



# Hope

## COLLEGE

### ATHLETIC TRAINING PROGRAM CLINICAL ROTATION PLANNING AND EVALUATION WORKSHEET

#### ATHLETIC TRAINING

**Clinical Site:** Zeeland High Schools

**Clinical Rotation Preceptor/Supervisors:** Diana Albers (West) and Jason Burgess (East)

*To be completed at the start of the clinical rotation:*

Student Name:	
Clinical Rotation Site:	
Clinical Rotation Preceptor:	
Date of Orientation with Preceptor:	
Dates of Clinical Rotation*: (start and end dates)	
Tentative Weekly Schedule at Clinical Site: (agreed upon with preceptor)	
Total Number of Hours Planned: (at least 50 hours for a shorter rotation and 100 hours for a longer rotation)	
Practicum Modules which will be assigned to the rotation and/or completed** (see specific assignments below in addition to others assigned/list with abbreviations):	
Case Study or Project assigned**: Explain the case or project here:	

***\*All assigned modules, case studies and projects MUST be completed BEFORE the final date of the students' rotation at the clinical site. Failure to do this will result in a reduced grade for the student's practicum in the assigned site's semester per the instructor's discretion.***

#### PRECEPTOR'S/SUPERVISOR'S ASSESSMENT OF STUDENT PERFORMANCE

NOTE TO PRECEPTORS/SUPERVISORS: Please evaluate the student on the basis of the following criteria: 1) professional behavior, 2) satisfactory mastery of competencies and modules assigned, 3) quality of the case report or project, and 4) readiness

for independent practice. Any other comments that will help the student understand his or her strengths and weaknesses would be appreciated.

## **\*\* Module, Case and Project Assignments for Off-Campus Clinical Rotations:**

For each site, the modules/competencies listed are to be completed by the conclusion of the rotation. The journaling the student does during their rotation can be a venue to for recording and discussion of these points, however a document, outlining each point (AC-36, HA-1, etc), must be attached to this planning form and turned in with the preceptor's evaluation. The preceptor/supervisor must be able to review your paperwork as well so make sure you WORK AHEAD and hand this to them in a timely manner for review/assessment. If the preceptor/supervisor chooses to modify the assignment per their specific venue, they are able to do this and will provide additional instructions for you. Other modules/assignments may be held at the clinical site and completed at agreed upon times.

### **Zeeland East & West High Schools:**

#### **Preceptor Name:**

**EAST: Jason Burgess**

**WEST: Diana Albers**

**Contact Information:**

[jburgess@zps.org](mailto:jburgess@zps.org)  
[dalbers@zps.org](mailto:dalbers@zps.org)

**Contact Information:**

- Journaling: follow Clinical Experience CLS guidelines in journal/notebook
- Case study or project
- Modules or Competency Assignments for Discussion/Completion:
  - o PHP-1: Describe the concepts (eg, case definitions, incidence versus prevalence, exposure assessment, rates) and uses of injury and illness surveillance relevant to athletic training.
  - o CE-23: Describe the current setting specific (high school) and activity-specific rules and guidelines for managing injuries and illnesses.
  - o AC-36: Instruct the patient in home care and self-treatment plans for acute conditions.
  - o HA-1: Describe the role of the athletic trainer and the delivery of athletic training services within the context of the broader healthcare system (at the high school level)
  - o HA-2: Describe the impact of organizational structure on the daily operations of a healthcare facility.
  - o HA-11: Use contemporary documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members.
  - o HA-12: Use a comprehensive patient-file management system for appropriate chart documentation, risk management, outcomes and billing.
  - o PD-7: Perform a self-assessment of professional competence and create a professional development plan to maintain necessary credentials and promote life-long learning strategies. (Use this guide for your journaling as you are thinking ahead to goals and continuing education you desire as you progress in your professional preparations)
  - o PD-8: Differentiate among the preparation, scopes of practice, and roles and responsibilities of healthcare providers and other professionals with whom athletic trainers interact. (Use this guide for your journaling as you interact with other healthcare professionals in these settings)

