PURPOSES OF PRECEPTOR TRAINING

• To standardize the student’s clinical learning experience
• To maximize student learning
• To help assure consistency, equity, and fairness in student evaluation
TERMINOLOGY

• **Field Experience:**
  - Provides the student with the opportunity for informal learning and to practice and apply the Entry Level Athletic Training Clinical Proficiencies in a clinical environment.
  - Primary Settings – athletic training facilities, athletic events, and athletic practices.
  - Ample opportunity should be provided for supervised student experience working with athletic practices and competitive events in both men’s and women’s sports.
TERMINOLOGY

Clinical Education:
Represents the athletic training students’ (ATS) formal acquisition, practice, and preceptor evaluation of the Entry-Level Athletic Training Clinical Proficiencies through classroom, laboratory, and clinical education experiences under the direct supervision of a preceptor or clinical instructor (CI).
Requirements for CE Rotations:
- Upper Extremity
- Lower Extremity
- Equipment Intensive
- General Medical
TERMINOLOGY

Clinical Setting:
- A clinical environment where health care services are provided.
- Clinical setting shall include:
  - Athletic training facility
  - Athletic practices
  - Competitive events
  - Sports medicine clinics
  - Physical therapy sites
  - College or University health centers
  - Hospital Emergency Rooms
  - Physicians’ Office
Clinical Proficiencies
- The entry-level athletic training clinical proficiencies define the common set of skills that entry-level athletic trainers should possess.
TERMINOLOGY

Preceptor

- A Preceptor provides formal instruction and evaluation of clinical proficiencies in classroom/laboratory and/or in clinical education experiences through direct supervision of ATS

- A BOC certified athletic trainer with a minimum of 1 year of work experience as an athletic trainer and who has completed Preceptor training

- Preceptor training may be claimed under category E of BOC reporting sheet
TERMINOLOGY

Clinical Instructor (CI):
- CI’s responsible for teaching required subject matter are qualified through professional preparation within their field.
- A BOC certified athletic trainer or other qualified health care professional with a minimum of 1 year of work experience in their respective academic or clinical area.
- A CI is not charged with the final formal evaluation of ATS integration of clinical proficiencies (only preceptors can perform this task).
TERMINOLOGY

Clinical Instructor Educator (CIE):
- A BOC certified athletic trainer or physician who attends the NATA CIE seminar and is subsequently qualified to conduct a preceptor training workshop
- Must have a minimum of three years of work experience as an athletic trainer or physician
- CIE assists in developing, implementing, and evaluating the clinical education program at the academic institution
Direct Supervision:

- Constant visual and auditory interaction between the ATS and the Preceptor or CI. The instructor shall be physically present in order to intervene on behalf of the individual being treated.

- Never to exceed 8:1 ratio
First Responder
- New standards **do not** allow ATS/PTS/OTS to serve in this capacity
- Has additional specialized training that qualifies an athletic training student to assist in the evaluation or recognition, stabilization, initial treatment, and disposition of an individual who is injured or suddenly takes ill.
- First responders are trained in first aid and CPR techniques. A first responder’s responsibility includes referral to appropriate medical personnel or facility
TERMINOLOGY

Learning Over Time

- A planned and directed continuum of learning that incorporates a structured progression across the cognitive, psychomotor, and affective domains.

- Introduced in lecture—evaluated in lab—and applied under direct supervision of Preceptor.

- Must have timely feedback from preceptor during all phases to ensure the skill is introduced, practiced, evaluated, and performed correctly.
TERMINOLOGY

Learning Over Time Con’t:

– Example:

• Classroom: What is goniometry?
• Laboratory: Alignment of goniometer, read device
• Initial Evaluation: aligns fulcrum, reads correctly, proper placement of instrument
• Integration: Uses goniometer as part of knee eval
• Decision Making: Makes decisions for rehab progression based on goniometric measurements
PRECEPTORS' ROLE IN LEARNING OVER TIME

- Proper instruction
- Monitor and provide timely feedback
- Build on past experiences
- Remediate when necessary
- Introduce new challenges
- Facilitate critical-thinking & decision-making skills
- Document the process
WHAT ARE THE EXPECTATIONS FOR PRECEPTORS?

- Supervision of ATS
- Instruct clinical skills / review info taught in classroom setting
- Be in compliance with state / federal regulations
- Be accurate when filling out evaluation forms
- Discuss and be honest with the ATS when they do not know the material
- Enforce policies established by the Educational Program and facility
- Be familiar with the curriculum and educational process
- Expose students to learning experiences
- Serve as a mentor
- Adhere to standards and practices for the profession
- Provide feedback in a timely manner
LEARNING STYLES

Sensory Learning Styles

- Visual Learners
  - Like seeing words and numbers
  - Like written material
  - Remember what they see and forget what they hear
  - Let visual learners observe others who have mastered the objective
  - Use models with this type of learner
LEARNING STYLES

Sensory Learning Styles:

- Auditory Learners
  - Vocalize to themselves, move lips when they read
  - Enjoy audiotapes, lectures, oral practice, and class discussion
  - Have students repeat words, ideas, and concepts to themselves
  - Formulate discussions with these types of learners
LEARNING STYLES

Sensory Learning Styles:

- Kinesthetic Learners:
  - Characterized by being involved with these objects to be handled
  - Must be involved during class activity
  - Be involved with pictures, drawings, objects, etc..
  - Learn best by experiencing
  - They seek to touch, handle, and be totally involved with the activity
LEARNING STYLES

Expressive Learning Styles:

- Individual Learner
  - Works best alone
  - Is generally self-motivated, may find it difficult to work with others
  - Works best in quite library type setting
  - Must have time to independently think about ideas or concepts
LEARNING STYLES

Expressive Learning Styles:

- Group Learner
  - Studies with at least one other person
  - Value others opinions, and learn better when stimulated by others
  - Enjoy social aspect of group learning
  - Would prefer group interaction activities
LEARNING STYLES

Expressive Learning Styles:
- Oral Expressive Learner
  - Has a desire to speak fluently and comfortably
  - Would prefer to present oral reports
LEARNING STYLES

Expressive Learning Styles:
- Written Expressive Learner
  - Uses written reports, essays, journals, logs, and notes to express how and what they have learned.
  - Would prefer note taking lectures and creative writing assignments
  - Make take this type of learner a few moments to formulate a response to a question posed orally
LEARNING STYLES

Expressive Learning Styles:

– The Sequential Learner

- A structured process of organizing thoughts and ideas
- Prefers pre-planned agendas and structure
- Solves problems in a logical way
- Generally make lists to accomplish
- Work one task at a time
LEARNING STYLES

Expressive Learning Styles:

– The Global Learner
  • Orders thoughts and ideas in an unstructured fashion
  • Likes to know the main idea and then create their own way of completing the task
  • Prefers to work on many tasks at a time
ATHLETIC TRAINING PROGRAM (ATP)

Preceptor Handbook
Overview of Relevant Material
PHILOSOPHY

The ATP is based on the philosophy that education is a life-long process. This is particularly true for a profession, which through its practice of specific skills, seeks to fill the needs of athletes and recreationally active individuals. The needs of this select group are dynamic due to continually improving methods of training and new findings through research. Therefore, the formal phase of professional education cannot hope to produce a fully and perpetually qualified practitioner. It must seek to thoroughly educate the students in these concepts, principles, and tools, which are particularly applicable to the continued acquisition of knowledge and perfection of skills in the field of athletic training.
PHILOSOPHY CON’T

The program provides interested students the opportunity of concentrated study and clinical work experiences. Upon successful completion of the ATP, the student will receive a Bachelor of Science degree in Athletic Training, thus making the student eligible to sit for the Board of Certification exam. Upon passing the BOC exam, the student will attain the qualification of a Certified Athletic Trainer.
MISSION

The mission of the Athletic Training Education Program (ATP) at Alfred University is to provide the student with knowledge, standards, behavior models, code of ethics, and skills needed as an Athletic Trainer. The professional program is based on a solid foundation in the liberal arts arena, with a strong emphasis in biological and anatomical science.
The student, while pursuing a degree in Athletic Training, shall develop proficiency in the following performance domains as determined by the Board of Certification (BOC):

- Injury/Illness Prevention and Wellness Protection
- Clinical Evaluation and Diagnosis
- Immediate and Emergency Care
- Treatment and Rehabilitation
- Organizational and Professional Health and Well-being
GOALS OF THE ATP

• Provide a quality, up-to-date educational curriculum.
• Provide leadership and service to the university community through continuing education.
• Promote self-directed learning and critical thinking as desirable professional behavior.
• Encourage participation in the National Athletic Trainers’ Association, New York State Athletic Trainers’ Association, Eastern Athletic Trainers’ Association, and other professional organizations, that will further enhance the students’ educational opportunities.
• Provide the educational means of developing knowledge in Cognitive, Affective and Psychomotor domains and Clinical Proficiencies.
ATHLETIC TRAINING BASIC EDUCATION PROGRAM

- Minimum of 900 Clinical Hours (over 6 semesters)
- Required Courses
- Application to ATP
- Requirements for Acceptance into ATP
- Appeals Process
- Provisional Admission
- Second Chance Provision
ATHLETIC TRAINING EDUCATION PROGRAM

- Summary of Credit Breakdown
- Required Courses For ATP
- Hour Requirements for ATP
- Preceptor Assignments
- Absences From Assigned Duties
- Professional Organization Membership
Whether considering candidates for admission, for financial aid, applicants for employment, or the management of its policies and school-administered programs, Alfred University does not discriminate on the basis of gender, sexual orientation, age, race, color, nation or ethnic origin, religion, or disability. Alfred University is an affirmative action, equal opportunity employer.
ALFRED UNIVERSITY
DIVISION OF ATHLETIC TRAINING

Technical Standards for Admission
ALFRED UNIVERSITY
DIVISION OF ATHLETIC TRAINING

Course Sequencing – Plan of Study
ALFRED UNIVERSITY
DIVISION OF ATHLETIC TRAINING

Clinical Experience Course Sequencing and Descriptions
ALFRED UNIVERSITY
DIVISION OF ATHLETIC TRAINING
Code of Conduct
ALFRED UNIVERSITY
DIVISION OF ATHLETIC TRAINING

Disciplinary Policy
ALFRED UNIVERSITY
DIVISION OF ATHLETIC TRAINING

Certificate of Liability
ATrack

- Log in by going to www.atrackonline.com
ALFRED UNIVERSITY
DIVISION OF ATHLETIC TRAINING
Sophomore-Senior Year ATS Evaluation and Self Evaluation Forms
CLINICAL PROFICIENCY SHEETS
This problem allows you the opportunity to demonstrate assessment of the dorsal pedal pulse for an athlete. You have 2 minutes to complete this task.

Tester places athlete and limb in appropriate position
YES NO
Supine
O O O O O
Tester placed in proper position
YES NO
Stands to the side to the athlete
O O O O O
Locates the dorsal pedal pulse using the index and middle fingers
O O O O O
Tester performs test according to accepted guidelines
YES NO
Counts the number of beats /minute
O O O O O
Assess the rhythm (good, irregular, etc)
O O O O O
Assess strength (strong, weak, etc)
O O O O O
Records and rechecks at regular intervals
O O O O O

The psychomotor skill was performed completely and in the appropriate order 0 1 2 3 4 5

The tester had control of the subject and the situation (showed confidence) 0 1 2 3 4 5

Method of performing the skill allowed the tester the ability to determine severity, proper progression, and the fit in the overall picture 0 1 2 3 4 5

In order for a grade of minimum standard to be given, the total must be ≥ 11

TOTAL =
INJURY EVALUATION SHEETS
No Longer Accepting This Form!

I, the undersigned, do hereby certify that the above information is true and correct to the best of my knowledge. I understand that falsification of one’s clinical hours is considered academic dishonesty and punishable under Alfred University’s Policy on Academic Dishonesty.

Athletic Training Student Signature

Date
General Guidelines for Athletic Training Student Scheduling:

• Hour Requirements:
  • Seniors: 200 hour minimum per semester
  • Juniors: 150 hour minimum per semester
  • Sophomores: 100 hour minimum per semester
• When classes are in session, students cannot be required to work more than 20 hours per week. They are allowed to work more than 20, but cannot be required to do so; it must be on a voluntary basis.
• When classes are in session, students must work a minimum of 5 hours per week; failure to do so results in a deduction of clinical grade
Competency/Proficiency Recording Sheets
<table>
<thead>
<tr>
<th>Comp. Code</th>
<th>Competency</th>
<th>Didactic Course</th>
<th>Date</th>
<th>ACI</th>
<th>Clinical Course</th>
<th>Re-Intro</th>
<th>ACI</th>
<th>Peer Practice</th>
<th>Sign</th>
<th>Formal Eval</th>
<th>ACI</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>RM-C1</td>
<td>Explain the risk factors associated with physical activity.</td>
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<tr>
<td>RM-C2</td>
<td>Identify and explain the risk factors associated with common congenital and acquired abnormalities, disabilities, and diseases.</td>
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<tr>
<td>RM-C3</td>
<td>Identify and explain the epidemiology data related to the risk of injury and illness related to participation in physical activity.</td>
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<tr>
<td>RM-C4</td>
<td>Identify and explain the recommended or required components of a preparticipation examination based on appropriate authorities’ rules, guidelines, and/or recommendations.</td>
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No Longer Accepting These Forms!
THANK YOU!

You are each a critical part of the Athletic Training Program at Alfred University and we are grateful to have you on board!