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Welcome Preceptors

We are excited to have you as part of our CAATE accredited program. We value everything you do for our students and helping us prepare future athletic trainers. It is our hope that this guidebook will serve as a resource when working with our students. In addition to this handbook, you will also have access to our student handbook which will outline policies and procedures our students are expected to follow.

Program Information

In 2021 the UCM Athletic Training program closed out the Bachelors of Science program in Athletic Training and launched the Master's of Science in Athletic Training. The following policies and procedures are reflective of the content standards of Commission on Accreditation of Athletic Training.

Program Mission Statement

The mission of the athletic training program at the University of Central Missouri is to produce life-long learners, critical thinkers, and engaged leaders who are ready to take their place in the dynamic world of professional healthcare. The program prepares future athletic trainers to succeed in an integrated healthcare community through the use of evidence-based practice to improve patient outcomes. With a variety of innovative and dynamic learning opportunities, the athletic training program provides the tools necessary to become professionally prepared and to ultimately foster the confidence to allow the student to succeed in the ever-changing world of healthcare.

Vision Statement

Building upon the University's historical charter, the University of Central Missouri Athletic Training Program strives to be regionally recognized as a leader in athletic training education. The program seeks to develop engaged practitioners in an integrated and collaborative medical model emphasizing evidence-based clinical application and professional development in a continually evolving healthcare environment.

Program Values

Integrity - Curiosity - Inclusion - Partnership - Engagement

Program Goals and Outcomes

<u>Goals</u>		
Goal 1: Students will demonstrate the necessary core knowledge, and clinical reasoning to become a certified athletic trainer.	Goal 2: Students will participate in professional development, leadership development, and professional collaboration.	Goal 3: Students will learn to appreciate and assess diversity in culture and community to improve patient outcomes.
<u>Outcomes</u>		

Goal 1 Outcomes

Program related faculty

Program Director: Dr. Brian Hughes

*Coordinator of Clinical Education: Dr. Molly Cuffe

Additional Faculty: Dr. Leah Harold

Medical Director: Dr. Drew Glover

*Molly will be your primary contact. Her contact information can be found below

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Course Sequence

Summer 1

AT 5610: Clinical Athletic Training Methods

AT 5620: Responding to Medical Emergencies

AT 5630: Principles of Athletic Training

Fall 1

AT 5640: Orthopedic Assessment: Lower Extremity

AT 5650: Clinical Athletic Training Practicum I

AT 5660: Therapeutic Modalities

Spring 1

AT 5670: Orthopedic Assessment II: Upper extremity

AT 5680: Clinical Athletic Training Practicum II

AT 5690: Therapeutic Rehabilitation

Summer 2

AT 6610: Medical Aspects and Interventions in Athletic Training

AT 6620: Clinical Athletic Training Practicum III

Fall 2

AT 6630: Management of Professionalism in Athletic Training

AT 6640: Clinical Athletic Training Practicum IV

KIN 5900: Introduction to Research in Kinesiology

Spring 2

AT 6650: Seminar in Athletic Training

AT 6660: Internship in Athletic Training

Clinical Overview

Students enrolled in the athletic training program will complete six consecutive semesters of didactic coursework and will have five semesters of clinical experience. Clinical experience will begin in the student's second semester of the program.

	Didactic Focus	Clinical Experience	Patient Population
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Clinical Education Expectations by semester

Summer 1:

Students will not have clinical education requirements during semester 1. During this time students will be learning foundational knowledge and obtaining prerequisites to attend clinical education experiences.

Fall 1:

functions of the AT

Fall 2:

Goal: Gain confidence in capabilities and begin working towards complete integration of knowledge. Students should be working toward providing comprehensive patient care, ideally in the high school the student was assigned in fall 2.

Tasks/duties of the ATS during fall 2

Spring 2:

Goal: Work towards autonomy in clinical practice in a setting you either would like to explore more or are considering professionally.

Tasks/duties of the ATS during spring 2

up as a rolling contract, unless otherwise within the terms of the agreement, and modification or cancellations to the agreement will be made at the request of either party.

Once the agreement is received by program faculty, the coordinator of clinical education will work with the identified preceptor to collect any missing information from the site, and establish a timeline to integrate the clinical site into use.

Precept will be made at th0 1 52 r4yCITQ

For preceptors who are Athletic Trainers and Physicians:

Holidays.” We have intentionally built in an extra week to accommodate a clinical sites spring break, your desire to attend a conference, miss days for interviews, or simply to have a week off before starting the internship or before graduation

The semester prior-student acquisition of internship

Timeline and Process of acquiring and internship

During Fall 2:

Week 2: students will be provided with a list and description of approved internship sites for spring 2.

Week 5: students will develop their application materials as a part of AT 6630: Management and Professionalism in Athletic Training

The application includes submitting a letter of interest, application, and references to a potential clinical immersion experience.

Week 7: Students should reach out to two prospective clinical supervisors to introduce themselves and submit their application material

Week 9-10: Students should complete an interview with 2 prospective clinical sites

Week 11-12: On a specific day, a prospective clinical site preceptor can make an offer for their clinical site- the student will need to verbally accept the position and notify the clinical education coordinator of verbal acceptance

Note: If the student does not obtain a placement, the CEC will work with the student to identify and determine an appropriate placement for the student.

Week 13-15: Student and clinical site will need to sign an agreement/contract for the internship.

The semester of your internship

While enrolled in AT 6550, during the first five weeks of the semester the student will need to complete the following:

By the end of week 2: Orientation Form

By the end of week 3: Confirm schedule including start date, end date, and requested days off

By the end of week 4: Topic outline quality assurance project

By the end of week 5: Finalize professional development plan

CAATE Required items

Before a student can attend a clinical rotation, he, she, they must have successfully completed

Emergency cardiac care training

Blood borne pathogens training (annual training)

HIPAA/FERPA training (annual training)

Immunizations (TB shots should be completed annually; flu shots should be completed no later than October 15 annually)

Background checks (completed annually)

Drug screening (completed prior to admission into program)

If there are additional requirements of the clinical site, please have these included in the affiliation agreement. All of the aforementioned are completed as part of programmatic requirements.

Orientation

Before a student can begin, he, she, they must complete an orientation. The students will have access to an orientation checklist through ATrack. Topics to be discussed will include:

- Critical incident response procedures (for example, emergency action plans)
- Blood-borne pathogen exposure plan
- Communicable and infectious disease policies
- Documentation policies and procedures
- Patient privacy and confidentiality protections
- Plan for clients/patients to be able to differentiate practitioners from students

Assessment procedures

Formative and summative assessment procedures used either to assess clinical skill competency or to assess soft skills associated with clinical performance are communicated at the beginning of the semester via email as well as through our online student portfolio platform- ATrack Online. Preceptors are reminded of procedures prior to each assessment. During visits to the sites, the Coordinator of Clinical Education follows up on assessment procedures.

Evaluations

Using ATrack, the student will complete an evaluation of themselves and their preceptor/clinical site towards the midpoint of the experience as well as the end of the experience. The ATS must meet with their preceptor to discuss the self-evaluation and the

All three forms must be submitted at the conclusion of each cycle. The final evaluation will be the AT Milestones assessment.

To pass the internship experience the student must obtain a minimum combined average of 80% on the evaluations. If the ATS scores less than 80% on the first evaluation (equates to 4 out of 5 on the soft skills type questions), the student must submit a corrective plan of action to be completed during the second half of the experience. On the AT Milestones, students should score a 3 on all prompts. See below for more details on the evaluation types.

Clinical Site Evaluations

Clinical sites are evaluated on an annual basis by the coordinator of clinical education and in five-week intervals by the students.

Clinical sites will be visited annually during the spring semester. A clinical site evaluation form will be used to assess the clinical sites and all parties will sign the agreement at the conclusion

of the visit. If deficiencies are found, a plan will be made to correct the deficiencies and/or terminate the affiliation agreement.

In addition to the annual site visits, students evaluate their assigned clinical site(s) periodically throughout the semester. If concerns are raised on the evaluations, the clinical education coordinator will work to address the concerns with the preceptor at the clinical site.

Student Evaluation

As a program we use the student portfolio platform ATrack (atrackonline.org).

ATrack will be used for the following purposes

Hour tracking

Students will log the hours from the time of arrival to the time in which they leave. When traveling with you and a team, travel time does not count.

For the internship experience students are expected to obtain 300-350 hours over the 10 weeks. Students are not allowed to obtain more than 40 hours in any given week.

Patient encounter tracking

Students will need to log various encounters over the course of the semester as documentation of the patients he/she/they are working with and the conditions which are being seen.

The student must log 10 patient encounters in ATrack during the immersive experience. Please select one patient a week that you worked with to log. Encounters should reflect the diversity of the patient population you are working with.

In addition, students should log encounters weekly using the Clinical Tracking App.

Orientations

Prior to the start of a clinical rotation students are expected to meet with you to complete an orientation checklist. Students will have access to the orientation checklist and will submit this document after reviewing the document with you.

Evaluations

At various points throughout the semester, students will be evaluated by you for their soft skills, progress towards skills, and various AT Milestones. The student will complete the same evaluation and then you and the student are expected to discuss the evaluations. You will need to sign the student's copy through their portal as well as date stamp your copy to submit.

You will be expected to regularly log on, complete any requested tasks (approve deny hours, review encounters providing feedback and scoring the encounter, and completing student evaluations). If you are having trouble with the platform please reach out to the coordinator of clinical education for assistance.

Preceptor Evaluations

Standard 65 Practice in a manner that is congruent with the ethical standards of the profession.

Standard 66 Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Applicable laws and regulations include (but are not limited to) the following:

- Requirements for physician direction and collaboration
- Mandatory reporting obligations
- Health Insurance Portability and Accountability Act (HIPAA)
- Family Education Rights and Privacy Act (FERPA)
- Universal Precautions/OSHA Bloodborne Pathogen Standards
- Regulations pertaining to over-the-counter and prescription medications

Standard 67 Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.

Standard 68 Advocate for the profession.

Care Plan

Standard 69 Develop a care plan for each patient. The care plan includes (but is not limited to) the following:

- Assessment of the patient on an ongoing basis and adjustment of care accordingly
- Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care
- Consideration of the patient's goals and level of function in treatment decisions
- Discharge of the patient when goals are met or the patient is no longer making progress
- Referral when warranted

Standard 70 Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:

- Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)
- Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)
- Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)
- Cervical spine compromise
- Traumatic brain injury
- Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)
- Fractures and dislocations (including reduction of dislocation)
- Anaphylaxis (including administering epinephrine using automated injection device)

Home care management
Cardiovascular training

Standard 74 Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.

Standard 75 Administer medications or other therapeutic agents by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority.

Standard 76 Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:

Performance of a comprehensive examination designed to recognize conc10(r)7(e/m q0.000)5(t)-4(h)13

Adrenal diseases
Cardiovascular disease
Diabetes
Neurocognitive disease
Obesity
Osteoarthritis

Standard 80 Develop, implement, and assess the effectiveness of programs to reduce injury risk.

Standard 81 Plan and implement a comprehensive preparticipation examination process to affect health outcomes.

Standard 82 Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client's activity.

Standard 83 Educate and make recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity, and during recovery for a variety of activities and environmental conditions.

Standard 84 Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.

Standard 85 Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.

Standard 86 Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.

Standard 87 Select and use biometrics and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement600031 135. Tm0

Implementing a model of delivery (for example, value-based care model)

Standard 89 Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.

Standard 90 Establish a working relationship with a directing or collaborating physician.

Appendix A

**University of Central Missouri
Athletic Training Program**

I, _____, have completed an annual preceptor training to continue my service as a preceptor for the University of Central Missouri Athletic Training Program. I attest that the following, at a minimum, were reviewed as a component of training.

I have received a copy of the University of Central Missouri Student Handbook

I have received a copy of the University of Central Missouri Preceptor Handbook

I have received a copy of the University of Central Missouri Preceptor Handbook

I agree to serve as a preceptor for the upcoming academic year.

By signing below, I am acknowledging that I have carefully and completely read, and understand the policies in the University of Central Missouri Student Handbook, University of Central Missouri Preceptor Handbook, and University of Central Missouri Internship Handbook.

Appendix B

Internship Project

During your internship, you are expected to complete a project at your clinical site. The project should be done to better your clinical site. The project should include developing, implementing, revising policies/procedures determined by you and your preceptor.

By the end of Week 2-

Project topic identified

Goals of project established

Deadlines for project (the types of deadlines established will vary by the nature of the project and your goals but at a minimum include a review of current practices, development of something new, implementation of something created, and the assessment of something created with recommendations going forward)

Time to present their project (at their clinical site in either a virtual or face to face format).

At a minimum the Clinical Education Coordinator and Preceptor should attend the presentation. Other stakeholders are encouraged to attend/should be invited. You are asked to schedule this during week one so your preceptor can block their schedule if needed.

Internship Project Grading Rubric

<p>Submitting topic, goals, and timeline by the end of week 2</p>	<p>Notes:</p> <p style="text-align: right;">____/10</p>
<p>Ability to meet deadlines</p>	<p>Notes:</p> <p style="text-align: right;">____/20</p>
<p>Presentation (and project components):</p>	
<p>Introduce topic</p>	<p>Notes:</p> <p style="text-align: right;">____/5</p>
<p>Summary of current practice</p> <ul style="list-style-type: none"> · Gaps in current practice (why is this new/updated policy/procedure needed) 	<p>Notes:</p> <p style="text-align: right;">____/5</p>
<p>Development of the policy/procedure</p> <ul style="list-style-type: none"> · Who are the stakeholders and what are their needs (think why this policy/procedure) · Literature review · What is the new policy/procedure? 	<p>Notes:</p> <p style="text-align: right;">____/20</p>

<p>Implementation</p> <ul style="list-style-type: none"> · What was the timeline for implementation? · What was the process for implementation? · How will I measure if the policy/procedure is doing what it intended? 	<p>Notes:</p> <p style="text-align: right;">____/20</p>
<p>Assessment</p> <ul style="list-style-type: none"> · What were the results of the implementation? · How did implementation go? · What are your recommendations for the site going forward with this new policy/procedure? 	<p>Notes:</p> <p style="text-align: right;">____/20</p>
<p>Questions and Answers</p>	<p>Notes:</p>
<p>Total</p>	<p>Notes:</p> <p style="text-align: right;">____/100</p>