College of Education and

Human Development

*Kinesiology, Physical Education, and Athletic Training*

 5740 Lengyel Hall

Orono, Maine 04469-5740

Tel: (207) 581-2466

Fax: (207) 581-1206

umaine.edu/edhd



**Athletic Training Student Handbook**

2022-2023

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## Bachelor of Science in Athletic Training

The University of Maine Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education for the period 2021 - 2026. Undergraduate students who successfully complete this program graduate with a Bachelor of Science in Athletic Training. These students are eligible to apply to take the Board of Certification (BOC, Inc.) Athletic Training certification exam.



A C CR EO ITE D P R O G R A M

Competencies and Proficiencies Matrix

UMaine’s Athletic Training curriculum is based on the 2011 Athletic Training Educational Competencies 5th edition created by the National Athletic Trainers' Association Professional Education Council (PEC) and the 2020 CAATE Curricular Content Standards. A Competency and Proficiency Matrix is available for anyone interested in viewing them. Contact the Athletic Training Program Director if you are interested.

Competitive Admissions

Admission into the Athletic Training Program is competitive. All incoming students (new and transfers) apply for formal acceptance after successfully completing coursework in two courses: Introduction to Athletic Training and Prevention and Care of Athletic Injuries. The Athletic Training Student is notified by the Program Director that he/she is eligible to apply and how to proceed with the application. The application guidelines are found on the Athletic Training web site. Effective Fall 2022, the secondary application process will be modified to reduce potential social inequities and allow for earlier completion by students.

Classrooms, Labs, and Clinical Experiences

UMaine's Athletic Training Program is comprised of two parts: classroom learning and practical (hands-on) application. The Wes Jordan Athletic Training Education Complex allows students to learn concepts and theories in the classroom and immediately put them to practice in a lab setting. This progression prepares the Athletic Training Student to perform learned skills with patients under the direct supervision of trained preceptors. Clinical experiences are actual athletic training and allied health care experiences supervised by trained preceptors. The strength of UMaine's program lies in the diversity of preceptors and clinical experience settings including, but not limited to, NCAA Division 1 and Division 3 athletics, high school athletics, hospital and private practice clinics, physical therapy clinics, orthopedic rotations, and chiropractic clinics.

## Mission Statement

The University of Maine Athletic Training Program prepares students to become athletic trainers by following a curriculum in line with National Athletic Trainers' Association Athletic Training Education Competencies, the Board of Certifications most current Role Delineation information, and the Commission for Accreditation of Athletic Training Education Standards. Students learn through clinical experiences in the community with a variety of healthcare providers and their patients enabling the student a diversity of experiences.

Program Learning Outcomes

The University of Maine Athletic Training Program has developed five Program Level Outcomes that align with the National Athletic Trainers Association Domains of Practice.

**Program Outcome One:** By the end of the program, athletic training students will be prepared to analyze and evaluate opportunities for injury prevention and wellness protection for active patients.

**Program Outcome Two:** By the end of the program, athletic training students will be prepared to evaluate and diagnose injuries and pathologies in the clinical setting.

**Program Outcome Three:** By the of the program, athletic training students will be prepared to provide immediate first aid and emergent care.

**Program Outcome Four:** By the end of the program, athletic training students will be prepared to provide treatment through therapeutic interventions, including rehabilitation and modalities.

**Program Outcome Five:** By the end of the program, athletic training students will be prepared to demonstrate the importance of organization and professional health and well-being.

**Student Learning Objectives**

The University of Maine Athletic Training program has developed student learning objectives that align closely with the 2020 CAATE Curricular Standards. These objectives are as follows:

1. Students learn the basics of personality traits, trait anxiety, and locus of control as they affect patient interactions
2. Students identify advocacy techniques for the health needs of clients/patients
3. Students identify specific social determinants of health
4. Students learn health care delivery strategies for use with general medical populations
5. Students integrate patient education and self-care into rehabilitation program design
6. Students demonstrate ability to integrate self-care instructions and patient education into clinical experience encounters
7. Students demonstrate ability to communicate with respect for clients/patients & other health care professionals
8. Students demonstrate ability to communicate respectfully with clients/patients, peers, and supervisors
9. Students demonstrate ability to communicate respectfully with clients/patients, peers, supervisor, and other health care providers during in-class mock evaluations as assessed by the course instructor
10. Students demonstrate the ability to communicate effectively and respectfully with clients/patients, peers, supervisors, and others during the in-class evaluation activity as evaluated by the instructor and evaluation rubric
11. Students demonstrate use of quality assurance systems to enhance patient care
12. Students implement Quality Assurance into post-upper extremity evaluation process
13. Students implement Quality Assurance into post-lower extremity evaluation process
14. Students search, retrieve and use information derived by online databases and internal data to drive informed decisions and provide clinical decision support
15. Students utilize referenced data to augment simulated lower extremity evaluations
16. Students utilize referenced data to augment simulated upper extremity evaluations
17. Students recognize the need for and ways to provide data privacy protection and data security while using electronic health records
18. Students utilize data to assess utility of pharmacologic products for specific pathologies and conditions (inflammation, CV conditions, etc.)
19. Students utilize research to evaluate EMRs for effectiveness given various work settings
20. Students develop strategies to mitigate risk for non-orthopedic conditions, including adrenal disease, CV disease, and diabetes
21. Students develop strategies to address non-orthopedic conditions, including adrenal disease, CV disease, and diabetes
22. Students demonstrate understanding of injury risk and develop, implement, and assess programming for lower extremity injuries
23. Students develop simulated intervention program for risk reduction of assigned injuries
24. Students identify and plan a full Pre-Participation Physical Exam
25. Students complete a full Pre-Participation Physical Exam
26. Students will develop comprehensive programs to maximize sport performance that are safe and specific to the client's activity
27. Students identify the effects of misuse and abuse of alcohol, tobacco, and PEDs
28. Students demonstrate knowledge of effects of misuse/abuse of pharmacological agents
29. Students demonstrate ability to determine potentially dangerous environmental conditions and develop plans for appropriate modification of activity
30. Students recognize thermal and lightning emergencies and provide appropriate recommendations to reduce risk
31. Students integrate the ICF framework into upper extremity injury evaluations in clinical setting
32. Students utilize ICF framework for delivery of patient care
33. Students demonstrate an emergency examination with appropriate elements as determined by an athletic trainer
34. Students demonstrate ability to complete a simulated clinical evaluation of an upper extremity injury
35. Students demonstrate ability to complete a simulated clinical evaluation of a lower extremity injury
36. Students demonstrate the ability to evaluate general medical conditions
37. Students identify necessary steps to perform or obtain appropriate diagnostic or laboratory tests
38. Students demonstrate the ability to understand and perform, when appropriate, necessary diagnostic and laboratory tests
39. Students identify psychological health referral strategies
40. Students demonstrate understanding of behavioral health conditions
41. Students will recognize and manage emergency care conditions, including but not limited to, environmental emergencies, cardiac arrest, and respiratory emergencies
42. Students recognize and manage emergency care conditions, including but not limited to cervical spine emergencies, traumatic brain injury, and internal and external hemorrhage
43. Students demonstrate emergency care skills including, but not limited to, EpiPen administration, splinting the cervical spine, and splinting long bone fractures
44. Students recognize and manage emergent conditions, including but not limited to fractures and dislocations of the lower extremity, exertional sickling, and anaphylaxis
45. Students recognize and manage emergent conditions, including but not limited to fractures and dislocations of the extremities, exertional sickling, and anaphylaxis
46. Students learn content related to drug overdose recognition and management
47. Students learn evaluation and management skills for assessment of acute upper extremity injuries
48. Students learn evaluation and management skills for assessment of acute lower extremity injuries
49. Students learn evaluation and management skills for assessment of acute general medical conditions, including but not limited to, anaphylaxis, hemorrhage, fractures and dislocations, and diabetes
50. Students identify and plan the management and return to activity protocols associated with concussion or other brain injury
51. Students perform a concussion assessment
52. Students identify elements of an Emergency Action Plan
53. Students develop and revise an EAP and Policy and Procedures Manual (including elements of emergency planning)
54. Students will have foundational knowledge for the selection and application of therapeutic modalities
55. Students will provide athletic training services in a manner that uses evidence to inform practice during the clinical experience
56. Students develop a care plan for a simulated injured patient
57. Students develop a plan for utilization of therapeutic modalities in the care plan for a patient
58. Students present elements of care plan for general medical conditions including but not limited to, integumentary system, HEENT, and infectious diseases
59. Students select the therapeutic exercise, joint mobilization, and soft tissue techniques for given situations
60. Students demonstrate appropriate gait training and therapeutic modalities selection and usage
61. Students select soft tissue techniques and home care management instruments
62. Students identify indications, contraindications, dosing, interactions, and adverse reactions for common pharmacological agents
63. Students identify appropriate pharmacological agents involved in the treatment of common general medical conditions found in active populations
64. Students administer therapeutic agents for lower extremity conditions under the direction of preceptors during clinical experiences
65. Students administer therapeutic agents for upper extremity conditions under the direction of preceptors during clinical experiences
66. Students develop a care plan that integrates therapeutic agents into the recovery process for simulated patients
67. Students learn content associated with administration of therapeutic agents for general medical conditions, including but not limited to diabetes and other endocrine disorders
68. Students perform common taping techniques, including but not limited to, closed basketweave ankle taping and wrist taping
69. Students demonstrate proficiency as assessed by preceptors on taping and bracing techniques, including but not limited to, open basketweave ankle taping, arch taping, and Sully bracing for shoulder instability
70. Students perform basic taping and bracing techniques, including closed basketweave ankle taping, finger buddy taping, and thumb spica taping
71. Students will develop comprehensive programs to maximize sport performance that are safe and specific to the client's activity
72. Students analyze physiologic effects of different ingestible fluids prior to, during, and after recovery
73. Students summarize content associated with understanding of nutrient absorption via food and drink
74. Students identify the effects of misuse and abuse of alcohol, tobacco, and PEDs
75. Students demonstrate knowledge of effects of misuse/abuse of pharmacological agents
76. Students demonstrate ability to determine potentially dangerous environmental conditions and develop plans for appropriate modification of activity
77. Students demonstrate the ability to select, fit, and remove protective equipment during clinical experiences
78. Students summarize content associated with selection, fit, and removal of protective equipment
79. Students complete lab activities where they measure and assess physiologic responses to exercise and make recommendations associated with prevention, intervention, and performance enhancement
80. Students utilize interprofessional practice during clinical experiences
81. Students articulate roles of other health care providers in the care of active patients
82. Students define ethical behavior in the practice of healthcare
83. Students demonstrate ethical practice during clinical experiences as evaluated by clinical site preceptors
84. Students outline elements of appropriate professional practice, including, but not limited to, HIPAA, FERPA, Universal Precautions, and OSHA BBP Standards
85. Students practice in a manner compliant with all institutional, state, federal, and BOC Standards
86. Students outline means of self-assessment for development of personal and professional goals
87. Students conduct a self-assessment and create an appropriate professional development plan
88. Students determine ways to advocate for the profession of athletic training
89. Students organize a community project advocating for the profession of athletic training
90. Students develop a plan for an athletic training clinic including budgetary processes, physical facility management, and a model for patient care delivery
91. Students explain various models of delivery for administrative duties in healthcare
92. Students utilize clinical-site specific Patient-File Management Systems
93. Students research and present information regarding electronic medical records systems
94. Students demonstrate the ability to work respectfully with supervising physician
95. Students explain role of a supervising physician in the athletic training setting
96. Students develop (including an implementation plan) policies and procedures for an athletic training facility
97. Students will demonstrate an understanding of elements of a policy and procedures manual
98. Students will compare traumatic brain injury return to activity protocols
99. Students will articulate clinical site policies and procedures regarding traumatic brain injury and return to activity
100. Students will explain best practices regarding identification of behavioral health disorders including referral of patients in crisis to appropriate providers
101. Students will identify patients in need of psychosocial referral during the evaluation process

**Recommended Four Year Plan of Study**

1st Semester 1st Year 2nd Semester 1st Year

BIO 100 Basic Biology 4 cr BIO 208 Anatomy and Physiology 4 cr

ENG 101 English Comp 3 cr Math (MAT 122 or 126) 4 cr

KPE 100 Intro to AT 1 cr Gen Ed 3 cr

Gen Ed (PSY 100) 3 cr KPE 250 Prevention & Care of Injuries 3 cr

Gen Ed 3 cr KPE 253 Lifetime Fitness for Health 3 cr

 14 cr 17 cr

1st Semester 2nd Year 2nd Semester 2nd Year

PHY 111 Gen Physics 4 cr Gen Ed 3 cr

FSN 101 Intro to Food & Nutrition 3 cr KPE 202 AT Clinical Skills 2 3 cr

KPE 201 AT Clinical Skills 1 3 cr KPE 308 Ant. & Inj. of the UE 3 cr

KPE 270 Motor Development 3 cr KPE 386 Eval of LE Injur & Conditions 3 cr

KPE 307 Ant. & Inj. of the Trunk & LE 3 cr KPE 388 Therapeutic Modalities 4 cr

 16 cr 16 cr

1st Semester 3rd Year 2nd Semester 3rd Year

CHY 121/123 or BMB 207/209 Chemistry4 cr KPE 300 Professionalism in AT 1 cr

KPE 301 AT Clinical Skills 3 3 cr KPE 302 AT Clinical Skills 4 3 cr

KPE 385 Eval of UE Injur & Conditions 3 cr KPE 303 Pharmacology in AT 1 cr

KPE 387 Ther Ex of Muscl Injuries 4 cr KPE 376 Kinesiology 3 cr

KPE 400 Gen Med Inj & Conditions 3 cr KPE 378 Physiology of Exercise 3 cr

 17 cr KPE 383 Org & Admin in AT 3 cr

 14 cr

1st Semester 4th Year 2nd Semester 4th Year

Eng 317 Bus & Tech Writing 3 cr Gen Ed 3 cr

Gen Ed 3 cr KPE 367 Adapted PE 3 cr

KPE 401 AT Senior Seminar 3 cr KPE 427 Capstone – AT 3 cr

\*Math Gen Ed (Stats) 3 cr KPE 490 Nutrition for Sports 3 cr

KPE 426 Exercise Rx & Leadership 3 cr 12 cr

 15 cr





### Retention Policy

Athletic Training Students (ATS) formally accepted into the Athletic Training Program are responsible for maintaining an academic standard consistent with the University of Maine College of Education and Human Development and the School of Kinesiology and Physical Education and Athletic Training. Students progress according to the following:

* Earn a minimum grade of B- for all Athletic Training courses
* Maintain an overall GPA of 2.5 or higher
* Successfully complete proficiencies and hours for each clinical education course
* Successfully complete annual Bloodborne Pathogen Training
* Maintain health updates if change in health status
* Maintain current CPR certification

If a student is unable to meet these requirements, that student will retake courses to achieve the required GPA and/or meet the minimum grade requirement for AT courses. This will result in the student's inability to enroll in the next sequential course until the ATS meets requirements and is approved by the Program Director. All outstanding work must be completed before the Program Director will endorse the ATS's BOC candidacy application.

*This information is submitted to the Program Director and is maintained in the student’s ATS Academic Portfolio.*

The ATS will be unable to register for Athletic Training Courses if he/she fails to submit any of the following:

* + Health update if change in health status
	+ Annual proof of attendance for Bloodborne Pathogen Training
	+ Current CPR certification

ATS progress is monitored by the Athletic Training Program Director at least two times per academic semester. This includes the following:

* a Mid-semester verbal report during advising meeting regarding current coursework
* a *Mid-semester ATS Clinical Experience Evaluation* and a mid-semester review of supervised hours by the Clinical Education Coordinator.

Students on probation are encouraged to meet more frequently (weekly or biweekly) with the Program Director or Clinical Education Coordinator to maintain communication of course progress. This is typically part of the contractual agreement for those on conditional acceptance. It is up to the student to initiate these meetings.

The student's academic and clinical education records are reviewed at the end of each academic semester. The ATS is then advised of the sequence of ATR courses or repeat courses as appropriate.

## Course Offerings and Progressions

Following the 4 Year Course Sequence, please note that some courses are offered only in the fall semester or only in the spring semester. A few one credit courses are offered in the spring of even years.

Didactic Courses: KPE 250 Prevention and Care of Sports Injuries

* Prerequisite for KPE 201

KPE 300 Professionalism in Athletic Training *(Spring Even Years)*

KPE 303 Pharmacology in Athletic Training (Spring Even Years)

KPE 307 Anatomy and Injuries of Trunk & Lower Extremity (Fall)

* Prerequisite for KPE 386

KPE 308 Anatomy and Injuries of Upper Extremity (Spring)

* Prerequisite for KPE 385

KPE 383 Organization and Administration in AT (Spring)

KPE 385 Evaluations of Upper Extremity Injuries and Conditions (Fall); Prerequisite for KPE 302

KPE 386 Evaluations of Lower Extremity Injuries and Conditions (Spring); Prerequisite for KPE 301

KPE 387 Rehabilitation of Musculoskeletal Injuries (Fall)

* Prerequisite for KPE 302

KPE 388 Therapeutic Modalities (Spring)

* Prerequisite for KPE 301

KPE 400 Gen Med Condition and Illnesses in Sport (Fall)

* Prerequisite for KPE 401

Clinical Courses: KPE 201 AT Clinical Skills 1 (Fall)

KPE 202 AT Clinical Skills 2 (Spring) KPE 301 AT Clinical Skills 3 (Fall) KPE 302 AT Clinical Skills 4 (Spring)

KPE 401 Athletic Training Seminar (Fall)

## Athletic Training Student Levels

The following are the requirements for each Athletic Training Student Level. It combines coursework with clinical experiences and supervised hours:

Pre-AT

* Enrolled in or completed BIO 100, BIO 208, KPE 100, and KPE 250

Level 1

* Enrolled in or completed KPE 201, KPE 202, KPE 307, KPE 308, KPE 386, and
* KPE 388
* Maintains an overall GPA of 2.5 Receives at least a B- in ATP courses
* Documentation of 200 - 250 hours of supervised experience
* Documentation of completed Clinical skills
* Documentation of Mid-semester and End of Semester ATS Evaluations
* Formal Admission to Athletic Training Education Program
	+ Completed Health Forms
	+ Bloodborne Pathogens Training

Level 2

* Enrolled in or completed KPE 301, KPE 302, KPE 385, KPE 387 with a minimum of a B- in each course
* Maintain a minimum GPA of 2.5
* Submits Medical Update and proof of Blood Borne Pathogen Training Current CPR certification ·
* Completed and documented 300 - 350 hours of supervised experience

Level 3

* Enrolled in or completed KPE 383, KPE 400, and KPE 401 with a minimum of a B- in each course
* Eligible for KPE 427
* Maintains a minimum GPA of 2.5
* Submits Medical Update and proof of Blood Borne Pathogen Training
* Current CPR certification
* Completed and documented 25 - 50 hours of supervised experience

It is the responsibility of you, the ATS, to schedule a meeting with the Program Director prior to registration for courses to discuss current ATS Level and future progression.

# Clinical Education

The Athletic Training Student (ATS) must complete Clinical Education courses over the course of a minimum of two- and one-half academic years (five semesters). Each Clinical Experience is associated with a Clinical Education course. Clinical Education courses have syllabi that include measurable and educational objectives and specific proficiencies that document learning over time.

The ATS will need to provide proof of background check. This will come at his/her own expense and costs between $50 and $100. The ATS will also need to maintain CPR/AED certification at his/her own expense. The average rate for this is between $35 - $50 with most recertifications costing between $5 and $20. Overall ancillary costs to the ATS will be $100 - $170 for both services.

### Clinical Experiences

*Purpose*

The athletic training clinical experience is designed to provide the ATS with hands on experiences in real life situations that healthcare providers experience on a daily basis. The ATS will observe or/and participate a variety of healthcare settings. The clinical experience is designed for the ATS to apply classroom knowledge to patient care.

### Clinical Education Courses

KPE 201 Athletic Training Clinical Skills 1

Lab based class with first clinical experience. Class meetings occur approximately once per week with the remaining time focused on the clinical experience. Focuses on the critical thinking and application of injury prevention and immediate care of injuries and illnesses. Direct supervision by trained personnel during clinical experience.

Offered in the fall semester.

Students accumulate 50 - 150 hours under the direct supervision of Athletic Training Program preceptors.

Prerequisites: KPE 100, KPE 250, and must be formally accepted as an Athletic Training Major. Credit Hours: 3

KPE 202 Athletic Training Clinical Skills 2

Lab class that builds on KPE 201. Class meeting occur approximately once per week with the remaining time focused on the clinical experience. Students continue to become proficient in emergency illness/injury assessment and management. Students also add to their injury prevention taping, bracing, and padding skills.

Offered in the spring semester.

Students accumulate 75 - 175 hours under the direct supervision of Athletic Training Program preceptors.

Prerequisites: KPE 201

Credit Hours: 3

KPE 301 Athletic Training Clinical Skills 3

Through hands-on experience under the direct supervision of a trained preceptor, the student will focus on evaluating and treating injuries/illnesses/conditions using assessment skills and therapeutic modalities skills. Class meetings occur approximately once per week with the remaining time focused on the clinical experience. The focus is on lower extremity evaluations using theories and problem-solving skills while in a clinical setting.

Offered in the fall semester.

Students accumulate 100 - 200 hours under the direct supervision of Athletic Training Program preceptors.

Prerequisites: KPE 202, KPE 386, and KPE 388

Credit Hours: 3

KPE 302 Athletic Training Clinical Skills 4

Focus is on evaluation and treatment using assessment skills, therapeutic modalities and rehabilitation exercises for head, cervical/thoracic spine, and upper extremity injuries. Class meetings occur approximately once per week with the remaining time focused on the clinical experience. The student will develop competency and proficiency in these skills while working in a healthcare setting and will be under the direct supervision of a trained preceptor.

Offered in the fall semester.

Students accumulate 100 - 200 hours under the direct supervision of Athletic Training Program preceptors.

Prerequisites: KPE 301, KPE 385, and KPE 387

Credit Hours: 3

KPE 401 Athletic Training Seminar

The highest-level athletic training course. Students will prepare for the National Athletic Trainers' Association Board of Certification athletic training certification exam. Class meetings occur approximately once per week with the remaining time focused on the clinical experience. The student is required to complete two distinct experiences during KPE 401. Students will complete a 25 hours minimum general medical experience under the supervision of Athletic Training Program Preceptors. Students will also complete a culminating experience in which they apply all skills and content they have learned through the program under the supervision of Athletic Training Program Preceptors.

Students accumulate 100-200 hours (25 minimum in Gen Med) under the direct supervision of Athletic Training Program preceptors.

Prerequisites: KPE 302 and KPE-400 Credit Hours: 3

### Clinical Experience Rotations

Each ATS is required to complete a minimum of 425 supervised clinical experience hours through clinical education courses.

KPE 201 AT Clinical Skills 1

KPE 202 AT Clinical Skills 2

KPE 301 AT Clinical Skills 3

50 - 150 hours

75 - 175 hours

100 - 200 hours

KPE 302 AT Clinical Skills 4

KPE 401 AT Senior Seminar

100 - 200 hours

100- 200 hours (25+ Gen Med)

Senior Seminar students may volunteer to begin their culminating clinical experience before the fall semester begins, working with preseason sports/preceptors at the university and secondary school levels. This is not mandatory, but an opportunity to have an immersive experience and complete some of the clinical hours before classes begin. Students interested will meet with the Clinical Education Coordinator and Program Director during the spring semester before enrolling in KPE 401 to discuss this option.

Each ATS must experience patient care in sports populations and in general medical settings. Students will not be discriminated against based on sex, ethnicity, religious affiliation, or sexual orientation.

ATS students are responsible for keeping accurate and honest records of attendance on a biweekly basis. The preceptor responsible for each student will sign off on documented hours. ATSs must be allowed one day off per seven-day week. Students should be scheduled for no more than 20 clinical hours in a week. ATSs will present biweekly hours logs to the Clinical Education Coordinator for review to ensure compliance. Failure to adhere to clinical hour requirements may lead to programmatic probation and/or removal from the clinical experience. Students cannot receive any monetary remuneration during clinical experiences, excluding scholarships.

All ATSs must complete bloodborne pathogen training. Proof of successful completion must be provided (e.g., certification card, scored bloodborne pathogen exam, etc.) Failure to successfully complete this training will lead to postponed initiation of the ATSs clinical experience and potential failure of affiliated coursework. ATSs are strongly encouraged to purchase professional liability insurance for protection against the unexpected.

All ATSs must review the Technical Standards annually and report any changes. They must also review the Communicable Disease Policy and sign that annually.

Clinical experience assignments will be given to ATS as soon as prerequisites are verified. This is completed by the Clinical Education Coordinator and/or Program Director. The mode of notification is typically by e-mail

### Athletic Training Clinical Site Policies

The athletic training clinics are medical facilities. One of the attractions of working in this environment is the sometimes relaxed and casual atmosphere. Be very aware of this and do not allow the atmosphere to compromise your professional standards and work ethic.

### Athletic Training Student Responsibilities

The athletic training students’ responsibilities consist of the following:

1. Assist the preceptor with medical support
2. Assist with daily record keeping; treatment logs, injury evaluations, etc.
3. Evaluation and treatment patients (appropriate to skill and knowledge level) while under preceptor supervision. Obtain approval for all treatments from your preceptor.
4. Practice universal precautions and maintain excellent sanitary conditions in all procedures.
5. Assist the medical team in maintaining confidentiality. Respect the right of confidentiality of the patients and their medical conditions. This includes any form of social media. Follow HIPAA guidelines.
6. Perform daily athletic training room duties to include but not limited to cleaning, equipment upkeep, etc.
7. Schedule time and perform skills with preceptor

### Athletic Training Facility Rules

The rules for athletic training students vary with differing clinical sites. All rules at a particular site should be observed at all times. In addition, the following general rules should be followed regardless of clinical site…

1. You should have no food or drink in the athletic training clinic. It is a health care facility.
2. No profanity in the athletic training clinic.
3. Adhere to your site’s policies and procedures manual and clinical site dress codes.
4. Attendance is required and exceptions for valid obligations should be addressed with your preceptor and the Clinical Education Coordinator in advance.
5. All supplies and equipment are the property of your clinical site. Do not use materials without permission and never waste materials.
6. A professional and courteous demeanor is required while in the clinic.
7. Computers in the athletic training clinic at each site are for athletic training purposes only and students are not to be surfing the internet, checking email, Facebook, etc.
8. **Do not use your cell phones while on duty**. In case of an emergency, leave the facility to take care of the call.

### Daily Athletic Training Clinic Duties

The daily athletic training clinic duties vary with each clinical site. All duties at a particular site should be maintained daily. Clerical and practice setup/takedown duties are never fun but are a standard part of athletic training in most settings. The following general duties are recommended for athletic training students at each site.

1. Always keep the athletic training clinic clean
2. Keep athletic training kits stocked and ready for field use at any time
3. Maintain complete injury reports and daily treatment forms
4. Administer necessary first aid
5. Restock supplies
6. Clean all machines, counters, and areas that receive general use
7. Stock Ice Cups, Ice Bags, etc. as per each site
8. Clean all coolers and store properly after each use
9. Clean tables and rehab equipment
10. Conduct adequate rehab programs to help prevent re-injury

### Relationships with Medical Staff

The athletic training student is to maintain a respectful and professional relationship with the medical staff at all times. This includes staff athletic trainers, athletic training students, students, physicians, EMT’s, nurses, and any other support staff they should encounter. For the medical team to operate efficiently it is important that in the clinical setting the chain of command be followed.

Relationships beyond professional with any athletic training student, medical staff, coaching staff, athlete, patient, etc. is not allowed. Students who are involved in such relationships may be dismissed from the UMaine Athletic Training program.

1. There is no place in the athletic training clinic for personal relationships.
2. Athletes do not dictate their treatment.
3. Do not extend special privileges to individual patients. All patients should be treated equally, regardless of race, gender, sport, or team status.
4. Do not discuss injuries with patients regarding other patients.
5. Be careful of what you discuss with a patient regarding their injury without proper instruction from your preceptor.
6. All patients should be treated in a professional manner, even if they do not act in a respectful manner. Treat them and then discuss this with your preceptor.
7. Do not do things for patients against staff policy. NEVER COVER FOR A PATIENT.

### Clinical Experience Standards and Guidelines

While it is sometimes difficult to balance clinical experiences with the rest of college life, it is important to learn how. The following standards will assist you with this challenge:

* •You are required to complete approximately 10 – 20 clinical experience hours per week. Work with your preceptor to create a schedule that will enable you stay within these boundaries.
* Clinical experiences are a large part of your academic coursework! Missed clinical experience time is considered an absence. Repeated unexcused absences will result in course failure.
* Being late to a clinical experience is considered an unexcused absence.
* It is perfectly appropriate to request “time off” when it is in your best academic interests. Professionally, you should have an alternate plan for your supervisor (i.e., a replacement, or taking time during slow times).
* It is also appropriate to take time for family obligations. Plan accordingly with your preceptor at the beginning of the semester so you can schedule these (i.e., family weddings, etc.).
* Activities including, but not limited to outside jobs, fraternity and sorority functions are not to come in the way of your clinical experience. Plan accordingly with your preceptor. If you cannot fulfill a scheduled clinical experience session due to a conflict such as those listed above, it will count as an unexcused absence.
	+ **Bottom line – Clinical Education courses are top priority!**
* Communicate with your preceptor. Let them know your needs both in the clinical experience and outside the clinical experience.
* If you are ill, please consult your preceptor to determine if you should work with patients that day. Refer to the “Active Communicable Disease Policy” for more information.
* If classes are cancelled due to inclement weather, you are not to attend your clinical experience. It is a safety issue. UMaine closes classes so that the campus is safe.

### Non-University of Maine Clinical Experience Site

Typically, you will complete at least one aspect of your Clinical Experiences off campus. To ensure continuity of educational practices, your preceptor at each off-campus site has been trained and is familiar with the UMaine Athletic Training Program. They are committed to providing a positive earning environment for you. If you have any questions regarding this, please contact the Athletic Training Program Director or Clinical Education Coordinator.

**General Policies and Procedures**

### Active Communicable Disease and Clinical Experiences

Athletic Training Students (ATS) with active communicable diseases are assessed on an individual basis. Consideration for allowing the ATS to proceed with patient contact is based on the safety of the Athletic Training Student and the patient. The student will be removed from such contacts until the student is no longer contagious.

### Blood borne Pathogen Training and Clinical Experiences

Each athletic training student is required to attend a minimum of one blood borne pathogen control education session each academic year. The program is organized by the Athletic Training Program Director and Clinical Education Coordinator. University of Maine blood borne pathogen guidelines will be taught for this education session. These include guidelines mandated by OSHA. Students assigned to Clinical Experiences off campus will be introduced to that site’s Exposure Control plan.

No student will begin a clinical experience until successfully completing a Blood borne pathogen training session approved by the Program Director. Each student must submit proof of successful completion from the instructor or by a signed certification card.

### Competitive Admissions

As the ATS completes the Candidacy requirements, he/she submits the Candidacy Application to the Program Director. All application materials will be evaluated by the Program Director and Clinical Education Coordinator. Applicants will be ranked in order based upon the Candidacy criteria. The highest-ranking athletic training student candidacy applicants will be offered admission to the professional aspect of the program based on available positions. Even though Candidacy applicants may meet all the criteria, they may be denied admission due to their rank order and limited number of seats (30 per cohort). Students may re-apply for the next cohort if they are unsuccessful on their initial attempt.

### Confidentiality

All athletic training students must adhere to the following Confidentiality Statement and to HIIPA Privacy rules. Students will undergo annual HIPAA and FERPA training through the College of Education and Human Development.

As a healthcare professional, it is the law that you withhold any information which you acquire either professionally or socially that is considered “professionally confidential.” This includes any information you hear in athletic training rooms, physicians’ offices, locker rooms, or other. Information regarding an athlete’s medical condition, treatment of this medical condition, or any other patient information that is not considered public information is not to be discussed with anyone other than your immediate supervisor. Please adhere to this policy as a breach of confidentiality will lead to dismissal from any further clinical education opportunities.

### Dress Code

Students not meeting the Dress Code for an assigned clinical experience will be asked to leave the Clinical Site for the day and a formal written complaint will be sent to the Program Director. It will be noted in the student’s academic file. Multiple infractions may lead to probation and/or dismissal from the Athletic Training Program.

###

### Inclement Weather

If classes are cancelled due to inclement weather, athletic training students are **not** to attend clinical experiences. Remember, clinical experience is a class and classes are cancelled to keep you safe by staying off the roads and sidewalks.

### Incomplete Admissions Packet Policy

All admittance requirements as stated in the Admissions Guidelines must be completed prior to formal admittance into the University of Maine Athletic Training Program. No student can begin clinical experience rotations until accepted into the program. Students with an incomplete admissions packet will not be allowed into Clinical Skills courses until the packet is complete and approved by the Program Director.

### Liability Insurance

The Athletic Training Students and Sports Medicine Staff of the University of Maine are covered with malpractice liability insurance through General Star Indemnity under the Excess Policy. A copy of this information is available upon request. Students are covered only when enrolled in Clinical Skills classes and those classes are in session.

### Observation Only

All students enrolled in KPE 100 Introduction to Athletic Training are available for “observation only.” The prospective athletic training student is unable to perform any athletic training skills to any patients during these observations.

### Probation

Probation is a time for the Athletic Training Student to improve grades and/or behavior in order to stay in the Athletic Training Program. Probation is typically a one semester period when the student works toward a goal(s) established by the ATS and the Program Director. If the student does not meet such goals, s/he may be dismissed from the program.

If the student successfully meets the goals, s/he will be accepted into the ATP with the understanding that the next infraction may lead to dismissal.

### Professionalism

A preceptor may feel an ATS is not presenting himself/herself within the scope of ATS Professionalism. This could include language, personal presentation, or emotional intellect, but is not limited to those. The preceptor must document the activity and meet with both the ATS and Program Director or Clinical Education Coordinator. If all parties feel the ATS acted/spoke inappropriately, s/he will be put on probation and a formal written complaint will be filed in the student’s academic file. Two infractions will lead to dismissal from the Athletic Training Program.

### Supervised Clinical Experience and Observations

Direct supervision means the preceptor is available to immediately intervene if needed. An athletic training student in noncompliance of the Direct Supervision Standard will be warned one time and a written complaint will be filed in his/her academic file. If found in noncompliance again, the athletic training will be dismissed from the Athletic Training Program.

### Student and Faculty Grievance Policy and Procedures

University of Maine faculty can access procedures for processing a grievance via the University of Maine’s Human Resources web page (http://umaine.edu/hr/files/2012/07/afumcba1.pdf).

Students can access procedures for processing grievance via the University of Maine’s Student Handbook web page (http://umaine.edu/handbook/policies-regulations/student-administrative-appeal-policy/).

### Therapeutic Modality Use

Athletic Training Students shall not use Electrotherapeutic Modalities during Clinical Experiences prior to completing KPE 388 Therapeutic Modalities. Therapeutic modalities include but are not limited to electrotherapy stimulation, ultrasound, LASER, manual therapies, and mechanical traction.

Students found using therapeutic modalities without completing the appropriate coursework will be given a warning and a formal written complaint will go in his or her academic file. If found using therapeutic modalities after that warning the student will be dismissed from the Athletic Training Program.

### Transfer Student (Admissions Policy)

Students transferring into the University of Maine Athletic Training Program must meet all Candidacy requirements. This includes completing KPE 100 Introduction to Athletic Training and KPE 250 Prevention and Care of Athletic Injuries skills packet from the University of Maine. After successfully entering the Professional Athletic Training Education Program, this student must complete a minimum of 2.5 years (5 semesters), including all courses within the clinical sequence at the University of Maine Program.

### Work-Study Policy and Procedures

Athletic Training Students who qualify for federal work-study are encouraged to utilize this funding. They cannot receive work study funds while in a clinical experience associated with a clinical education course. Athletic training students are reminded that neither work-study nor outside employment are to interfere with educational commitments. The Office of Student Employment is responsible for disseminating the University of Maine’s Work Study Policy.

# Student Evaluations

All students will be evaluated using the following criteria and scale. The scale below is provided for your information and [can be accessed here](https://drive.google.com/file/d/1tXDdJDVOjFdEaqiLumdr3lUBo61nbACN/view?usp=sharing) if you need to return to it during the survey. This scale is based on the [AT Milestones Project Levels](https://www.atmilestones.com/support-files/at_milestones.pdf) and describes a beginning learning, an intermediate learner, and a graduating learner. There are also places for critical deficiencies and unable to observe.

*Critically Deficient*: The student displays a lack of knowledge, awareness, and skill development that requires attention immediately. This will not typically be seen; first-year, first-semester students should not be displaying a critically deficient skill level.

*Beginning Learner:* Observations and evidence indicate that the knowledge, skills, and behaviors are beginning to develop. The student shows little understanding of the concepts related to the topic. The knowledge and skills are known but the student requires more work on the fundamental skills with the preceptor's support in order to continue growing. Typically seen in younger students just being exposed or applying knowledge and skills.

*Intermediate Learner:* Observations and evidence indicate that knowledge, skills, and behaviors have emerged but performance is limited in scope, consistency, and/or application. The student is showing more understanding of the concepts listed, but the application is limited and requires direction from the preceptor to complete. This is the level expected from an average student who has been exposed to the content in previous courses. Most first-year students may be here by the end of their first year. Second and third-year students may be in the higher aspects of this range, depending on the skill and the individual. Gaining Competence is the bridge between intermediate and competent.

*Competent/Graduating Learner:* Typically described as ready for unsupervised practice. This is appropriate for our higher-level learners who have progressed through the clinical course series. Observations and evidence indicate that performances are at the level expected for entry-level certified athletic trainers. The student is able to communicate their knowledge and apply it consistently with little input from the preceptor. When faced with a challenge, the student can describe the situation and how to improve either the situation itself or their skills.

### KPE 201 Student Evaluation

Q1.1 Student Name

Q1.2 Please enter your email address:

Q1.3 Who is completing the evaluation?

Q1.4 Preceptor Name

Q1.5 What time of the semester is this evaluation being completed?

Q1.6 Please select the year:

***Note: All questions have a display logic assigned to them.***

 ***When a student is answering a question and puts “Competent/Graduating Learner” as their choice, they will be prompted to support that choice with evidence.***

 ***When a preceptor chooses “Critically Deficient” or “Beginning Learner,” they will be prompted to provide evidence or reasoning for that choice.***

 ***The boxes for comments are not included in this version of the evaluation but will be present in Qualtrics.***

Q2.1 Please rate the student's performance in their clinical education experience so far this semester.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically Deficient | Beginning Learner | Intermediate Learner | Gaining Competence | Competent/Graduating Learner | Unable to evaluate |
| Ability to take initiative  |  |  |  |  |  |  |
| Personal habits, clothing, and general appearance  |  |  |  |  |  |  |
| Organization abilities |  |  |  |  |  |  |

Q2.8
Please rate the student's respect for and ability to work collaboratively with the following stakeholders:

Respect may mean how they interact with each person and their role, the ability to communicate effectively, appropriate level of interaction, and/or their willingness to engage with each role.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Frequently rude; causes discomfort or distrust (critically deficient) | Observes common courtesies (beginning learner) | Conscientious, polite, engaged with the person (intermediate learner) | Shows improvement in respect and collaboration with the person (Gaining competence) | Very conscientious of others; always polite (Competent/graduating learner) | Unable to evaluate |
| Patients |  |  |  |  |  |  |
| Peers  |  |  |  |  |  |  |
| Supervisors/Preceptors |  |  |  |  |  |  |
| Other collaborating health care providers |  |  |  |  |  |  |

Q2.17
Please rate the student on the following characteristics:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Not reliable; often fails to complete job; often absent (critically deficient) | Occasionally leaves routine tasks incomplete; occasionally absent (beginning learner) | Generally reliable, completes most tasks, rarely absent (intermediate learner) | Can be relied on to complete tasks; discusses absences with preceptor (gaining competence) | Communicates routinely; fits seamlessly into the health care team (competent/graduating learner) | Unable to evaluate |
| Reliability |  |  |  |  |  |  |
| Dependability |  |  |  |  |  |  |
| Timeliness |  |  |  |  |  |  |

Q3.1 Please rate the student's ability in the following areas:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Knows basics on information; needs more encouragement to engage than not (beginning learner) | Solid background in the area, applies skills more often than not with little encouragement (intermediate learner) | Able to demonstrate the integration of the skill well (gaining competency) | Demonstrates confidence in the skill/knowledge, needs no encouragement or direction for use in clinical practice (competent/graduating learner) | Unable to evaluate |
| Patient Education  |  |  |  |  |  |  |
| Knowledge of anatomy and pathologies |  |  |  |  |  |  |

Q4.1 Please rate the student's knowledge of first aid and emergency care:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Some deficiencies in knowledge base; demonstrates the basic skills and application (beginning learner) | Understands first aid and emergency situations; still some knowledge to be acquired (intermediate learner) | Understands the situations and appropriate measures and skills for them without much guidance (gaining competency) | Completely understands first aid and emergency situation content (competent/graduating learner) | Unable to evaluate |
| Student's knowledge |  |  |  |  |  |  |
| Student's application of knowledge |  |  |  |  |  |  |

Q4.6 Please rate the student on the following:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Displays basic knowledge of conditions or management of them (beginning learner) | Able to identify and manage basic EAP protocols on own until AT arrives (intermediate learner) | Able to identify and manage most conditions with help from the AT; able to clearly articulate EAP and their role (gaining competence) | Able to ID and manage conditions within EAP protocols on own with little input from AT (graduating/competent learner) | Unable to evaluate |
| Recognition of emergent cardiac conditions  |  |  |  |  |  |  |
| Recognition of environmental emergencies |  |  |  |  |  |  |
| Recognition of respiratory emergencies |  |  |  |  |  |  |
| Management of emergent conditions  |  |  |  |  |  |  |
| Knowledge of site specific EAP |  |  |  |  |  |  |

Q5.1 Please rate the student's overall performance this semester

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Beginning Learner | Intermediate Learner | Gaining Competence | Competent/Graduating Learner |
| Student's performance |  |  |  |  |  |

### KPE 202 Student Evaluation

Q1.1 Student Name

Q1.2 Please enter your email:

Q1.3 Who is completing the evaluation?

Q1.4 Preceptor Name

Q1.5 Please select the year:

Q1.6 What time of the semester is this evaluation being completed?

Some questions will only appear at the final evaluation due to the nature of the 202 course and the curriculum schedule.

***Note: All questions have a display logic assigned to them.***

 ***When a student is answering a question and puts “Competent/Graduating Learner” as their choice, they will be prompted to support that choice with evidence.***

 ***When a preceptor chooses “Critically Deficient” or “Beginning Learner,” they will be prompted to provide evidence or reasoning for that choice.***

 ***The boxes for comments are not included in this version of the evaluation but will be present in Qualtrics.***

***Highlighted questions will appear on the FINAL version of the evaluation only due to the structure of the course and students’ exposure to and knowledge of the content.***

Q2.1 Please rate the student's performance in their clinical education experience so far this semester.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically Deficient | Beginning Learner | Intermediate Learner | Gaining Competence | Competent/Graduating Learner | Unable to evaluate |
| Ability to take initiative  |  |  |  |  |  |  |
| Personal habits, clothing, and general appearance: dressed appropriately for event, good personal habits  |  |  |  |  |  |  |
| Organization abilities: works efficiently and is generally organized.  |  |  |  |  |  |  |

Q2.8
Please rate the student's respect for the following stakeholders:

Respect may mean how they interact with each person and their role, the ability to communicate effectively, appropriate level of interaction, and/or their willingness to engage with each role.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Frequently rude; causes discomfort or distrust (critically deficient) | Observes common courtesies (beginning learner) | Conscientious, polite, engaged with the person (intermediate learner) | Shows improvement in respect and collaboration with the person (Gaining competence) | Very conscientious of others; always polite (Competent/graduating learner) | Unable to evaluate |
| Patients  |  |  |  |  |  |  |
| Peers  |  |  |  |  |  |  |
| Supervisors/Preceptors  |  |  |  |  |  |  |
| Collaborating health care providers  |  |  |  |  |  |  |

Q2.17
Please rate the student on the following characteristics:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Not reliable; often fails to complete job; often absent (critically deficient) | Occasionally leaves routine tasks incomplete; occasionally absent (beginning learner) | Generally reliable, completes most tasks, rarely absent (intermediate learner) | Can be relied on to complete tasks; discusses absences with preceptor (gaining competence) | Will communicate routinely; fits seamlessly into the health care team (competent/graduating learner) | Unable to evaluate |
| Reliability  |  |  |  |  |  |  |
| Dependability  |  |  |  |  |  |  |
| Timeliness  |  |  |  |  |  |  |

Q3.1 Please rate the student's ability in the following areas:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Knows basics on information; needs more encouragement to engage than not (beginning learner) | Solid background in the area, applies skills more often than not with little encouragement (intermediate learner) | Able to demonstrate the integration of the skill well (gaining competency) | Demonstrates confidence in the skill/knowledge, needs no encouragement or direction for use in clinical practice (competent/graduating learner) | Unable to evaluate |
| Patient Education  |  |  |  |  |  |  |
| Knowledge of anatomy and pathologies  |  |  |  |  |  |  |

Q3.6 Please rate the student on the following evaluation skills

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Knows basics on information; needs more encouragement to engage than not (beginning learner) | Solid background, understanding, and application of knowledge (intermediate learner) | Able to demonstrate with confidence the use of the skills in an appropriate manner (gaining competence) | Competent/Graduating learner | Unable to evaluate |
| Concussion identification  |  |  |  |  |  |  |
| Cranial nerve assessment  |  |  |  |  |  |  |
| SCAT-5 (or similar concussion assessment tool) Use  |  |  |  |  |  |  |

Q3.13 Please rate the student's ability on the following injury prevention and health informatics:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Knows basics on information; needs more encouragement to engage than not (beginning learner) | Solid background, understanding, and application of knowledge (intermediate learner) | Able to include health informatics in notes, discussions, and treatment planning with health care team (gaining competence) | Demonstrates clear use of health informatics with care planning (competent/graduating learner) | Unable to evaluate |
| Demonstrates understanding of connection between health informatics and injury prevention  |  |  |  |  |  |  |
| Able to make suggestions regarding injury prevention based on EMR/team injury data  |  |  |  |  |  |  |

Q4.1 Please rate the student's knowledge of first aid and emergency care:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Some deficiencies in knowledge base; demonstrates the basic skills and application (beginning learner) | Understands first aid and emergency situations; still some knowledge to be acquired (intermediate learner) | Understands the situations and appropriate measures and skills for them without much guidance (gaining competency) | Completely understands first aid and emergency situation content (competent/graduating learner) | Unable to evaluate |
| Student's knowledge  |  |  |  |  |  |  |
| Student's application of knowledge  |  |  |  |  |  |  |

Q5.1 Please rate the student's overall performance this semester

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Beginning Learner | Intermediate Learner | Gaining Competence | Competent/Graduating Learner |
| Student's performance  |  |  |  |  |  |

### KPE 301 Student Evaluation

Q1.1 Student Name

Q1.2 Please enter your email address:

Q1.3 Who is completing the evaluation?

Q1.4 Preceptor Name

Q1.5 What time of the semester is this evaluation being completed?

Q1.6 Please select the year:

Q2.1 Please rate the student's performance in their clinical education experience so far this semester.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically Deficient | Beginning Learner | Intermediate Learner | Gaining Competence | Competent/Graduating Learner | Unable to evaluate |
| Ability to take initiative  |  |  |  |  |  |  |
| Personal habits, clothing, and general appearance |  |  |  |  |  |  |
| Organization abilities  |  |  |  |  |  |  |

Q2.8
Please rate the student's respect for the following stakeholders:

Respect may mean how they interact with each person and their role, the ability to communicate effectively, appropriate level of interaction, and/or their willingness to engage with each role.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Frequently rude; causes discomfort or distrust (critically deficient) | Observes common courtesies (beginning learner) | Conscientious, polite, engaged with the person (intermediate learner) | Shows improvement in respect and collaboration with the person (Gaining competence) | Very conscientious of others; always polite (Competent/graduating learner) | Unable to evaluate |
| Patients |  |  |  |  |  |  |
| Peers |  |  |  |  |  |  |
| Supervisors/Preceptors |  |  |  |  |  |  |
| Collaborating health care providers  |  |  |  |  |  |  |

Q2.17
Please rate the student on the following characteristics:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Not reliable; often fails to complete job; often absent (critically deficient) | Occasionally leaves routine tasks incomplete; occasionally absent (beginning learner) | Generally reliable, completes most tasks, rarely absent (intermediate learner) | Can be relied on to complete tasks; discusses absences with preceptor (gaining competence) | Will communicate routinely; fits seamlessly into the health care team (competent/graduating learner) | Unable to evaluate |
| Reliability  |  |  |  |  |  |  |
| Dependability |  |  |  |  |  |  |
| Timeliness |  |  |  |  |  |  |

Q3.1 Please rate the student's ability in the following areas:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Knows basics on information; needs more encouragement to engage than not (beginning learner) | Solid background in the area, applies skills more often than not with little encouragement (intermediate learner) | Able to demonstrate the integration of the skill well (gaining competency) | Demonstrates confidence in the skill/knowledge, needs no encouragement or direction for use in clinical practice (competent/graduating learner) | Unable to evaluate |
| Patient Education |  |  |  |  |  |  |
| Knowledge of lower extremity anatomy and pathologies |  |  |  |  |  |  |
| Documents patient encounters, evaluations, treatments in the site-specific patient-file management system |  |  |  |  |  |  |

Q3.8 Please rate the student on the following evaluation skills

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Knows basics on information; needs more encouragement to engage than not (beginning learner) | Solid background, understanding, and application of knowledge (intermediate learner) | Able to demonstrate with confidence the use of the skills in an appropriate manner (gaining competence) | Competent/Graduating learner | Unable to evaluate |
| Lower extremity Palpation  |  |  |  |  |  |  |
| Lower extremity ROM |  |  |  |  |  |  |
| Lower extremity selective tissue testing |  |  |  |  |  |  |
| Acute lower extremity injury management |  |  |  |  |  |  |

Q4.1 Please rate the student's ability on the following therapeutic modalities concepts and skills:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Knows basics on information; needs more encouragement to engage than not (beginning learner) | Solid background, understanding, and application of knowledge (intermediate learner) | Able to plan and implement care plans with some guidance and consultation (gaining competence) | Demonstrates clear ability to decide and implement therapeutic modalities in treatment plans as needed, and consult as needed (competent/graduating learner) | Unable to evaluate |
| Treatment choice |  |  |  |  |  |  |
| Evidence-based clinical reasoning |  |  |  |  |  |  |
| Appropriate patient education on modalities |  |  |  |  |  |  |
| Appropriate and correct application |  |  |  |  |  |  |

Q4.10 Please rate the student's ability on the their knowledge of the following therapeutic modalities:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Knows basics on information; needs more encouragement to engage than not (beginning learner) | Solid background, understanding, and application of knowledge (intermediate learner) | Able to plan and implement care plans with some guidance and consultation (gaining competence) | Demonstrates clear ability to decide and implement therapeutic modalities in treatment plans as needed, and consult as needed (competent/graduating learner) | Unable to evaluate |
| Electrotherapy |  |  |  |  |  |  |
| Manual Therapies (including massage, MET, mobilizations, etc) |  |  |  |  |  |  |
| Therapeutic Ultrasound |  |  |  |  |  |  |
| LASER/Low Level Laser Therapy (LLLT) |  |  |  |  |  |  |

Q5.1 Athletic trainers must practice in compliance with the BOC Standards of Practice, as well as institutional, local, state, and federal laws, regulations, rules, and guidelines.

Please rate the student's compliance with the following

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Frequent inability to uphold the expectations (beginning learner) | Occasional inability to uphold the expectations; has basic understanding of the expectations (intermediate learner) | General understanding of the implications of rules, regulations, and guidelines on clinical practice (gaining competence) | Full ability and understanding of the practice implications of the various rules, regulations, and guidelines (competent/graduating learner) | Unable to evaluate |
| BOC Standards of Practice |  |  |  |  |  |  |
| Institutional regulations |  |  |  |  |  |  |
| State of Maine laws |  |  |  |  |  |  |

Q5.8 Please rate the student's compliance with FERPA and HIPAA polices and regulations.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Inability to follow HIPAA and FERPA guidelines regarding patient information (critically deficient) | Recurrent violations of patient privacy in various settings (beginning learner) | Few violations of patient privacy (intermediate learner) | Rare violations of patient privacy (gaining competence) | No violations of HIPAA and FERPA regulations (competent/graduating learner) | Unable to evaluate |
| Student demonstrated: |  |  |  |  |  |  |

Q6.1 Please rate the student's overall performance this semester

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Beginning Learner | Intermediate Learner | Gaining Competence | Competent/Graduating Learner  |
| Student's performance |  |  |  |  |  |

### KPE 302 Student Evaluation

Q1.1 Student Name

Q1.2 Please enter your email:

Q1.3 Who is completing the evaluation?

Q1.4 Preceptor Name

Q1.5 Please select the year:

Q1.6 What time of the semester is this evaluation being completed?

Q2.1 Please rate the student's performance in their clinical education experience so far this semester.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically Deficient | Beginning Learner | Intermediate Learner | Gaining Competence | Competent/Graduating Learner | Unable to evaluate |
| Ability to take initiative  |  |  |  |  |  |  |
| Personal habits, clothing, and general appearance: dressed appropriately for event, good personal habits  |  |  |  |  |  |  |
| Organization abilities: works efficiently and is generally organized.  |  |  |  |  |  |  |

Q2.8
Please rate the student's respect for and ability to work collaboratively with the following stakeholders:

Respect may mean how they interact with each person and their role, the ability to communicate effectively, appropriate level of interaction, and/or their willingness to engage with each role.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Frequently rude; causes discomfort or distrust (critically deficient) | Observes common courtesies (beginning learner) | Conscientious, polite, engaged with the person (intermediate learner) | Shows improvement in respect and collaboration with the person (Gaining competence) | Very conscientious of others; always polite (Competent/graduating learner) | Unable to evaluate |
| Patients  |  |  |  |  |  |  |
| Peers  |  |  |  |  |  |  |
| Supervisors/Preceptors  |  |  |  |  |  |  |
| Other collaborating health care providers  |  |  |  |  |  |  |

Q2.17 Please rate the student on the following characteristics:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Not reliable; often fails to complete job; often absent (critically deficient) | Occasionally leaves routine tasks incomplete; occasionally absent (beginning learner) | Generally reliable, completes most tasks, rarely absent (intermediate learner) | Can be relied on to complete tasks; discusses absences with preceptor (gaining competence) | Will communicate routinely; fits seamlessly into the health care team (competent/graduating learner) | Unable to evaluate |
| Reliability  |  |  |  |  |  |  |
| Dependability  |  |  |  |  |  |  |
| Timeliness  |  |  |  |  |  |  |

Q3.1 Please rate the student's ability in the following areas:

ICF Model Resources: [NATA Blog](https://www.nata.org/blog/beth-sitzler/icf-model-framework-athletic-training-practice), [NATA Resources including infographic and template](https://www.nata.org/icf-disablement-model)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Knows basics on information; needs more encouragement to engage than not (beginning learner) | Solid background in the area, applies skills more often than not with little encouragement (intermediate learner) | Able to demonstrate the integration of the skill well (gaining competency) | Demonstrates confidence in the skill/knowledge, needs no encouragement or direction for use in clinical practice (competent/graduating learner) | Unable to evaluate |
| Patient Education  |  |  |  |  |  |  |
| Knowledge of upper extremity anatomy and pathologies  |  |  |  |  |  |  |
| Use of the ICF Model in evaluation and injury management  |  |  |  |  |  |  |

Q3.8 Please rate the student on the following evaluation skills

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Knows basics on information; needs more encouragement to engage than not (beginning learner) | Solid background, understanding, and application of knowledge (intermediate learner) | Able to demonstrate with confidence the use of the skills in an appropriate manner (gaining competence) | Competent/Graduating learner | Unable to evaluate |
| Upper Extremity Palpation  |  |  |  |  |  |  |
| Upper Extremity ROM  |  |  |  |  |  |  |
| Upper Extremity selective tissue testing  |  |  |  |  |  |  |
| Acute Upper Extremity injury management  |  |  |  |  |  |  |

Q3.17 Please rate the student's ability on the following rehabilitation and treatment planning and application:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Knows basics on information; needs more encouragement to engage than not (beginning learner) | Solid background, understanding, and application of knowledge (intermediate learner) | Able to plan and implement care plans with some guidance and consultation (gaining competence) | Demonstrates clear ability to plan and implement care plans, modify as needed, and consult as needed (competent/graduating learner) | Unable to evaluate |
| Rehabilitation planning  |  |  |  |  |  |  |
| Rehabilitation goal setting  |  |  |  |  |  |  |
| Able to suggest treatment options for specific injuries  |  |  |  |  |  |  |
| Ability to modify treatment and rehab plans based on new information  |  |  |  |  |  |  |

Q4.1 Please rate the student's knowledge of first aid and emergency care:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Some deficiencies in knowledge base; demonstrates the basic skills and application (beginning learner) | Understands emergent responses, skills, and knowledge; still some knowledge to be acquired (intermediate learner) | Understands the situations and appropriate measures and skills for them without much guidance (gaining competency) | Completely understands first aid and emergency situation content (competent/graduating learner) | Unable to evaluate |
| Recognition of emergent situations  |  |  |  |  |  |  |
| Use of EAP (simulated or real)  |  |  |  |  |  |  |
| Ability to describe care for conditions such as exertional sickling, anaphylaxis, dislocations, fractures, and other emergent conditions  |  |  |  |  |  |  |

Q5.1 Please rate the student's overall performance this semester

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Beginning Learner | Intermediate Learner | Gaining Competence | Competent/Graduating Learner |
| Student's performance  |  |  |  |  |  |

### KPE 401 Student Evaluation

Q1.1 Student Name

Q1.2 Please provide your email address:

Q1.3 Who is completing the evaluation?

Q1.4 Preceptor Name

Q1.5 What time of the semester is this evaluation being completed?

Q1.6 Please select the year:

Q2.1 Please rate the student's performance in their clinical education experience so far this semester.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically Deficient | Beginning Learner | Intermediate Learner | Gaining Competence | Competent/Graduating Learner | Unable to evaluate |
| Ability to take initiative |  |  |  |  |  |  |
| Personal habits, clothing, and general appearance |  |  |  |  |  |  |
| Organization abilities |  |  |  |  |  |  |

Q2.8
Please rate the student's respect for the following stakeholders:

Respect may mean how they interact with each person and their role, the ability to communicate effectively, appropriate level of interaction, and/or their willingness to engage with each role.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Frequently rude; causes discomfort or distrust (critically deficient) | Observes common courtesies (beginning learner) | Conscientious, polite, engaged with the person (intermediate learner) | Shows improvement in respect and collaboration with the person (gaining competence) | Very conscientious of others, always polite (competent/graduating learner) | Unable to evaluate |
| Patients |  |  |  |  |  |  |
| Peers |  |  |  |  |  |  |
| Supervisors/Preceptors |  |  |  |  |  |  |
| Collaborating health care providers  |  |  |  |  |  |  |

Q2.17 Please rate the student's compliance with FERPA and HIPAA polices and regulations.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Inability to follow HIPAA and FERPA guidelines regarding patient information (critically deficient) | Recurrent violations of patient privacy in various settings (beginning learner) | Few violations of patient privacy (intermediate learner) | Rare violations of patient privacy (gaining competence) | No violations of HIPAA and FERPA regulations (competent/graduating learner) | Unable to evaluate |
| Student demonstrated: |  |  |  |  |  |  |

Q2.19
Please rate the student on the following characteristics:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Not reliable; often fails to complete job; often absent (critically deficient) | Occasionally leaves routine tasks incomplete; occasionally absent (beginning learner) | Generally reliable, completes most tasks, rarely absent (intermediate learner) | Can be relied on to complete tasks; discusses absences with preceptor (gaining competence) | Communicates routinely; fits seamlessly into the health care team (competent/graduating learner) | Unable to evaluate |
| Reliability  |  |  |  |  |  |  |
| Dependability |  |  |  |  |  |  |
| Timeliness |  |  |  |  |  |  |

Q3.1 Please rate the student's ability in the following areas:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Knows basics on information; needs more encouragement to engage than not (beginning learner) | Solid background in the area; understanding and application of knowledge (intermediate learner) | Able to demonstrate with confidence the use of the skills an appropriate manner (gaining competence) | Competent/Graduating Learner | Unable to evaluate |
| Injury Prevention |  |  |  |  |  |  |
| Patient Education |  |  |  |  |  |  |
| Knowledge of anatomy and pathologies |  |  |  |  |  |  |

Q4.1 Please rate the student in the following areas:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Unable to consistently discuss and apply AT related knowledge and experiences in treatment and care planning; requires regular prompting (beginning learner) | Understands AT responsibilities; participates in choosing and applying therapeutic interventions (intermediate learner) | Discusses potential assessment and treatment plans with preceptor effectively (gaining competence) | Competent/Graduating Learner | Unable to evaluate |
| Ability to combine AT-related education, skills, and experiences |  |  |  |  |  |  |
| Willingness to apply this knowledge in choosing and applying therapeutic interventions |  |  |  |  |  |  |

Q4.6 Please rate the student's ability to communicate their therapeutic intervention decision making process.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient  | No clear clinical decision-making process or support; does not participate in collaborative discussions (beginning learner) | Participates in choosing therapeutic modalities with goals in mind when asked (intermediate learner) | Uses evidence to inform therapeutic modality use in conversation with other HCPs (gaining competence) | Uses literature to support decision making; active participant in collaborative planning sessions; able to educate patient & HCPs about clinical decision making (competent/graduating learner) | Unable to evaluate |
| Ability to communicate clinical decision making to the patient and other health care providers (HCPs) |  |  |  |  |  |  |

Q5.1 Please rate the student's knowledge of first aid and emergency care:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Some deficiencies in knowledge base; demonstrates the basic skills and application (beginning learner) | Understands the emergent responses, skills, and knowledge; still some knowledge to be acquired (intermediate learner) | Understands the situations and appropriate measures and skills for them without much guidance (gaining competence) | Completely understands first aid and emergency situation content (competent/graduating learner) | Unable to evaluate |
| Recognition of emergent situations |  |  |  |  |  |  |
| Ability to provide or describe care for conditions such as exertion sickling, anaphylaxis, dislocations, fractures, and other emergent conditions |  |  |  |  |  |  |
| Use of EAP (simulated or real) |  |  |  |  |  |  |

Q6.1 Please rate the student's overall performance this semester

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Critically deficient | Beginning Learner | Intermediate Learner | Gaining Competence | Competent/Graduating Learner |
| Student's performance  |  |  |  |  |  |

### Preceptor and Site Evaluation

***Please note: All questions have a display logic assigned to them. When a student selects “Strongly disagree” or “Disagree,” they will be prompted to enter evidence supporting their choice. The comment boxes are not included in this copy of the evaluation.***

1. Student Name
2. Student Email
3. Choose your preceptor
4. Please select your clinical site:

**Teaching**

Rate your preceptor on the following statements

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
| Went above and beyond their responsibilities of helping me achieve my learning objectives  |  |  |  |  |  |
| Was very responsive and helpful to my learning objectives  |  |  |  |  |  |
| My preceptor included me in clinical decision making and/or included me in treatment plans for patients  |  |  |  |  |  |
| My preceptor displayed enthusiasm for being a preceptor.  |  |  |  |  |  |
| My preceptor promoted clinical discussion regarding classroom work and clinical cases.  |  |  |  |  |  |
| My preceptor encouraged me to ask questions.  |  |  |  |  |  |
| My preceptor clearly helped me understand and outline my clinical education needs moving forward.  |  |  |  |  |  |

**Feedback**

Rate your preceptor on the following statements

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
| My preceptor provided appropriate feedback.  |  |  |  |  |  |
| My preceptor gave me timely feedback that allowed me to use it.  |  |  |  |  |  |
| My preceptor delivered feedback that was respectful, tactful, and in a safe environment.  |  |  |  |  |  |
| My preceptor provided feedback related to my clinical performance and I was able to use it to improve.  |  |  |  |  |  |

**Professionalism:** Rate your preceptor on the following statements

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
| My preceptor modeled and used current skills, techniques, and protocols in their clinical practice.  |  |  |  |  |  |
| My preceptor knew when to ask for help.  |  |  |  |  |  |
| My preceptor often followed up on an acknowledged gap in their skills or knowledge.  |  |  |  |  |  |
| My preceptor created an active, stimulating learning environment.  |  |  |  |  |  |
| My preceptor practiced according to state and national legal and ethical expectations.  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| My preceptor used evidence-based practice to guide their work.  |  |  |  |  |  |
| My preceptor allowed the practice of new skills.  |  |  |  |  |  |
| My preceptor has a respect for diverse talents and backgrounds.  |  |  |  |  |  |
| My preceptor is respected by other health care providers.  |  |  |  |  |  |
| My preceptor is respected by the patients.  |  |  |  |  |  |
| My preceptor is respected by the AT students.  |  |  |  |  |  |
| My preceptor is personally and professionally motivated.  |  |  |  |  |  |
| My preceptor documented evaluation, treatments, and patient communication in a timely and appropriate manner in the site's record keeping program.  |  |  |  |  |  |

**Clinical Site Evaluation**

Please rate your clinical site on the following:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
| This site provided an appropriate learning environment.  |  |  |  |  |  |
| I was given an orientation to the clinical education site.  |  |  |  |  |  |
| Policies and procedures were clearly explained at the beginning of the rotation.  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The patients you saw were appropriate for your learning experience.  |  |  |  |  |  |
| The University of Maine AT program should continue using this site for student clinical experiences.  |  |  |  |  |  |

**NATA Code of Ethics**

**1. Members Shall Practice with Compassion, Respecting the Rights, Welfare, and Dignity of Others**

1.1 Members shall render quality patient care regardless of the patient’s race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity.

1.2. Member’s duty to the patient is the first concern, and therefore members are obligated to place the welfare and long-term well-being of their patient above other groups and their own self-interest, to provide competent care in all decisions, and advocate for the best medical interest and safety of their patient at all times as delineated by professional statements and best practices.

1.3. Members shall preserve the confidentiality of privileged information and shall not release or otherwise publish in any form, including social media, such information to a third party not involved in the patient’s care without a release unless required by law.

**2. Members Shall Comply With the Laws and Regulations Governing the Practice of Athletic Training, National Athletic Trainers’ Association (NATA) Membership Standards, and the NATA Code of Ethics**

2.1. Members shall comply with applicable local, state, federal laws, and any state athletic training practice acts.

2.2. Members shall understand and uphold all NATA Standards and the Code of Ethics.

2.3. Members shall refrain from, and report illegal or unethical practices related to athletic training.

2.4. Members shall cooperate in ethics investigations by the NATA, state professional licensing/regulatory boards, or other professional agencies governing the athletic training profession. Failure to fully cooperate in an ethics investigation is an ethical violation.

2.5. Members must not file, or encourage others to file, a frivolous ethics complaint with any organization or entity governing the athletic training profession such that the complaint is unfounded or willfully ignore facts that would disprove the allegation(s) in the complaint.

2.6. Members shall refrain from substance and alcohol abuse. For any member involved in an ethics proceeding with NATA and who, as part of that proceeding is seeking rehabilitation for substance or alcohol dependency, documentation of the completion of rehabilitation must be provided to the NATA Committee on Professional Ethics as a requisite to complete a NATA membership reinstatement or suspension process.

**3. Members Shall Maintain and Promote High Standards in Their Provision of Services**

3.1. Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity, or services.

3.2. Members shall provide only those services for which they are qualified through education or experience and which are allowed by the applicable state athletic training practice acts and other applicable regulations for athletic trainers.

3.3. Members shall provide services, make referrals, and seek compensation only for those services that are necessary and are in the best interest of the patient as delineated by professional statements and best practices.

3.4. Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge and shall complete such educational requirements necessary to continue to qualify as athletic trainers under the applicable state athletic training practice acts.

3.5. Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.

3.6. Members who are researchers or educators must maintain and promote ethical conduct in research and educational activities.

**4. Members Shall Not Engage in Conduct That Could Be Construed as a Conflict of Interest, Reflects Negatively on the Athletic Training Profession, or Jeopardizes a Patient’s Health and Well-Being.**

4.1. Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.

4.2. All NATA members, whether current or past, shall not use the NATA logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.

4.3. Members shall not place financial gain above the patient’s welfare and shall not participate in any arrangement that exploits the patient.

4.4. Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try and influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.

4.5. Members shall not provide or publish false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA office.

Updated and BOD approved June, 2016

**BOC Standards of Professional Practice**

Effective January 2022, The Board of Certification has updated the Standards of Professional Practice. Information regarding the standards can be accessed at the following web url:

<https://bocatc.org/athletic-trainers/maintain-certification/standards-of-professional-practice/standards-of-professional-practice>

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 printed

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ affirm that I have received a copy of the University of Maine Athletic Training Student Handbook for the 2022-2023 academic year.

I have received annual Bloodborne Pathogen training, administered by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, on the date of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I will follow all communicable disease policies as described in the handbook and will follow all communicable disease policies as required by the University of Maine for students in clinical experiences.

I will comply with all clinical requirements as described in the handbook and will follow all requirements regarding relief hours and scheduled clinical contact hours per week and semester.

Failure to comply with these requirements will lead to probation and potential removal from the clinical experience.

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

 Signature