

MS in Athletic Training

Clinical Education

CAATE accreditation standards require that the clinical part of the ATP span a minimum of two academic years and provide for increasingly complex and autonomous patient-care and client-care experiences. At USM, clinical education includes a combination of two simulation based courses: ATH503-Acute Care Simulation Lab and ATH673- Clinical Education; and six clinical courses: ATH 571- Clinic 1, ATH572- Clinic 2, ATH573- Clinic 3, ATH674- Clinic 4, ATH675- Clinic 5 and, ATH676- Clinic 6. All clinical education is supervised by a preceptor. Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Preceptors are responsible for completing professional behavior assessments, reviewing SMART goals, and creating an environment that encourages learning, growth, and clinical practice. In addition, the preceptor and student must engage in regular debrief and discussion of CARE forms.

To assure compliance with CAATE's spirit of supervision, the following on-campus areas are considered separate venues:

1. Main floor of Hill Gymnasium and the Athletic Training Facility
2. Wrestling Room
3. Field House
4. Ice Arena
5. All weather turf field (soccer, field hockey, lacrosse)
6. Baseball and Softball Fields
7. Paula Houglum (Bailey Hall) Field
8. Gorham High School Track and Field, and Tennis Courts
9. Athletic Training Laboratory
10. USM Gorham Fitness Center
11. USM Health and Counseling Services

USM ATs obtain clinical hours in multiple settings. These include: 1) USM's athletic training facilities, 2) high schools, 3) college/university, 4) UHCS, 5) other health care service venues, 6) simulation laboratories and spaces. Upon graduation, each student will have gained clinical education experiences with individual and team sports, sports requiring protective equipment, patients of different genders, non-sport patient populations, and general medical conditions.

Sequencing of clinical rotations:

Year 1: Summer

ATH503- Acute Care Simulation Lab provides a safe, simulation based environment for students to practice **life-saving and acute care skills**. The course will meet for 4 days during the last week of summer session 2. Students should plan to complete **28- 32 hours** of simulation, preparatory and reflective work.

Year 1: Fall

Prerequisite Coursework: ATH500, ATH501, ATH502, ATH503

ATH571- Clinical 1: This clinical experience is a 7 week clinic experience occurring from October-December. The clinical course is designed to focus on the application of **patient safety and professional behavior**. Students should complete 6-10 hours/week and attend clinical 2-4 days/week. In addition, students must document at least 7 authentic experiences that are related to patient care, prevention strategies or techniques, evidence based practice, health care informatics, quality improvement, and professionalism.

Year 1: Spring

Prerequisite Coursework: ATH520, ATH521, ATH503. ATH571

ATH572- Clinical 2: This clinical experience is 14 weeks and will focus on **patient wellness and human performance**. Students should complete 8-12 hours/week and attend clinical 3-4 days/week. In addition, students must complete 14 CARE Forms, 7 of which document authentic experiences that are related to reducing the risk of injury, maximizing sport performance, educating patients on nutrition and fluid replacement in a variety of environments, substance misuse, and the use of biometrics or physiological monitoring systems.

Year 2: Summer

Prerequisite Coursework: ATH510, ATH511, ATH512, ATH513, ATH572

ATH573- Clinical 3: This clinical experience spans 7 weeks (May- June) and will focus on **examination, diagnosis and care**. Students should complete 8-12 hours/week and attend clinical 3-4 days/week. In addition, students must document at least 7 CARE Forms with 4 related to examination, diagnosis or care.

Prerequisite Coursework: ATH514, ATH515, ATH572

ATH673- Clinical Education: This course will use simulation to create experiences related to **examination, diagnosis and care of non-orthopedic conditions**. Students will complete a total of 28-32 hours of simulation, preparatory and reflective work.

Prerequisite Coursework: ATH501, ATH510, ATH511, ATH512, ATH513, ATH573

ATH674- Clinical 4: This is an immersive clinical in which the student should experience the totality of care provided by athletic trainers. This includes the day-to-day and week-to-week role of an AT for 5 weeks (July-August). During this clinical, students must document 10 authentic clinical experiences using a CARE Form (2/week) with at least 1 related to **pre-participation evaluations**, and 4 related to **examination, diagnosis or care**.

Year 2: Fall

Prerequisite Coursework: ATH522, ATH523, ATH524, ATH525, ATH674

ATH675- Clinical 5: This is a 14 week clinical with a focus on **therapeutic interventions**. Students should complete 8-12 hours/week and attend clinical 3-4 days/week. In addition, students must complete 14 CARE Forms, 7 of which document authentic experiences that are related to the use of therapeutic modalities, manual therapy, pharmaceuticals, or therapeutic exercise.

Year 2: Spring

Prerequisite Coursework: ATH640, ATH675, co-requisite ATH641

ATH676- Clinical 6: This 14 week culminating clinical experience is immersive in nature and will focus on **health care administration, health promotion, and the holistic integration of all athletic training skills**. Students should experience the totality of care provided by athletic trainers, including the day-to-day and week-to-week role. Students must complete 2 CARE forms each week, totaling 28. Among these, 7 should discuss experiences with health care administration and health promotion.

Clinical Simulation Policy: Please see Clinical Simulation Manual

VIII. CLINICAL EXPERIENCE AND CLINICAL COURSE REQUIREMENTS

A. Clinical Experience Requirements and Student Responsibilities

1. Meet all Clinical Education Requirements.
2. Assigned to a preceptor based on the student's previous clinical assignments and experiences needed for graduation (ie., patients throughout the lifespan, different genders, socioeconomic statuses, varying intensity and activities, including non-sport).
3. Works with the preceptor to create a schedule in advance of beginning a clinical experience.
4. Evaluated by a preceptor after one (1) month and at the end of the semester.
5. One week prior to the end of the clinical experience, the ATS evaluates the preceptor (*Appendix F*), the clinical experience/site, and performs a self-evaluation.
6. Assures correspondence to the preceptor through proper documentation when schedule changes are proposed due to unplanned events. The student should notify the CEC of any major changes to the schedule that may impact the student's ability to complete the clinical requirements.
7. Reports to CEC any request to travel to away athletic contests with the preceptor. The preceptor reserves the exclusive right in permitting ATS travel. Throughout the entire clinical course sequence, the ATS will document at least 2 travel experiences.
8. Completes CARE Forms weekly to document patient encounters. Students should meet with Preceptors within 1 week of completing the CARE Form to debrief the experience.

9. Does not perform psychomotor skills on a patient until didactic information on that skill is completed in class and the student's ability to perform the skill is evaluated in the laboratory setting and determined to be safe and proficient.
10. Students must have a minimum of 1 day off from their clinical rotation in every seven-day period.
11. Students are expected to travel to and from clinical sites. The CEC will make every attempt to assign the student to clinical sites within proximity of their home or the University of Southern Maine while also ensuring that students engage in diverse clinical experiences. The student is responsible for organizing and funding their own transportation, parking, and other transportation related needs.

B. Clinical Course Requirements

1. All Athletic Training Clinical Courses are graded as percentages assigned to a letter grade. A full description of the USM's letter grading policy can be found in the University catalog.
2. Reference course specific syllabi for clinical and course assessments.

C. Conflict of Interest

1. A students will not normally be placed in a clinical setting where a conflict exists, such as:
 - i. High school or college the student previously attended
 - ii. Agency the student was a patient
 - iii. Preceptor with whom the student has a former relationship
 - iv. Preceptor to whom the student is related
 - v. Any other situation the ATP faculty deems a potential conflict of interest

IX. DOCUMENTING CLINICAL HOURS

1. ATs document daily completion of hours using Typhon.
2. When recording hours, the ATS notes the date, site and/or team, subtotal and total hours (1/4 hour increments), and the nature of the experience.
3. ATs are permitted to document only those hours directly supervised by a preceptor and **only those clinical hours completed at the assigned clinical site unless alternative clinical experiences have been approved by the CEC.** When an ATS is uncertain as to whether particular clinical experience hours are acceptable, they should present questions to the supervising preceptor and/or the CEC prior to completing those hours. **At no time should an ATS be used in place of a staff member when providing athletic training services to a patient population.**

4. The CEC will review clinical hours submitted through Typhon on a regular basis.

X. DRESS CODE POLICY

- A. Professional athletic training attire is required during ATP clinical assignments such as practices or events, games or contests, and any other preceptor sponsored activity. Examples of appropriate apparel include:

- Polo or collared button shirts, blouses, and sweaters
- Slacks, pants, or shorts in solid colors or patterns
- Clean shoes or sneakers

- B. It is appropriate to dress according to the weather to protect yourself from the sun, cold or hot temperatures, wind, and moisture. Additionally, note the physical nature of athletic training, such as kneeling, reaching, lifting, or running. These acts can be made even more difficult by wearing apparel that is too tight, restrictive, or inappropriately sized.

Certain clothing and styles are not acceptable during clinical assignments or any other clinical experience. **Prohibited** clothing items include and are not limited to:

- Denim jeans
- T-shirts (unless issued by the host clinical site as approved clinical attire).
- Sleeveless shirts
- Cropped or halter tops
- Open-toe shoes, sandals, or clogs
- Clothing that is unusually worn, tattered, torn, or stained
- Sweat pants, stretch pants, or workout/exercise clothing
- Articles which display or promote illegal acts, tobacco and alcohol products, and profane language or symbols
- Any article deemed unacceptable in an allied health profession

Prohibited styles include and are not limited to:

- Un-tucked shirt tails
- bare midriffs
- baseball caps inside buildings
- baggy pants or shorts worn below waist-line
- exposure of undergarments
- any style deemed unacceptable in an allied health profession

- C. Inappropriate apparel (as defined above) worn during clinical assignments will be addressed in the following manner by the preceptor or CEC:

- The student will be asked to leave
- The student may return properly dressed
- The infraction can and will affect course performance as an **unexcused absence** or **unexcused tardiness**

- D. Additional dress code policies may be enforced at different clinical sites. Meet with your supervising preceptor to determine if any other attire is required at that site.

XI. CODE OF CONDUCT FOR THE ATHLETIC TRAINING STUDENT

The ATS will read, become familiar with, and follow the NATA Code of Ethics <https://www.nata.org/about/code-of-ethics>. Students will:

1. Act in a responsible and professional manner.
2. Remain objective and non-discriminatory in your treatment of patients.
3. Resolve problems and conflicts and bring them to the attention of a preceptor as soon as possible.
4. Maintain a growth mindset.
5. Be a positive representation of the EHSS department and athletic training profession.
6. Abide by all HIPAA and FERPA regulations regarding confidentiality and privacy.

As students preparing to enter this profession, you are strongly encouraged to become a student member of the NATA. Membership benefits include a subscription to a variety of athletic training publications, reduced registration fees for national and district symposia, eligibility for scholarships, and other direct benefits.