  - Have a fever of 100.4° or above;
  - Are experiencing any of the other symptoms of COVID-19 (i.e. shortness of breath, dry cough, chills, sore throat, new loss of taste or smell); or
  - Have been exposed to someone diagnosed with COVID-19, tested for COVID-19, or with symptoms of COVID-19.

#### EXPOSURE:

- If a student believes he/she has been exposed to someone diagnosed with/tested for/with symptoms of COVID-19, he/she should:
  - Contact his/her healthcare provider **OR** Wright State Physicians Student Health Services (937-245-7200).
  - Notify the WSU AT Program Director, Becky Bower ([rebekah.bower@wright.edu](mailto:rebekah.bower@wright.edu), or 937-241-2467).
  - **NOT** return to in-person experiences, in the classroom or at clinical sites, until he/she has received documentation from his/her healthcare provider clearing him/her to return.

#### PROTOCOLS:

- While at Clinical Sites: students will ...
  - Follow protocols established at their respective sites by the respective hospital organizations. These protocols will be discussed at the initial clinical meeting between the student and the assigned preceptor. Completion will be documented on the Initial Clinical Meeting Checklist, which must be turned into the Clinical Education Coordinator, Siobhan Fagan.
  - Wear their WSU-provided mask at all times, unless another mask/form of PPE is provided by the clinical site.
- While at the WSU AT Classroom/Lab: students will ...
  - Wear their WSU-provided mask to enter the Wright State Physicians Bldg. (WSP).
  - Maintain the required 6' physical/social distance.
  - Utilize the QR Code posted at the entrance to the AT Classroom/Lab (138 WSP) to complete symptom check questionnaire.
  - Wash their hands at the sink in the back of the room (i.e. using soap and water for at least 20 seconds) and apply appropriate, additional PPE (i.e. gloves and face shield prn).
    - Student face shields will be housed in individual “lockers” in the back of the classroom (i.e. not designed to be utilized outside the classroom).
  - Move to the assigned examination table and disinfect the table utilizing the provided disinfectant spray/paper towels and dispose of the cleaning materials in the trash.
  - Work only with the instructor and the assigned lab partner.
  - Maintain appropriate social distancing with other athletic training students.
  - During any breaks, only 2 students will be permitted in the bathroom at one time.
  - At the completion of the lab session, students will once again disinfect their assigned examination table, dispose of the cleaning materials, remove PPE, and wash their hands before leaving the classroom.