



CLINICAL EXPERIENCE EXPECTATIONS WITH PRACTICUM DELIVERY AND ASSESSMENT

This comprehensive document encompasses the components the students in the athletic training education program at Hope College will be assessed in for their Athletic Training Practicum courses, KIN 198 – KIN 498. Clinical experience expectations along with practicum coursework make up the primary portions of the students' assessment components twice each year. In addition, the Foundational Behaviors of Professional Practice are evaluated based on the cohort of the student. Basic ethics and skills are associated with each cohort relative to the course work they have completed, as well as the professional outcomes for each level of student as appropriate progression within the program. Each component is contained here for review and discussion.

ATHLETIC TRAINING EDUCATION PROGRAM ATHLETIC TRAINING PRACTICUM COMPETENCY MODULE SEQUENCE AND MODIFICATIONS

(For use with 5th Edition of NATA Educational Competencies and Knight, K., & Brumels, K. (2010) *Developing Clinical Proficiency in Athletic Training: A Modular Approach*. Champaign, IL: Human Kinetics.)

Athletic training students in CAATE-accredited athletic training programs are required to master the competencies in athletic training (comprised of knowledge, skill, and affective [values] competencies). They are also required to master the list of clinical proficiencies promulgated by the Commission on Accreditation of Athletic Training Education (CAATE). The athletic training practicum program (KIN 198-498) employs the competency module sequence of Knight / Brumels in *Developing Clinical Proficiency in Athletic Training: A Modular Approach* to help students master the required clinical proficiencies. The terms "competency" and "clinical proficiency" are sometimes used interchangeably in our program, although they have specific meanings and implications for our program's accreditation. Nonetheless, this modular program covers required clinical proficiencies, while the other courses in the athletic training major cover every required competency as well as some of the clinical proficiencies.

Use the following chart to help guide your mastery of athletic training clinical skills. Please note that some of the modules are partially fulfilled in one semester and completed in another. Some modules are taught and evaluated together. Although you will be expected to master each module no later than the end of the semester in which it is assigned, ***YOU MAY WISH TO ATTEMPT SOME MODULES EARLY***. The important thing is that you plan to work toward a new module at all times. If you have completed a semester's work early, begin on the next semester's list of modules. Also note that many of the modules have been modified.

Accomplishing these modules will take planning and plenty of persistence. Your athletic training practicum instructor will provide you with instruction in each of the clinical proficiencies contained in these modules during your weekly practicum. You will have homework to accomplish for most of these modules. Use the time you spend in the athletic training room and other clinical settings to work on your mastery of these modules. Your instructor will provide you with a schedule for completing each module. Be sure to stick to this schedule. Each module will be accompanied by an evaluation, usually in the form of an oral or practical examination.

Be sure to consult coursework and references in the AT Student and Hope College library to assist in developing the didactic knowledge needed for module completion. When you have completed a module, have it checked by your

practicum instructor and signed in both your workbook and in database the program director has with all of the rest of your athletic training related information.

SEMESTER 1 A1, B1, B2, B3, B4, C8, C9, C10, F1, F3, F4, F5, F7, F8, L1, X1, X2, HIPAA training (signed form)	SEMESTER 2 A2, B5, C1, C2, C3, C7, C13, F2, F6, I5, N3, O6, [Q1, Q2, Q3], X3
SEMESTER 3 X16, G1, G2, G4, [G5, I6], [G6, I7], M8, T1, X8*	SEMESTER 4 [H1, H3], H2, H6, M7, M10, M11, M13, M14, M15, X9*, CIP-1, CIP-9 (From 5 th Ed. Competencies)
SEMESTER 5 D1, D2, E1, E2, E4, O1, O5, T2, X7*	SEMESTER 6 E3, [H4, H5], O/P1, P1, P2, P3, Q6, X6*, X10*
SEMESTER 7 K6, [N4, N5, N6], O/P2, Q4, Q5, T4, X5*, X11*, X15*,	SEMESTER 8 [K1, K2, K3, K4, K5], O2, O3, O4, X12*

* May be completed in another semester.

Modules grouped in brackets will be taught and tested together.

MODIFICATIONS TO MODULES (If a module is not modified below, complete it as specified in the book.)

MODULE

MODIFICATION

X1

Use the form in your *Athletic Training Student Handbook* to help guide you in the writing of your case study. You shall write a case study. In addition, you shall attend at least one practice or game for EACH of the following sports: volleyball, men's soccer, women's soccer, football, cross country, men's basketball, women's basketball, swimming, baseball, softball, track, and tennis. Conduct a structured interview with the athletic training student assigned to each of these sports, record your findings, and turn this into your 198 professor.

X2

You shall write a case study just as you did for X1.

X3

You shall attend games for EACH of the following sports: volleyball, men's soccer, women's soccer, football, cross country, men's basketball, women's basketball, swimming, baseball, softball, track, and tennis. Conduct a structured interview with the athletic training student assigned to each of these sports, record your findings, and turn this into your 198 professor.

B1	Prepare for this module by carefully studying the <i>Athletic Training Student Handbook</i> BEFORE arrival on campus. Be prepared to demonstrate mastery by October 1 of your first semester.
B2	The only record you are required to demonstrate mastery of in this module is the daily treatment log. Be able to complete the log properly and know how to enter the data into the computer database. You should be able to demonstrate awareness of the other documents mentioned in this module. When you are assigned to work with your own team, you will be responsible for maintaining the computer injury database for your sport. You may be assigned to collect data for the NCAA Injury Surveillance System.
B3	Use the master supply inventory list provided by your practicum instructor for this competency.
B4	Be able to identify, locate, and re-stock the following items: field kits, splint kits, travel trunk, coolers, and the football pad bag.
B5	Be able to identify and explain the purpose of all therapeutic modalities and rehabilitation equipment.
C4	CPR/AED certification will meet this competency. Renewal when necessary is required as will be a current card when applying to sit for the BOC exam.
C5	CPR/AED certification will meet this competency. Renewal when necessary is required as will be a current card when applying to sit for the BOC exam.
C6	CPR/AED certification will meet this competency. Renewal when necessary is required as will be a current card when applying to sit for the BOC exam.
C7	Visit the following places: Holland Community Hospital Emergency Room and Radiology Department, Hope College Health Clinic, Shoreline Orthopedics, and Dr. Hulst's office. DO NOT ask for a tour. Simply introduce yourself as an athletic training student at Hope and explain that you are learning the location of various medical facilities. Get the receptionist's signature in your workbook.

C10	Complete this competency within 5 days of the workshop on OSHA regulations and the prevention of transmission of blood borne pathogens. This workshop is usually offered during the first week of each academic year.
C13	CPR/AED certification will meet this competency. Renewal when necessary is required as will be a current card when applying to sit for the BOC exam.
X2, X3	In addition to the assignments listed in your workbook, write a 2-3 page essay summarizing and reflecting on your experiences in the program during the past semester. Also, you must observe Dr. Hulst during his weekly on-campus clinics three times per module.
T1, T2, T4	Contrary to the instructions in the book, you are not required to do a formal assessment of the lower level students with whom you are working. Tips and pointers are welcomed, of course, but only a practicum instructor can formally sign off on a student's mastery of the competencies.
F4	Add a low-dye strapping (with and without moleskin and a longitudinal arch pad), a traditional longitudinal arch taping, and a navicular lift with Leukotape.
F6	Add shoulder anti-dislocation wrap to the list. The shoulder sling using elastic wraps is also known as a Velpeau wrap. Forget about trying to tape the SC joint.
F7	The wrist flexor and extensor procedures are normally combined into one tape job.
G5, I6	The skills in these modules will be taught together. Be prepared to demonstrate competence for both of these modules together.
G6, I7	The skills in these modules will be taught together. Be prepared to demonstrate competence for both of these modules together.
H1, H3	The skills in these modules will be taught together. Be prepared to demonstrate competence for both of these modules together. You should be prepared to discuss the following categories of medications: Analgesics, non-steroidal anti-inflammatory (NSAIDs), corticosteroids, bronchodilators, antibiotics (topical and oral), and local anesthetics.
H4, H5	The skills in these modules will be taught together. Be prepared to demonstrate competence for both of these modules together.

L2 - 11	The skills in these modules will be taught in KIN 401. Basic modality use and understanding will be instructed in L1, then during clinical experiences general knowledge will be gained. Competence in use and demonstration of the modality both didactic and practically will be evaluated in KIN 401.
N4, N5, N6	Each senior-level student will be assigned a rehabilitation case (module X15). Modules N4, N5, and N6 should be completed as part of this assignment. The student will be responsible for conducting an initial assessment, developing a plan of care, working with the patient through the various phases of rehabilitation, prescribing and teaching a home exercise protocol, assessing progress, recording daily progress reports, and conducting a discharge interview. Each student will be closely supervised by a clinical instructor who must approve all rehabilitation decisions. Modules N4, N5, and N6 will be completed as part of this rehabilitation case.
M1 – 5; M6 -7; M9, M12	Basic therapeutic exercise use and understanding will be instructed in B5, then during clinical experiences general knowledge will be gained. Competence in use and demonstration of the exercises in both didactic and practical assessment will be evaluated in KIN 402.
X5	Every student must have clinical experiences in environments that are primarily equipment intensive, upper extremity, lower extremity, and general medical. Football and Men’s Lacrosse count as an equipment intensive experiences.
X7, X8	Includes soccer, volleyball, baseball, and softball.
X9, X10	Includes swimming, track, wrestling, and gymnastics. Wrestling and gymnastics are not offered at Hope, but may be available during a high school placement or off-campus internship.
X11, X12	These off-campus “mini-internships” will be conducted over the course of 6 – 12 weeks depending on the site. The first is usually at a high school. The others will take place at a sports medicine rehabilitation clinic and also orthopedic office. Another will take place in Dr. Hulst’s office and will count as the general medical clinical experience. These can be done over the summer or at alternative times, but in any case, each student MUST complete a high school, a sports medicine orthopedic clinic and rehabilitation facility AND a family practice internship. For each internship, a journal will be kept, and either a case study or a project, agreed upon with the site preceptor, will be completed and evaluated. Documentation for this project/case study will be kept in the students’ academic file.

T3	Skip this module.
D2	To be completed during your rotation at Shoreline Orthopedics. It can also be done at another time if you have this arrangement made. In any case, report the results to a faculty athletic trainer immediately following the procedure. Send a personal note of thanks to the physician within 24 hours.
K1 – K5	Complete these competencies as part of your rotation in Dr. Hulst’s office. Use a copy of Dambro’s <i>5-Minute Clinical Consult</i> to help you prepare for mastery of these modules. For K2, observe Dr. Hulst three times during his weekly on-campus clinics.
X14	Skip this module.
X15	Ignore the instructions printed in the book for this module. Instead, each senior-level student will be assigned a rehabilitation case for module X15. Modules N4, N5, N6 should also be completed as part of this assignment. The student will be responsible for conducting an initial assessment, developing a plan of care, working with the patient through the various phases of rehabilitation, prescribing and teaching a home exercise protocol, assessing progress, recording daily progress reports, and conducting a discharge interview. Each student will be closely supervised by a clinical instructor who must approve all rehabilitation decisions. See the handout in KIN 498a for this assignment.
T5, T6, T7	Skip these modules.
P1	Articles to be read and discussion completed.
P2, P3	Complete and be assessed on these modules together.
O6	Complete this module while assisting the certified athletic trainers and team physicians with preparticipation physical examinations. Have discussion regarding the process and improvements you feel could be made given the resources we have.
O1, O2, O3, O4	Complete these modules as part of the procedures manual project in KIN 404: <i>Seminar in Athletic Training Administration</i> in either semester 5 or 7.
Q4, Q5	Every senior shall present a case study to the students and faculty of the athletic training program. These presentations will be scheduled by the time the academic year begins. Modules Q4, and Q5 should be completed as part of the senior case presentation. Each student is expected to use audio-visual equipment and to develop a

comprehensive handout. The presentations will be videotaped and will become part of the student's video portfolio. Each student will also prepare a poster of their presentation and be present at the Celebration of Undergraduate Research each spring. It is also an encouraged option for the students to present their poster at the GLATA Annual meeting.

Q6

Seniors will be scheduled for a mock employment interview with one of the clinical faculty and a member of the career counseling and placement staff. Students are required to submit their resumes to the program director by the end of their junior year for posting on the program's website.

O/P 3

Skip this Module

Hope College ATEP Practicum Course Module Sequence

Semester 1 – Kinesiology 198a

Module #	Name
X1	Athletic Training Observation
X2	Athletic Training Clinic Student Staff
A1	Philosophy and Principles of Clinical Education
B1	Administrative Policies and Procedures
B2	Injury Record Keeping
B3	Athletic Training Supplies
B4	Athletic Training Clinic Equipment-Small
C8	RICES
C9	Open Wounds
C10	Universal Precautions
F1	Ankle Taping
F3	Thigh and Lower Leg Taping
F4	Foot Care Taping
F5	Hip and Abductor Taping
F7	Elbow to Wrist Taping
F8	Hand and Finger Taping
L1	Therapeutic Modality Foundation
Q1	Regulation of Athletic Training Practice
Q2	Athletic Training in the Community
Q3	National Athletic Trainers' Association
HIPAA Training: form signed and in academic file after completion	

Semester 2 – Kinesiology 198b

Module #	Name
X3	Athletic Training Student Staff
A2	Becoming a Critical Thinking Clinician
B5	Athletic Training Equipment Major (Therapeutic Exercise safety and basic theory)
N3	Emergency and Acute Care
C1	Emergency and Acute Care Philosophy
C2	Principles of Initial Assessment
C3	EAP
C7	Medical Services
C13	Poison Control Center
F2	Knee Taping
F6	Shoulder Taping
I5	Palpation
O6	Preparticipation Medical and Physical Examination

Semester 3 – Kinesiology 298a

Module #	Name
X4	Foundational Behaviors of Professional Practice 2
X8	Women's Team
X16	Athletic Team Travel
G1	Anthropometric Measurements and Screening Procedures
G2	Protective Equipment
G4	Fitness training
G5	Flexibility training
G6	Strength Training
I6	Assessment ROM and STR
I7	Physical Performance Measurements
M8	Aquatic Therapy
T1	Teach Level Students

Semester 4 – Kinesiology 298b

Module #	Name
X9	Men's Individual Sport
H1*	Medical Resources
H2*	Medication Physiology
H3*	Medical Policy and Procedures
	*Combine H1-H3 with CIP-9 (5 th Ed Comps)
H6	Concepts in Health and Wellness (Combine with CIP-1)
M7	Muscle Endurance
M10	Muscular Speed
M11	Agility Exercises
M13	Cardiorespiratory Endurance
M14	Activity Specific Activities
M15	Exercise for the Young and Old

Semester 5 – Kinesiology 398a

Module #	Name
X7	Men's Team
X13	Foundational Behaviors of Professional Practice 3
D1	Basic Surgical Procedures
D2	Surgical Observation
E1	Body Systems and Development
E2	Injury and Illness Pathology
E4	Body's Response to Injury
O1	Program Policies and Procedures
O5	Information and Data Management
T2	Teach Level 2

Semester 6 – Kinesiology 398b

Module #	Name
X6	Basketball Team Experience
X10	Women's Individual
E3	Exercise Disease
H4	Basic Nutrition and Supplements
H5	Eating Disorders
P1	Health Care Communication
P2**	Substance Abuse
P3**	Psycho Social Intervention
	**Combine with completion of CIP-8 (5 th Ed. Comps)
Q6	Presenting Yourself to the Job Market

Semester 7 – Kinesiology 498a

Module #	Name
X5	Football Experience
X11	High School Experience
X15	Clinical Capstone
K6	Sudden Illnesses and Communicable Diseases
N4	Rehabilitation Overview
N5	Rehabilitation Adherence and Motivation Techniques
N6	Rehabilitation Planning and Supervision
	SEE handout for Rehab plan on 498 website
Q4	AT Research
Q5	Educational Aids and Professional Presentation
	Complete Q4/5 for Senior Case Presentation
T4	Teach Level 3 Students

- Book Discussion
- BOC Exam preparations/discussion

Semester 8 – Kinesiology 498b

Module #	Name
X12	Sports Medicine Experience
K1*	Simple Dermatological Conditions
K2*	Common Syndromes and Diseases
K3*	Common Viral and Respiratory Conditions
K4*	Common CV and GI Tract Conditions and Disorders
K5*	Common GU, GYN, and Sex Related Conditions and Disorders
	*Complete K1 – K5 during LFM rotation
O2	Human Resources and Personal Management

- Book Discussion
- Professional Preparations
- BOC Exam preparations

Hope College Clinical Experience Expectations

This portion of the document covers the clinical experience expectations of students when they have team assignments starting in the second year as well as athletic training room assignments which begin in the first year.

I. Event Coverage Expectations

The following guidelines should be utilized when scheduling yourself and other Hope College Athletic Training Students for event coverage of assigned athletic teams. Special events such as tournaments may require alteration of expectations, but this will be communicated as situations arise. *Events held in Ohio may warrant travel by an ATC, therefore students will be able to accompany the ATC based on room availability and coach permission. Travel by ATS will be allowed at Calvin College and Kalamazoo College. A travel letter will need to accompany the student and signatures by the host ATC MUST be on the form when the ATS returns from the trip, acknowledging oversight during the event as well as reporting of new injuries. Coverage for events and exceptions can be made based on circumstances for additional coverage, but they should never be less than presented below:

Sport	Home Events**	Away Events*
Football	All assigned ATS, 1 ATC and MD on site	2 ATS and 1 ATC
Women's Basketball	All assigned ATS, 1 ATC on site, MD on call	2 ATS
Men's Basketball	All assigned ATS, 1 ATC on site, MD on site if possible/on call	2 ATS
Swimming	All assigned ATS, 1 ATC on site	Assigned ATS as able
Baseball	All assigned ATS, ATC on site	2 ATS
Softball	All assigned ATS, ATC on site	2 ATS
Men's Soccer	All assigned ATS, ATC on site, MD on site if possible/on call	2 ATS
Women's Soccer	All assigned ATS, ATC on site, MD on site if possible/ on call	2 ATS
Tennis	ATC on call	As needed
Volleyball	All assigned ATS, ATC on site, MD on call	2 ATS
Cross Country	ATC on site (student sign up will be posted/First year students expected)	As needed
Track	All assigned ATS, ATC on site, MD on call	All assigned ATS/as able
Men's Lacrosse	All assigned ATS, 1 ATC on site, MD on site/call, EMS on site	All assigned ATS, 1 ATC

Women's Lacrosse	All assigned ATS, 1 ATC on site	2 ATS
Sunday Treatments (fall only)	1 ATS from each team, preferably an <u>upperclassman</u> , <u>ATC from each venue</u>	

**If we are hosting a league/regional/national event, sign ups will be posted for ATS's. Please make every effort to attempt being at one/more events/year. These are wonderful ways to network and increase your skills and knowledge base, especially in the presence of the larger numbers of athletes at these events. Look for them!

II. Team Assignment Expectations

a. Packing Supply Kits: A minimum of one Athletic Training Student assigned to each team is expected to check and re-stock (as necessary) their assigned team's supply kit prior to the team's departure for away games and prior to home games. Special consideration of each team and team member's unique needs should be taken into consideration when completing this task. It is the responsibility of all of the Athletic Training Students assigned to a particular team to communicate about schedule so that this task can be completed in a timely manner.

b. Treatment Letters for Traveling Teams: A letter outlining the taping and treatment needs of each team should be written prior to each team's departure for away competitions. While this letter should be completed by an ATC, it is the responsibility of at least one Athletic Training Student assigned to each team to assist in the completion of this letter. It is recommended that this be done no earlier than 24 hours prior to the team's departure date and ideally, at the end of the most recent team practice prior to departure. It is the responsibility of the Athletic Training Students assigned to the team to coordinate with the ATC on site when the writing of this letter will take place. If there is an ATC traveling with the team, no treatment letter is required. If an ATS is traveling to Calvin or Kalamazoo for their clinical experience, they MUST have the letter signed by the host ATC before returning the letter to their supervising ATC at Hope.

c. While the ATC's are primarily responsible for communicating with the coaches regarding any updates with their team and players, it is expected that the Athletic Training Students assigned to each team participate in, and initiate their own meetings and discussions with the coaches. This will be done to improve communication between all parties involved in the care and participation of the athletes as well as to give each Athletic Training Student awareness and experience into the less public but equally important roles of a Certified Athletic Trainer.

d. Students may desire to drive themselves or with another student to a clinical experience with a team. In this instance, a Risk and Responsibility Release form MUST be signed/on file prior to the departure. Find this form on the ATEP website and print/fill out and return to Meg Frens as soon as you are planning to travel without the team. This must be done even if the travel is only one way to/from the event.

e. Students are expected to adhere to the Medications and OTC P&P we have in place for the safety of our student athletes. Any deviation from this process will be dealt with on an individual basis.

f. Each student must maintain up to date records as necessitated by the PD. See below for a complete list of documents which need annual/biannual or other updating.

III. Clinical Experience and Time Management Expectations

a. It is the expectation that each Athletic Training Student participating in a clinical experience, whether it is at a practice, in the Athletic Training Room, or off-campus, is fully engaged in that experience. This includes, but is not limited to:

- i. Interacting with patients, athletes and coaches when appropriate and necessary
- ii. Observing, assisting, and engaging clinical preceptors
- iii. Assisting with medical documentation as appropriate (aka Medcat and filing/scanning paperwork as it comes in)
- iv. Taking notes and/or making a journal entry for each day's clinical experience
- v. Helping out in other ways despite not being asked, or asking if there are other opportunities to help or learn (i.e. filing, organizing, re-stocking, learning, etc.)
- vi. Please READ the Internship Expectations and Dress Code at the end of this document for a more complete and thorough description of these areas.

Being a fully engaged Athletic Training Student **DOES NOT** include:

- i. Sitting behind the student desk or taping tables with or without other Athletic Training Students for any extended length of time. Remember, there is ALWAYS something that can be done that will enhance your clinical experience or make our facility better able to serve its patients.
- ii. Completing homework for classes other than practicum or AT courses. The time you are scheduled in the ATR is for YOU to develop your clinical skills. This can be done without athletes. There are always peers for you to work with and preceptors to ask questions of regarding your AT preparation.
- iii. Being more social vs. helpful and serving for the athletes during their treatments

b. It is the expectation that each Athletic Training Student appropriately manages and plans his or her time so that they can participate in as many of the clinical opportunities available to them as possible. The clinical experience is an OPPORTUNITY. It is NOT a job. This includes, but is not limited to:

- i. Looking ahead at your assigned teams practice and competition schedule and completing homework and/or other school obligations including exams and group projects ahead of time so that he or she can be present at those experiences. Part of completing these obligations ahead of time is communicating with professors about possible dates you may be missing class and/or exams due to possible clinical opportunities and communicating with group project members about meeting times.
- ii. NOT planning family, social, or other events during times of scheduled clinical experiences or POTENTIAL clinical experiences (ask about potential play-off dates before scheduling personal commitments).

IV. Clinical Hours: Descriptions and Expectations

The Athletic Training Education Program at Hope College, places a strong emphasis on clinical education. This is evidenced by our "first year" admittance program, which the ATEP faculty believes allows for a deepened and ingrained integration of clinical skills. By requiring four years of clinical experience over the course of 8 semesters, or with second year admits (three years and six semesters, with the addition of an intensive May term) we believe that students become more comfortable with performing actual patient care skills because they are doing so throughout a longer time as their skills allow.

Each student MUST maintain an accurate and up to date hours log in the Google drive. Each student creates a NEW form each semester. These hours can be evaluated at any time by their

preceptors. At a minimum, first year students will be assigned 7 hours of clinical experience time, sophomores through seniors, at least 10 hours minimum, unless course or athletics commitments prohibit it.

Clinical experiences in the Hope College athletic training program are embedded in the eight-semester athletic training practicum course sequence (KIN 198-KIN 498). These courses are 1 credit hour per semester and have three elements: (1) a one-hour per week class meeting where the clinical proficiencies assigned for a particular semester are instructed, (2) private one-on-one sessions scheduled throughout the week between the student and a preceptor for the purpose of assessing the student's mastery of the assigned clinical proficiencies, and (3) assignments to various athletic teams, on-campus clinical settings, and/or one of four off-campus affiliated clinical sites. Students must complete each practicum course in sequence. Student learning progresses over time from the technical level (where students are working toward mastery of the basic skills of athletic training) to the entry-level profession level (where the student has mastered the entry-level competencies and integrates knowledge, skill, and values in the helping relationship while continuing to refine and develop proficiencies. Clinical proficiencies are taught both at the technical level in the practicum courses and at a level requiring higher levels of synthesis and integration of the material covered in the didactic courses. Courses leading to the degree in athletic training have been selected and designed to teach the required subject matter areas, athletic training competencies, and clinical proficiencies. The program director has provided the professors who teach the courses in the athletic training major with the competencies and clinical proficiencies required of the students and each course. Course development to assure adequate coverage of the competencies and clinical proficiencies has been a collaborative process between the program director and those professors.

The competency modules contained in the practicum courses are designed in such a way that they contain all of the required clinical proficiencies promulgated in the 5th Edition of the Athletic Training Educational Competencies. Practicum course grades are based on completion of the assigned competency modules and evaluated performance of the student by a preceptor in the ATEP. All clinical experiences are directly supervised by a certified athletic trainer with the exception of the clinical rotation at Lakewood Family Medicine, which is supervised by Patrick Hulst, MD. Students are limited to employing those skills for which they have received formal instruction and been assessed in either a didactic or practicum course as described earlier in this document.

Several of the practicum assignments will require extensive out of class and off campus attention. The senior case presentation as well as presentation at the Undergraduate Research Celebration, senior rehabilitation case and surgical observations being examples of these. Others could be considered at the discretion of the preceptor for the practicum. Prompt and highly effective completion of these projects and presentations are the expectation. Refusal to complete or ineffective and poor performance on any practicum assignment as deemed by the preceptor will result in a lower practicum grade. Students having questions about these standards should speak with their preceptors at the outset of the assignment.

As part of the practicum series, each student is expected to have a clinical experience with each of the following (these are not necessarily distinct from each other – they may overlap in certain circumstances):

1. General athletic training room experience
2. Intercollegiate athletics (NOT all may be experienced due to time constraints, but every possible effort will be made to diversify each student's experience while on/off campus)

- a. Team sport
- b. Individual sports
- c. Men's sports
- d. Women's sports
- e. Upper extremity focused sports
- f. Lower extremity focused sports
- g. Equipment Intensive sports
3. High School Clinical Experience
4. General Medical Experience
5. Rehabilitation Facility Experience
6. Orthopedic Physician Practice Experience
7. Self-obtained clinical experiences during the summer or over academic breaks (these are strongly encouraged and help is available to obtain these opportunities)

Hope College has four facilities where intercollegiate team preparations and management occur. The DeVos Fieldhouse serves as the main campus athletic training facility, with the Dow Center, VanAndel Soccer Stadium and Luger's Fieldhouse housing specific sports and practices. None of the facilities are open unless a preceptor is present. A Hope College ATC supervises students participating in a football or men's lacrosse experience during away trips. Post-season play is usually accompanied by an ATC and therefore student travel is also allowed on these trips as deemed able by the team coach, AD and ATC.

Students are in direct visual and auditory contact with their clinical preceptors during their clinical instruction periods and field experiences. The process by which students are assigned to these experiences is highly individualized for each student based on skill level, personality, and other factors. In April the athletic training faculty meet to make clinical assignments for the coming academic year. Students' athletic training program audit sheet detailing their academic progress is available as a reference during this meeting. Clinical experience needs for seniors are considered before those of juniors and so on until first-year students are assigned. First-year students are almost always assigned to a general athletic training room experience and not to a sports assignment (and never to an off-campus rotation). The rare first-year student will be assigned to a low risk experience, but only after they have mastered the competency modules in KIN 198a: Athletic Training Practicum I and have the permission of the program director and head athletic trainer.

The Hope College AT program will adhere to CAATE standards and clinical experiences that occur at times which are outside of the normal academic calendar of the institution (pre-season, semester breaks, and other regularly scheduled academic breaks such as spring break, Thanksgiving, etc.). Other than these experiences, students will not be scheduled for more than 15 hours per week but may end up with more due to event coverage. Minimum hour requirements for a typical four-year academic program would be 1,000, while the maximum number of hours for a typical Hope College AT program student would be under 3,000 over a four year period. This maximum would include both academic session and non-academic session opportunities. Students will have at least one week day off during the academic school year and Sundays will be not have practice or competition, however during the fall treatments may occur and the students assigned to a team will be on a rotating basis for coverage.

V. Strengths Quest Implementation

In writing about yourself for a job application or interviewing, you should start using terminology that relates heavily to your strengths quest outcomes. This will only enhance your ability to share your talents with others and also allow you to continue to use them to your advantage. Consider the “Action Words” document in the student handbook online. Find your favorites and write them down somewhere. When can you use those most effectively and which others might challenge you a bit more. Do you have some hidden strengths you may be neglecting based on this assessment of the terms? Challenge yourself to USE all of what God has given you. We'll be revisiting the SQ outcomes from time to time during the year. You should be using them on a weekly basis.

VI. Student Assessment and Evaluation Methods

Twice a year, at the end of each semester, each student will be evaluated by a preceptor, generally the preceptor teaching their practicum course, however if there was more clinical contact with the student due to sport assignment, changes in the evaluator may be made per the program director/clinical education coordinator's decision. Students will have this evaluation kept in their academic file. The Foundational Behaviors are assessed for each student and comments made regarding strengths, weaknesses and areas for improvement and goals outlined and discussed. In addition, each student performs a self-assessment at mid-terms and this is also kept in their educational file. The assessment form is attached at the end of this document for review and discussion purposes.

VII. Required documentation for student academic files

The following forms are required to be on file for each student in the program:

1. Technical Standards (student handbook): student academic file
2. Infectious Disease exposure/policy (student handbook): student academic file
3. Transportation Insurance (email link/transportation office): transportation office
4. CPR/AED certification: student academic file
5. HIPAA training (KIN 198): student academic file
6. OSHA training (annual training): PD/CEC file
7. Immunizations up to date (PRN): kept at Health Services
8. Physical Exam: kept at Health Services
9. Verification of Physical Exam: student academic file

VIII. Student Expenses related to curriculum and clinical experience

Students will be required to purchase, depending on the semester, items relevant to their didactic and clinical coursework. These items include, but are not limited to:

1. Tape measure
2. Reflex hammer
3. Goniometer
4. Stethoscope
5. Appropriate pants for clinical experiences
6. Appropriate shoes, including waterproof, for outdoor clinical experiences (rain gear and warm gear are provided; gloves and hats are not)
7. Additional personal items the student needs to be comfortable and functional in their clinical and didactic settings. This could include a computer/tablet, smartphone, as well purchase of various applications on those devices. Several are provided in the AT room, free of charge to the student.

Total cost of these items could start in the range of \$100 and up for all items listed above. Specific type, style, brand and quality of the items will dictate the cost. Students should be prepared for a minimum purchase of these items of \$100.

Annually students will attend the MATS Student Symposium, held at various state institutions. The student cost for this, traditionally has been \$10. Transportation and food costs related to the trip are covered by the program.

Annually students will be asked to attend, but not required, the GLATA Winter Meeting. The total cost for students for this, traditionally has been around \$100-150. Students should try to attend at least 2 of these events in their 4 years at Hope.

II. Foundational Behaviors of Professional Practice Assessment

These basic behaviors permeate every aspect of professional practice and should be incorporated into instruction in every part of the educational program. The behaviors in this section comprise the application of the common values of the athletic training profession.

Use the following scale to rate the degree to which the athletic training student demonstrates the following attitudes and values:

- 1 = Always (100% of the time)
- 2 = Usually (about 75% of the time)
- 3 = Sometimes (about half of the time)
- 4 = Seldom (about 25% of the time)
- 5 = Never (0% of the time)
- 6 = Not applicable to this student at this time

Behaviors	Rating Scale
Primacy of the Patient	
a. Recognize sources of conflict of interest which could impact the patient's health	1 2 3 4 5 6
b. Know and apply the commonly accepted standards for patient confidentiality	1 2 3 4 5 6
c. Provide the best health care available for the patient	1 2 3 4 5 6
d. Advocate for the needs of the patient	1 2 3 4 5 6
Teamed Approach to Practice	
a. Recognize the unique skills and abilities of other health care professionals	1 2 3 4 5 6
b. Understand the scope of practice of other health care professionals	1 2 3 4 5 6
c. Understand and execute duties within the identified scope of practice for athletic trainers	1 2 3 4 5 6
d. Include the patient (and family, where appropriate) in the decision making process	1 2 3 4 5 6
e. Demonstrate the ability to work with others in effecting positive patient outcomes	1 2 3 4 5 6
Legal Practice	
a. Practice athletic training in a legally competent manner	1 2 3 4 5 6
b. Recognize the need to document compliance with the laws that govern athletic training	1 2 3 4 5 6
c. Understand the consequences of violating the laws that govern athletic training	1 2 3 4 5 6
Ethical Practice	

a. Understand and comply with NATA's Code of Ethics and the BOC's Standards of Practice	1 2 3 4 5 6
b. Understand the consequences of violating NATA's Code of Ethics and BOC's Standards of Practice	1 2 3 4 5 6
c. Understand and comply with other codes of ethics, as applicable (Hope College Student Handbook)	1 2 3 4 5 6
Advancing Knowledge	
a. Critically examine the body of knowledge in athletic training and related fields	1 2 3 4 5 6
b. Use evidence-based practice as a foundation for the delivery of care	1 2 3 4 5 6
c. Understand the connection between continuing education and the improvement of athletic training practice	1 2 3 4 5 6
d. Promote the value of research and scholarship in athletic training	1 2 3 4 5 6
e. Disseminate new knowledge in athletic training to fellow athletic trainers, patients, and other health care professionals, and other as necessary	1 2 3 4 5 6
Cultural Competence	
a. Understand the cultural differences of patients' attitudes and behaviors toward health care	1 2 3 4 5 6
b. Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations	1 2 3 4 5 6
c. Demonstrate knowledge, attitudes, behaviors, and skills necessary to work respectfully and effectively with diverse populations and in a diverse work environment	1 2 3 4 5 6
Professionalism	
a. Advocate for the profession	1 2 3 4 5 6
b. Demonstrate honesty and integrity	1 2 3 4 5 6
c. Exhibit compassion and empathy	1 2 3 4 5 6
d. Demonstrate effective interpersonal communication skills	1 2 3 4 5 6

III. Independent Practice Assessment

The athletic training student has demonstrated readiness for independent practice in the following areas (check all that apply):

- Risk Management and Injury Prevention
- Pathology of Injuries and Illnesses
- Orthopedic Clinical Examination and Diagnosis
- Medical Conditions and Disabilities
- Acute Care of Injuries and Illnesses
- Therapeutic Modalities
- Conditioning and Rehabilitative Exercise
- Pharmacology
- Psychosocial Intervention and Referral
- Nutritional Aspects of Injuries and Illnesses
- Health Care Administration
- Professional Development and Responsibility

Comments on athletic training student's performance in the above checked areas:

IV. Addendum of Athletic Training Student's Performance

For this particular area of the assessment, please attach a typewritten document relative to the athletic training student's clinical performance over the past semester. Include comments regarding strength, weaknesses, and suggestions for improvements and goals for the student in the upcoming semester. Keep in mind the level of the student and also comment on level-specific elements of the student's progression as listed below:

First Year Student: Level I – II Transition Criteria:

1. Competence in Basic Skills
2. Satisfactory Academic Progress

Second Year Student: Level II – III Transition Criteria:

1. Competence in Foundation Knowledge
2. Resonance with Athletic Training Culture
3. Satisfactory Academic Progress

Third Year Student: Level III – IV Transition Criteria:

1. Ability to Problem-Solve
2. Employability Skills
3. Satisfactory Academic Progress

Fourth Year Student: Level IV – Practice Transition Criteria:

1. Completion of Program Requirements (on track)
2. Success on Certification Exam (studying for exam has been planned/started, and progression being made)
3. Awareness of Career/Graduate School options
4. Employment Strategy (discussions held)
5. Continuing Education Strategy (discussions held)

This student's status in the athletic training program for the next semester will be:

_____ Good Standing

_____ Probation

_____ Dismissed

_____ Graduation

Evaluator Signature

Student Signature

Date of Feedback Conference

Internship Expectations and Dress Code Requirements

Internships at Hope are supervised work experiences related to a student's major or vocational interest area for which the student earns academic credit through an internship course in which the student is enrolled concurrent to the work experience. Hope internships aim to produce the following outcomes through the student's internship experience:

Apply academic knowledge in a professional setting

The primary goal of an internship is to provide the student with the opportunity to apply knowledge gained in the classroom to solve practical real-world problems in a professional setting.

Develop professionally relevant competencies and relationships in a professional setting

The student works together with the site supervisor and faculty instructor to develop a learning agreement. The learning agreement specifies how the student plans to sharpen and develop new knowledge, skills, and abilities necessary to serve effectively in a professional setting. Relationships with the site supervisor and other professionals add to the student's professional network.

Gain exposure to a professional field and an understanding of professional etiquette

The student is able to learn from observing the professional behavior of the site supervisor and other employees at the site, as well as through interaction with customers or clients. The student also practices proper business etiquette while fulfilling his or her internship responsibilities.

Observe and begin to understand a professional organizational culture

The student begins to understand the dynamics of an organization's culture through observing and reflecting on how decisions are made, how work is structured, how power is shared, how colleagues interact, how an organization's mission/vision are implemented, and to what degree accountability and feedback are present in the organization.

Evaluate one's own performance in light of one's expressed goals and learning outcomes

Self-directed learning is one component of the learning agreement or learning plan each student completes at the beginning of the semester. The student sets goals for what he or she would like to learn, and will measure progress against those goals. The intern should be able to assess to what degree he or she was able to meet the expressed goals and learning outcomes, and identify new areas for growth.

Compare and contrast one's self-perception to the professional perception of the site supervisor

The internship provides an opportunity for the student to receive professional feedback from the supervisor and an evaluation at the end of the internship experience. These opportunities provide objective feedback to help the student examine him or herself from another vantage point. The student is then able to reflect critically on the comparisons and differences in perception of the intern's work.

Clarify one's calling through reflection on the internship experience

The internship experience allows the student to put his or her gifts to practical use in preparation for a life of leadership and service in a global society. The student is able to reflect on the internship and make connections between what the student understands about his or her giftedness, and the needs of the profession the student is exploring through the internship experience.

Dress Code Requirements for Clinical Experiences

Because all casual clothing is not suitable for the clinical experiences required, these guidelines will help you determine what is appropriate to wear. Clothing that works well for the beach, yard work, dance clubs, exercise sessions and sports contests may not be appropriate for a professional, casual appearance at work.

All students are encouraged to use taste and common sense in their dress. Your first impression must be foremost in your mind. You should always work toward making that impression favorable by presenting a professional appearance. No dress code can cover all contingencies so employees must exert a certain amount of judgment in their choice of clothing to wear to work. Uniform shirts and outdoor clothing have been provided for you, however pant/short and shoe selection as well as clothing which is not uniform related should be considered carefully.

Clothing that reveals cleavage, your back, your chest, your stomach or your underwear is not appropriate for a place of business. In a work environment clothing should be pressed and never wrinkled. Torn, dirty or frayed clothing is unacceptable.

Inappropriate Casual Business Attire for all staff includes but is not limited to the following:

- Sweat pants / suits / jogging suits
- Any logo apparel other than Hope Athletic Training/Hope Athletics
- Blue jeans
- Flip flops / open-toe shoes
- Shoes intended to have laces should be laced. Shoes are to be tied completely and securely.
- Facial jewelry other than earrings
- Non-standard nail polish
- Shirts with lettering / words
- Tank tops, tube tops, halter tops with spaghetti straps (unless worn under a jacket)
- Skirts shorter than mid thigh
- Underwear as outerwear
- Off-the-shoulder tops
- Workout clothes or shoes
- Spandex or Lycra such as biker shorts
- Cut offs or any kind of shorts
- Plain or pocket T-shirts
- Hair color or highlights that are unnatural in color
- Designs cut into the hair
- Visible tattoos or body art must be covered
- Excessive fragrances

As a general rule of thumb, if the employee has any doubt about a particular item of apparel, it is probably not appropriate. Final decisions on the propriety of any disputed items will be at the discretion of your field supervisor.

General Conduct:

Make sure you do not:

- Talk on your cell phone
- Text while at work

- Constantly look at your phone (if you need to know the time, wear a watch)

Make sure you do:

- Ask good questions
- Continue to ask questions throughout.
- Look at the expectations for your reflective writing so you know what types of questions to ask.
- Use your time wisely – when appropriate ask your field supervisor questions about their profession, likes, dislikes, would they do it again, etc.
- Be engaged – use your time to take advantage of what is being presented to you!
- Have fun!]

Critically evaluate the internship experience as an exemplar for the field

The student is able to evaluate critically to what extent the internship experience reflects the broad range of experiences available in the professional field(s) most relevant to the internship (skills / knowledge required to perform assigned tasks, customer base, work place culture, size of the organization, scope of services/product/offerings, etc.). The student is able to differentiate one's skills, personality and gifts in relation to the expectations and demands of the internship role and environment. ***The time spent at each location/rotation is not to see if you fit, but what about the location/rotation can you learn from and apply to your preparations as a healthcare professional.***