Preceptor Training Handbook
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Purpose of Training
- Maximize student learning
- Meet requirement set by CAATE
- Standardize students’ clinical learning experiences
- Provide an overview of the Athletic Training (AT) Program at Castleton University

Preceptor Definition
- A certified/licensed professional who teaches and evaluates students in a clinical setting using an actual patient base.

Preceptor Responsibilities
- Supervise students during clinical education
- Provide Instruction that is educational in nature
- Demonstrate understanding of and compliance with the program’s policies and procedures
- Be in regular communication with program

Preceptor Qualifications
- Credentialed by the state in a healthcare profession
- A preceptor must receive planned and ongoing education from the program designed to promote a constructive learning environment
- Complete Preceptor Training/On-Going Education Verification Form

Clinical Education
- Provide real life learning environment necessary to develop professional behaviors and attitudes.
- Must be Educational in Nature
- All clinical education sites must be evaluated by the program on an annual and planned basis

Clinical Education Site Requirements
- Therapeutic equipment and GFI’s inspected, calibrated, and maintained
- Accessible Emergency Action Plan and Blood Borne Pathogen Policy
- Access to appropriate blood-borne pathogen barriers, control measures, and proper sanitation precautions
- Affiliated Site Agreement on File

Castleton Athletic Training Program
- 3 years of education once accepted into the program (1 year as a pre-AT student)
- Program includes didactic (classroom) and clinical education segments
- Program follows principles of Learning Over Time (Mastery of Skills)

Learning Over Time
- Process by which professional knowledge and skills are learned and evaluated. This process involves the initial formal instruction and evaluation of that knowledge/skill, followed by a time of sufficient length to allow for practice and internalization of the
information/skill, and then subsequent re-evaluation of that information/skill in a clinical setting.

Learning Overtime @ Castleton
- Skill/knowledge learned in classroom
- Skill/knowledge practiced in lab
- Skill/knowledge tested
- Skill/knowledge evaluated in a simulated clinical setting
- Skill/knowledge applied and evaluated in an actual clinical setting

Clinical Education @ Castleton
- Students complete 6 semesters
- Clinical Education Includes
  - Clinical Assignment w/ Preceptor
  - Clinical Integration Proficiency Check Sheets
  - Journal Article Synthesis, Application, and Discussion
  - Competency Exams (Junior and Senior Year)
  - Pre-Season Athletic Training Camp
  - General Medical Rotation Hours (25 hours)
Athletic Training Education Mission Statement

The mission of the CAATE- accredited Athletic Training Program (AT Program) at Castleton University is to provide a comprehensive and progressive academic and clinical education experience for students. This experience at Castleton will prepare students to pass the Board of Certification (BOC) examination and achieve entry-level employment in the field of Athletic Training. The AT Program will provide formal instruction and clinical training in the following content areas:

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The AT Program accepts the overall mission of Castleton University to provide the opportunity for intellectual and personal growth of students through excellence in teaching, close student-faculty interaction, numerous opportunities for out of classroom learning, and an active and supportive campus community. The AT Program strives to prepare students for meaningful careers, further academic pursuits, and productive citizenship.

Athletic Training Program Goals

1. Students will critically apply content knowledge to real-world situations and tasks.
2. Students will demonstrate professional responsibility and ethical behavior relevant to the field of athletic training.
3. Students will demonstrate competency and clinical proficiency in the five domains of athletic training.
4. Students will secure appropriate employment in Athletic Training or a related field, or gain admission to a graduate program of study.
5. The AT Program will provide high quality didactic and clinical instruction and learning opportunities to the students.

Athletic Training Program Objectives

1. Students will demonstrate effective clinical application of athletic training skills learned in didactic coursework.
2. Students will demonstrate adherence to the core foundational behaviors and professional attributes of health care providers.
3. The annual 1st time pass rate for the BOC examination for Castleton students will be at least 10% above the national average.
4. Annual assessment of program graduates will reveal at least 90% of our graduates secure appropriate employment in AT or a related field, or gain admission to a graduate program of study.
5. The AT Program will continually assess didactic and clinical education instruction and opportunities.
Overview of the Academic Program at Castleton

The professional education program in Athletic Training is three years in duration and follows one or more years as a pre-AT student. Entry into the professional program is selective and competitive. The professional program includes both didactic (classroom) and clinical education segments. These two segments should not be viewed as separate entities, as they are closely linked together. The didactic portion focuses on the cognitive development of competencies and many laboratory opportunities to develop psychomotor skills, while the clinical portion provides opportunities for the student to experience real-world application of skills and to develop the professional behaviors of a certified athletic trainer. The clinical education would not be as helpful without the knowledge and skills learned in the classroom, and vice versa the classroom knowledge and skills would not be as effective in the development of a competent athletic trainer without the experiential learning provided in the clinical portion of the program.

In order for a student to be successful in this program he/she MUST take responsibility for his/her education and seek every opportunity to learn and improve. A student will not learn by simply “having exposure” to ideas and experiences, but will learn when he/she purposefully seeks to engage in those ideas and experiences. Students should be encouraged to ask questions of their academic and clinical instructors, to use the many available resources in this program, and to constantly seek feedback about ways to improve their level of knowledge and proficiency.

The NATA Education Council provides CAATE-accredited athletic training education programs with a document called “Athletic Training Educational Competencies.” Programs must use this document when structuring the didactic and clinical education experience for students. The competencies, the clinical proficiencies, and the foundational behaviors of professional practice are integrated into the Castleton Athletic Training Program.

Overview of the Clinical Education Experience at Castleton

Students will complete six semesters of clinical activities. Clinical activities occur as part of clinical courses and credit hours are earned for them. These courses include both formal assessment of clinical proficiencies through individual work with a preceptor, and “real world” clinical field experiences to include assignments with men’s and women’s varsity athletic teams, cooperative experiences at other area colleges and high schools, and rotations through Killington Medical Clinic, the Vermont Orthopedic Clinic, Rutland Regional Medical Center Emergency Room, Castleton Family Health, Slate Valley Physical Therapy, and Ashcroft Chiropractic Clinic.
AT Program Levels of Advancement

Pre-Professional Student
The student has completed or is in the process of completing the following coursework:
- Human Anatomy and Physiology I
- Human Anatomy and Physiology II
- Intro to the Athletic Training Profession
- Anatomical Aspects of Sports Medicine
- Emergency Care and Personal Safety

Clinical Field Experience: The student will accumulate a minimum of 30 observation hours. These hours may include observation in the Castleton athletic training room, practice and game observation. In addition, the student will complete the Introduction to Athletic Training Check sheet.

Summary of Clinical Skills: Taping, bracing, splinting; emergency care procedures.

Athletic Training Student- Practicum
The student has completed or is in the process of completing the following coursework:
- Evaluation and Management of Injuries to the Lower Extremity
- Contemporary Health Issues
- Practicum in Athletic Training

Clinical Field Experience: This is the first semester of clinical field experience and the professional phase of the AT Program. The student will be completing a first-year clinical rotation in which he/she visits all the sites on campus. He/she will also attend the annual Preseason Athletic Training Camp, which serves as an orientation to the AT Program.

Summary of Clinical Skills: Lower extremity evaluation skills, protective padding and equipment, environmental injuries/illnesses, and health issues.

Athletic Training Student- Level 1
The student has completed or is in the process of completing the following coursework:
- Evaluation and Management of Injuries to the Upper Extremity
- Psychosocial Aspects of Physical Activity
- Kinesiology
- Therapeutic Interventions I
- Athletic Training Clinical I

Clinical Field Experience: This is the second semester of clinical field experience. The student will be working under the direct supervision of a Castleton University preceptor.

Summary of Clinical Skills: Upper extremity evaluation skills, use of directional terms and cardinal planes of movement, theory and application of therapeutic exercise and modalities, and psychosocial issues. The student must pass all proficiency assessments and the clinical field experience assignment required in Clinical I.
Athletic Training Student- Level 2
The student has completed or is in the process of completing the following coursework:
Strength Training Principles
Therapeutic Interventions II
Administration of Sports Medicine Programs
Athletic Training Clinical II

Clinical Field Experience: This is the third semester of clinical field experience. The student will be working under the direct supervision of a Castleton University preceptor. The student will work as an assistant or head student athletic trainer with at least one Castleton University athletic team. He/she will also attend the annual Preseason Athletic Training Camp. Emergency policies/procedures and CPR/AED skills are rehearsed at this camp.

Summary of Clinical Skills: Theory and application of therapeutic exercise and modalities; planning/ coordinating the administrative components of athletic training, strength training, understanding of pharmacologic applications relevant to the treatment of athletes and the physically active; recognition, treatment and referral of general medical conditions of athletes and others involved with physical activity. Student must pass all proficiency assessments and the clinical field experience assignment required in Clinical II. He/she must also pass the Level II Program Competency Examination.

Athletic Training Student- Level 3
The student has completed or is in the process of completing the following coursework:
Evaluation and Management of Injuries to the Head, Neck, and Trunk
Pharmacology and General Medical Conditions
Exercise Physiology
Applied Nutrition and Weight Control
Athletic Training Clinical III

Clinical Field Experience: This is the fourth semester of clinical field experience. The student will be working under the direct supervision of a Castleton University preceptor. The student will work as an assistant or head student athletic trainer with at least one Castleton University athletic team.

Summary of Clinical Skills: Evaluation of injuries to the head, neck, and trunk; knowledge of the physiological adaptations in the human body to exercise; general nutrition programming for athletes and the physically active. The student must pass all proficiency assessments and the clinical field experience assignment required in Clinical III.

Athletic Training Student- Level 4
The student has completed or is in the process of completing the following coursework:
Senior Seminar in Athletic Training
Health Evaluation & Intervention
Athletic Training Clinical IV

Clinical Field Experience: This is the fifth semester of field experience. A Level IV student should complete a clinical athletic training field experience with a preceptor at a Castleton
affiliate site as well as complete a General Medical Rotation. The student will complete the Level IV Program Competency Examination. He/she will also attend the annual Preseason Athletic Training Camp. Emergency policies/procedures and CPR/AED skills are rehearsed at this camp.

Summary of Clinical Skills: Design and implementation of exercise testing and fitness prescriptions; professional development and responsibility. The student must pass all proficiency assessments and the clinical field experience assignment required in Clinical IV. He/she must also pass the Level IV Program Competency Examination.

Athletic Training Student- Level 5
The student has completed or is in the process of completing the following coursework:
Senior Thesis
Athletic Training Clinical V

Clinical Field Experience: This is the sixth semester of field experience. As a program graduation requirement, the student must have accumulated a minimum of 800 total clinical experience hours at Castleton University or an approved affiliate site. A level V student should complete a clinical athletic training field experience with a preceptor at a Castleton affiliate site as well as complete a General Medical Rotation. The student should complete the BOC online self-assessment examination in Clinical 5.

Summary of Clinical Skills: Preparation and interpretation of scientific research. The student must pass all proficiency assessments and the clinical field experience assignment required in Clinical V.
Castleton AT Program Policies

Athletic Training Program Clinical Supervision Policy
The following policy outlines the methods by which the athletic training curriculum at Castleton University insures that students in the AT Program are properly supervised during the clinical field experience component of the program.

1. Athletic training students (ATS) must have consistent and daily visual and auditory contact with the designated preceptors. The preceptor must provide ongoing communication regarding student clinical skill development as well as other day-to-day issues related to health care of athletes.
2. The preceptor must be physically present in order to have the ability to intervene on behalf of the athlete/patient when necessary.
3. ATS may only travel under the direct supervision of a preceptor.
4. The ATS/preceptor ratio shall not exceed 6:1 in any field experience assignment.

AT Program Clinical Hours Policy
1. Students must complete six semesters of clinical education experiences.
2. Students must accumulate a minimum of 800 clinical experience hours within the professional phase of the AT Program.
3. It is expected that students work with their preceptors in the care and treatment of the athletes that they are assigned to. That expectation may include clinical experiences that occur prior to 8:00 am, after 5:00 pm, on the weekends and during school breaks. It is not the expectation, nor the requirement that the student be present with the team at all practices and games, however, the student must be present in order to gain the clinical proficiencies that come from experience in that professional setting. Some clinical experiences are inherently more time consuming than others, and some weeks will be more time consuming than others. Generally, the student should not accumulate more than 20-25 hour of clinical experience per week. The student also has the opportunity to ask for time off when he/she has an exam, group project, large assignment due, or family obligations. It is expected though, that at those times, the student asks for the time off from his/her preceptor two to three days in advance.
4. Students must have a minimum of one day off in every seven-day period.
5. Appropriate clinical hours would include:
   5.1. Working with a Castleton athletic team.
   5.2. Working in the Castleton athletic training room.
   5.3. Working off campus at a Castleton athletic training program affiliate site.
   5.4. Working with a preceptor in completing proficiency check sheets.
   5.5. Working a summer internship when working under the direct supervision of a preceptor who is willing to verify the hours, however, these hours must be pre-approved by the Castleton Athletic Training Program Director.
AT Program Travel Policy
1. ATS may only travel under the direct supervision of a preceptor.
2. The ATP will not provide funding for meals to ATS; therefore, travel is not required. The exception is football; where-as 2 students will travel to every away game. ATS may only travel if room allows.

AT Program Break Policy
The ATP recognizes the valuable educational experience students gain when staying on campus over school breaks to continue working with assigned clinicals. Therefore, the ATP will provide funding for meals to all students who are assigned a clinical during the August pre-season. As such, students are required to participate in their clinical assignments during the August pre-season following the AT camp. Students who are fall athletes will be provided funding to come back during the winter break once the dining hall re-opens. Students are not required to attend clinicals during breaks in which they are not receiving meal funding.

AT Student as an Athlete Policy
Being a Castleton University athlete is a privilege and presents a unique challenge to student athletes enrolled in the Athletic Training Program (ATP). Athletic training clinical assignments are part of a graded Clinical Course, and therefore, must be treated like any other academic course taken. Athletic training students (ATS) are required to be active in their assigned clinical rotation for its entire in-season length (official season start date until the last game).

For ATS who are also Castleton athletes with seasons that overlap their clinical rotation, clear communication with their Preceptor is essential. Being actively involved in a clinical assignment does not necessarily mean attending every practice and game. The Preceptor has the authority to determine excusable absences and how to best utilize time for maximum learning in the clinical setting.

Off season practices, games, and strength and conditioning sessions should not be an excusable absence from an athletic training clinical rotation assignment.
ATP Policy on Professional Behavior

Introduction
The Athletic Training Student is expected to meet all standards designed by the University, the Athletic Training Program (AT Program), the NATA Code of Ethics (attachment 1), BOC Standards of Professional Practice and Code of Professional Responsibility (attachment 2), and the NCAA. The primary goal of these guidelines is the assurance of high quality healthcare to the student athletes and the professional development and education for the Athletic Training Students. The following six essential behaviors are required for successful completion of the Athletic Training degree based on the aforementioned guidelines: integrity, respect, responsibility, competence, maturity, and communication.

Being an Athletic Training Student allows you certain benefits, but also holds certain obligations and responsibilities. As an Athletic Training Student you are expected to act with good judgment, discretion, and integrity in and out of the Athletic Training Room. As an Athletic Training Student, you not only represent yourself as an individual, but you represent Castleton University and specifically the Athletic Training Program; your behavior reflects on both you and all of us.

The AT Program’s goal is to foster students’ progress in their professional development as they enter and proceed through the professional phase of the curriculum and move on to clinical practice. Students are expected to be successful in all parts of their education, including academic, behavioral, and clinical. Just as there are standards and protocols established for students who require remediation for academic issues, we have established a similar process for professional behavior, as represented in this document.

This document includes the following sections:
1. Description of Professional Behavior
2. Athletic Training Student Code of Conduct
3. Plan for Remediation of a Professional Behavior Issue or Violation/Inappropriate Action of Code of Conduct

(Acknowledgement: The Description of Professional Behavior and the Plan for Remediation have been adopted with permission from the Duquesne University Department of Athletic Training, 2014.)

Attachments:
1. NATA Code of Ethics
2. BOC Standards of Professional Practice and Code of Responsibility
3. ATR Dress Code

Description of Professional Behaviors
1. Integrity: Represents one’s own and others’ abilities honestly; is truthful and sincere; accepts responsibility for one’s actions; able to reflect on one’s personal reactions to encounters with others.

2. Respect: Adheres to confidentiality and professional boundaries; works toward conflict resolution in a collegial way, demonstrates consideration for the opinions and values of others; shows regard for diversity.
3. **Responsibility:** Present and punctual for all learning experiences; able to cope with challenges, conflicts, and uncertainty; recognize one’s limits and seeks help; recognizes the needs of others and responds appropriately; demonstrates willingness to discuss and confront problematic behavior of self and others.

4. **Competence:** Takes responsibility for one’s own learning; participates equally and collegially in groups; demonstrates self-reflection and accurate self-assessment; able to identify personal barriers to learning; works with faculty to manage learning difficulties.

5. **Maturity:** Demonstrates emotional stability; appropriately confident yet humble; demonstrates appropriate professional dress, demeanor and language; accepts constructive criticism and applies it in a useful way; inspires confidence in others; displays appropriate emotions; is not hostile, disruptive confrontational, aggressive or isolated; does not engage in behavior that endangers or threatens self or others.

6. **Communication:** Able to communicate effectively with others; demonstrates courteous and respectful communication, even in difficult situations; uses active listening; communicates with empathy and compassion.

**Athletic Training Student Code of Conduct**

1. Confidentiality of the student athlete’s medical records and status is mandatory. The Athletic Training Student is NOT to discuss patient information with anyone (including other patients, administrators, press/media, fans, scouts, friends, family, student-athlete/athletic training students on that team, etc.) other than the healthcare providers that are directly involved with the patient’s care. HIPAA standards must be maintained. If questioned by an outside individual follow these steps
   a. Remain polite, and then inform the person that you are legally prohibited from sharing information regarding the athlete’s health and status.
   b. If the individual does not respect this answer direct him/her to the preceptor.

2. Sexual Harassment and/or discrimination of any type (patient’s gender, sexual preference, race, creed, sport, or status, etc.) will not be tolerated. This not only includes athletes, but other Athletic Training Students, Supervising Athletic Trainers, and Personnel of any kind (Coaches, Faculty, etc.).

3. Attendance is reflected in your Clinical Course grade. Absenteeism and tardiness will not be tolerated. At the beginning of the semester the student and Preceptor will discuss any scheduling conflict(s) that may arise (i.e. Class schedule vs. practice and game schedule). If you may not be able to attend a scheduled event you must notify your Preceptor a minimal 48 hours in advance and gain approval from the Preceptor for your absence.

4. An Athletic Training Student is considered part of the Athletic Training Staff, not a team member. You should conduct yourself accordingly. When attending games
and/or practices, you should be watching play, not involved in any inappropriate behaviors (these vary from Preceptor to Preceptor) in which you are not paying attention to the practice/game. You should be the first to see an injury happen.

5. An Athletic Training Student’s clinical responsibilities vary with clinical setting and clinical level. The Athletic Training Student shall sit down with the Preceptor and discuss clinical expectations and responsibilities prior to or at the start of each new clinical rotation. If the Athletic Training Student is unsure of a limitation he/she should ask the Preceptor if it is appropriate before performing the task, as this may be above the student’s skill level.

6. The reputation of the Athletic Training Student is based on respect, responsibility, and maturity. Therefore, Athletic Training Students should be professional in their work habits and their relationships with all individuals involved in the intercollegiate athletic programs.

   a. Athletic Training Student and Certified Athletic Trainer(s): The Certified Athletic Trainer (preceptor) is the ultimate authority in the Athletic Training Room. This individual reinforces, modifies, corrects, and supervises the skills learned in the classroom. The Certified Athletic Trainer (preceptor) is your immediate supervisor, and you are responsible to this person at all times. It is perfectly acceptable to feel free to discuss and ask questions (Ask, do not challenge in front athletes/patients) of your preceptor at any time.

   b. Athletic Training Student and Team Physician: The medical director/team physicians are the ultimate medical authority of the university. They are highly qualified and should be treated with the utmost respect. Do not second-guess their decisions as this is extremely unprofessional, but you may engage in the physician in conversation to gain a full understanding of the decision. Always follow the physician’s directions explicitly.

   c. Athletic Training Student and Head Coach: The Certified Athletic Trainer (preceptor) is ultimately responsible for reporting injuries and/or status of athletes to the respective coach; however this may be a responsibility of yours during your clinical rotation. If a coach asks you about the athlete answer to the best of your knowledge, but do not speculate. If a question still remains, refer the coach to the Certified Athletic Trainer. A professional relationship with the coaching staff is very important to an athletic trainer. Students should pay particular attention to the interaction between the clinical site’s medical staff and coaching staff. At no time should a student criticize or question a coach on issues related to the coaching of the team. If there is a problem dealing with a coach or athlete, consult with your clinical supervisor immediately.

   d. Athletic Training Student and Athletic Training Student: Students must treat their peers with professional respect. Students at various levels in the program may be at the same rotation at the same time. While upperclassmen will assist in the development of underclassmen, it is
important that upperclassmen do not abuse their position by bossing around younger students. It is usually best to lead by example. **Open criticism of fellow students, regardless of class standing, will not be tolerated.** Athletic Training students must keep their personal life out of the clinical environment. Who you saw at a party with whom, what you did last weekend, and other such information has no place in our clinical settings. Keep discussions professional and wait until you are some place else to discuss your social life.

7. Traveling with the athletic teams is a privilege and valuable experience. ATS are allowed to travel only when a Preceptor is traveling, and when funding is available for travel through the Athletic Department. When traveling with a team you are responsible for the health and well-being of that team at all times (i.e. from the moment that you depart from the campus until the time that you return). At no time should you engage in any activity that would render you less than 100% effective in making decisions and caring for your team. **Any use of alcohol or other substances while traveling with a team, despite age, is not permitted and will not be tolerated.** Each case will be handled accordingly. Also, any actions committed on or away from campus that are illegal or punishable by any law or infractions against the college in any capacity at all should be immediately reported to the Director of the ATEP and supervising Preceptor. Each case reported in this capacity will be handled accordingly and may lead to probation, suspension, or termination of enrollment in the AT Program.

8. The Athletic Training Student must always adhere to dress code and personal appearance policy (attached below). An Athletic Training Student may be asked to leave at any time if in violation of this policy by any Staff Athletic Trainer. Athletic Training Student’s should also only wear Castleton Athletic Training apparel in appropriate settings. When volunteering for activities at another school or in social settings (i.e. parties, bars, etc.) the wearing of CU Athletic Training apparel is forbidden.

9. You should not engage in “gossip”. Information heard in the Athletic Training Room should stay in the Athletic Training Room and not relayed to others (unless this information is dangerous or beneficial for the health and well-being of members of the CU community). Athletes count on your discretion. It is important to exercise professionalism while performing athletic training related responsibilities. Keep your personal relationships out of the Athletic Training Room.

10. Athletic Training Students are not allowed to date an athlete on a team that they are covering. This is a conflict of interest that may compromise your ability to carry out your duties as an athletic training student. Situations will be dealt with individually and may result in your removal from the clinical assignment and/or AT Program.

Plan for Remediation of a Professional Behavior Issue or Violation/Inappropriate Action of Code of Conduct
If an academic or clinical faculty member identifies and documents a serious problem with a student’s professional behavior or a violation/inappropriate action of the Code of Conduct, the following protocol will be followed:

1. The faculty member or Preceptor will meet with the student to identify the behavior and counsel the student to demonstrate behavior consistent with the professional standard.

2. If the faculty or Preceptor determines that the student has a recurrence of an unprofessional behavior prior to the completion of their professional program, both the student and faculty member or Preceptor will meet with the Professional Behavior Committee which will consist of the Athletic Training Program Director, Clinical Coordinator, and athletic training staff members. It is the responsibility of the Committee to create a remediation plan and contract with the student.

3. The remediation plan and contract will include the following items:
   a. A description of the specific behaviors that the student is expected to demonstrate.
   b. The specific tasks that the student is expected to accomplish.
   c. Time frames related to accomplishing the tasks and behaviors.
   d. Repercussions for unsuccessful remediation or inability to meet terms of the contract.
   e. Who will monitor the terms of the contract.
   f. How the terms of the contract will be monitored.

4. The Committee will meet again, at a time stated in the contract, to determine if the student has successfully completed the remediation plan and has met the terms of the contract.

5. The following are the repercussions resulting from unprofessional behavior.
   a. Immediate Dismissal: Felony conviction or pleading no contest for behaviors that would prohibit the granting of BOC certification and/or Athletic Training state license/certification. Other behaviors may be determined to be non-remedial and require immediate dismissal.
   b. Probation: Behaviors that the Committee has determined are remedial. The terms of probation and remediation will be outlined in the contract.
   c. Dismissal: Behaviors that the Committee has determined are remediable, however, the student has been unable or unwilling to remediate, as defined in the remediation plan and contract.

6. All documented cases of unprofessional behavior and Remediation Plan Contracts will be kept in the student Athletic Training Portfolio located in the Program Director’s office.

Attachments
NATA CODE OF ETHICS
BOC Standards of Professional Practice
Dress Code and Personal Appearance Policy
Dress Code and Personal Appearance Policy
1. Professional looking Polo style shirts and Khaki style pants or appropriate dress clothes are the only acceptable attire while working.

2. All Polo’s should be Castleton University or other appropriate logo and completely cover the midriff and be able to be tucked in.

3. Athletic Training Program logo t-shirts or long sleeve shirts are acceptable to wear during rehab hours.

4. Khaki shorts are acceptable but must be of mid thigh length and worn around the waist.

5. Footwear must be functional, closed toed, closed heeled, in good condition.

6. Hats must have a Castleton University logo or other appropriate logo and may be worn outside only. Stocking caps may be worn in the Ice rink as well.

7. Hooded sweatshirts will not be permitted in any circumstance.

8. Piercings are permitted in ears only. Body piercings or tattoos should be covered.

9. Facial Hair must be trimmed and neat looking while on duty.

10. Watches must be worn while on duty. Cell phones are not acceptable time pieces but may be used for athletic training related issues only.

11. Professional behavior and strong work ethic may be rewarded with occasional dress down Fridays. Preceptors have the final decision.
Pertinent CAATE Standards

The following is taken from the: 2012 CAATE Standards

*The full document can be found on [www.caate.net](http://www.caate.net)*

**Sponsorship**

3. All sites where students are involved in patient care or observation-only experience (excluding the Program’s sponsoring institution) must have an affiliation agreement or memorandum(s) of understanding that is endorsed by the appropriate administrative authority (i.e. those bearing signature authority) at both the sponsoring institution and site. In the case where the administrative oversight of the preceptor differs from the affiliate site, formal agreements must be obtained from all parties.

**Personnel**

22. Clinical Education Coordinator: A faculty member (the Program Director or other duly appointed faculty) must be identified as the Clinical Education Coordinator.

23. Clinical Education Coordinator: The Clinical Education Coordinator must be allowed release/reassigned workload to meet the institutional responsibilities for Clinical Education.

24. Responsibilities of the Clinical Education Coordinator: The Clinical Education Coordinator must assure the following:
   a. Student clinical progression;
   b. Clinical site evaluation;
   c. Student evaluation;
   d. Preceptor training;
   e. Preceptor evaluation.

37. Preceptor Responsibilities: A preceptor must function to:
   a. Supervise students during clinical education;
   b. Provide instruction and assessment of the current knowledge, skills, and clinical abilities designated by the Commission;
   c. Provide instruction and opportunities for the student to develop clinical integration proficiencies, communication skills and clinical decision-making during actual patient/client care;
   d. Provide assessment of athletic training students’ clinical integration proficiencies, communication skills and clinical decision-making during actual patient/client care;
   e. Facilitate the clinical integration of skills, knowledge, and evidence regarding the practice of athletic training.

38. Preceptor Responsibilities: A preceptor must demonstrate understanding of and compliance with the program’s policies and procedures.

39. Preceptor Qualification: A preceptor must be credentialed by the state in a health care profession (see glossary).

40. Preceptor Qualification: A preceptor must not be currently enrolled in the professional athletic training program at the institution;
41. Preceptor Qualification: A preceptor must receive planned and ongoing education from the program designed to promote a constructive learning environment.

Program Delivery
44. Students must interact with other medical and health care personnel (see glossary).

47. Clinical education must provide students with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical abilities, including decision-making and professional behaviors required of the profession in order to develop proficiency as an Athletic Trainer.

48. The variety of patient populations, care providers, and health care settings used for clinical education must be consistent with the program’s mission statement.

49. Clinical education assignments cannot discriminate based on sex, ethnicity, religious affiliation, or sexual orientation.

50. Students must gain clinical education experiences that address the continuum of care that would prepare a student to function in a variety of settings with patients engaged in a range of activities with conditions described in athletic training knowledge, skills and clinical abilities, *Role Delineation Study/Practice Analysis* and standards of practice delineated for an athletic trainer in the profession. Examples of clinical experiences must include, but should not be limited to: Individual and team sports; Sports requiring protective equipment (e.g., helmet and shoulder pads); Patients of different sexes; Non-sport patient populations (e.g., outpatient clinic, emergency room, primary care office, industrial, performing arts, military); A variety of conditions other than orthopedics (e.g., primary care, internal medicine, dermatology).

51. All clinical education sites must be evaluated by the program on an annual and planned basis and the evaluations must serve as part of the program’s comprehensive assessment plan.

52. An athletic trainer, certified, and in good standing with the BOC, and who currently possesses the appropriate state athletic training practice credential must supervise the majority of the student’s clinical education. The remaining clinical education may be supervised by any appropriately state credentialed health care professional (see glossary).

53. Athletic training students must be officially enrolled in the program prior to performing skills on patients.

54. Athletic training students must be instructed on athletic training clinical skills prior to performing those skills on patients.

55. All clinical education must be contained in individual courses that are completed over a minimum of two academic years. Clinical education may begin prior to or extend beyond the institution’s academic calendar.

56. Course credit must be consistent with institutional policy or institutional practice.
57. All clinical education experiences must be educational in nature. The program must have a written policy that delineates a minimum and maximum requirement for clinical hours. Students must have a minimum of one day off in every seven-day period.

58. All clinical education experiences must be educational in nature. Students will not receive any monetary remuneration during this education experience, excluding scholarships.

60. All clinical education experiences must be educational in nature. Students will not replace professional athletic training staff or medical personnel.

61. The program must include provision for supervised clinical education with a preceptor (see Personnel Standards). There must be regular communication between the program and the preceptor.

62. The program must include provision for supervised clinical education with a preceptor (see Personnel Standards). The number of students assigned to a preceptor in each clinical setting must be of a ratio that is sufficient to ensure effective clinical learning and safe patient care.

63. The program must include provision for supervised clinical education with a preceptor (see Personnel Standards). Students must be directly supervised by a preceptor during the delivery of athletic training services. The preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.

Health and Safety
71. The program must establish and ensure compliance with a written safety policy(ies) for all clinical sites regarding therapeutic equipment. The policy(ies) must include, at minimum, the manufacturer’s recommendation or federal, state, or local ordinance regarding specific equipment calibrations and maintenance. Sites accredited by the Joint Commission, AAAHC or other recognized external accrediting agencies are exempt.

72. The program must provide proof that therapeutic equipment at all sites is inspected, calibrated, and maintained according to the manufacturer’s recommendation, or by federal, state, or local ordinance.

75. Blood-borne pathogen training and procedures: Blood-borne pathogen policies must be posted or readily available in all locations where the possibility of exposure exists and must be immediately accessible to all current students and program personnel including preceptors.

76. Blood-borne pathogen training and procedures: Students must have access to and use of appropriate blood-borne pathogen barriers and control measures at all sites.

77. Blood-borne pathogen training and procedures: Students must have access to, and use of, proper sanitation precautions (e.g. hand washing stations) at all sites.

78. All sites must have a venue-specific written Emergency Action Plan (EAP) that is based on well-established national standards or institutional offices charged with institution-wide
safety (e.g. position statements, occupational/environmental safety office, police, fire and rescue).

79. The program must have a process for site-specific training and review of the EAP with the student before they begin patient care at that site.

80. Students must have immediate access to the EAP in an emergency situation.
Please use the following scale when evaluating ATSS:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Not Observed</td>
</tr>
<tr>
<td>1</td>
<td>Deficient, needs remedial aid</td>
</tr>
<tr>
<td>2</td>
<td>Below average, needs close supervision</td>
</tr>
<tr>
<td>3</td>
<td>Average, performs skill, needs some supervision</td>
</tr>
<tr>
<td>4</td>
<td>Above Average, performs skill well most of the time</td>
</tr>
<tr>
<td>5</td>
<td>Excellent, performs skill extremely well all the time</td>
</tr>
</tbody>
</table>

Students should be evaluated in accordance to their clinical level.

N/A – Not Observed
Student did not have opportunity to display this skill thus was not evaluated.

1 – Deficient, needs remedial aid
Student performs skill very poorly. Student needs to re-learn skill. Student’s behavior tends to lead to issues clinically (professionalism, tardiness, etc.).

2 – Below Average, needs close supervision
Student can perform the skill with preceptor prompting and guiding. Lacks confidence and initiative in the skill. Student needs to be reminded consistently of appropriate behavior.

3 – Average, performs skill, needs some supervision
Student can perform skill, may need some guidance. Lacks some confidence and initiative. Student needs to be reminded occasionally of appropriate behavior.

4 – Above Average, performs skill well most of the time
Student performs skill well most of the time, may occasionally need guidance. Student displays confidence in skill and takes initiative accordingly. Student behaves appropriately most of the time.

5 – Excellent, performs skill extremely well all the time
Student performs skill extremely well all the time, displays confidence and takes initiative. Needs very little guidance. Student behaves appropriately all of the time.
The purpose of this meeting is to give the Preceptor and ATS a clinical focus towards which to work throughout the course of the clinical experience. This worksheet serves as a guideline of topics to discuss before the start of the clinical experience. This worksheet should be filled out together and signed.

<table>
<thead>
<tr>
<th>Time Expectations</th>
<th>Preceptor Initials</th>
<th>ATS Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game Schedule</td>
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<tr>
<td>Specific Comments:</td>
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<td>Away Game Travel</td>
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<td>Specific Comments:</td>
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<td>Practice Schedule</td>
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<tr>
<td>Rehabilitation Times</td>
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<td>Specific Comments:</td>
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<tr>
<td>Class Schedule/Conflicts</td>
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<td>Specific Comments:</td>
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**ATS Development**

Current Program Level

This is the third semester of clinical field experience. Summary of Clinical Skills:

Upper extremity evaluation skills, strength training, therapeutic interventions, and psycho-social issues.

ATS Strengths: Please List

ATS Weaknesses: Please List

ATS Evaluation

Review the criteria used on the mid semester and final evaluation.

**GENERAL ATTRIBUTES**

1. Cooperates with peers, supervisors, coaches and athletes
2. Attends all required activities as defined by supervisor
3. Dependable, reliable, and punctual
4. Takes initiative according to skill level
5. Expresses knowledge of and adheres to ATR Policies and Procedures
6. Recognizes professional limitations and practices within those limits
7. Exhibits quality communication skills both written and verbal
8. Applies academic knowledge to clinical experience
9. Demonstrates proper use of time while on duty

**FOUNDATIONAL BEHAVIORS**

1. Demonstrates a desire to improve in the clinical setting
2) Effectively uses resources to facilitate learning
3) Properly documents injuries and understands the importance of doing so
4) Understands athletes' patients' individual needs and differences
5) Exhibits professionalism in appearance, actions, and language while on duty
6) Understands the need for and adheres to confidentiality
7) Adheres to the NATA Code of Ethics

**CLINICAL SKILLS**

1) Performs quality taping and wrapping procedures
2) Possesses basic knowledge of heat and cold modalities and properly applies both
3) Demonstrates proper first aid and emergency care procedures
4) Possesses basic understanding of anatomy
5) Demonstrates competency in eval and management of lower extremity injuries
6) Demonstrates competency in eval and management of upper extremity injuries
7) Demonstrates competency in developing and implementing rehab programs
8) Possesses an understanding of proper return to play guidelines

**ATS Goals:** Each goal set will be something you will take on and master by the end of the clinical experience. Keep goals: challenging but attainable, specific, pertinent to current coursework, measurable, and personally meaningful.

1) 
2) 
3) 

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<tr>
<th>Clinical Experience Expectations</th>
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<td>Special Concerns</td>
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<td>Specific Comments:</td>
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**Please Read the Following CAATE and Castleton AT Program Policies**

Students must have a minimum or one day off in every seven-day period. Generally, students shouldn’t accumulate more than 20 hours per week of clinical experience.

Preceptors must directly supervise all clinical experience hours. Preceptors must be physically present and able to intervene on behalf of the athlete/patient.

ATS’s are required to be active in their assigned clinical rotation for its entire in-season length (official season start date through last game). For students who are also athletes, clear communication with their Preceptor is essential.

__________________________________________  __________________________
ATC Signature: ____________________________  Date: __________

__________________________________________  __________________________
ATS Signature: ____________________________  Date: __________

This form is kept in the student's clinical portfolio. It may be reviewed by the student or staff/faculty ATC's at any time.
CASTLETON UNIVERSITY
ATHLETIC TRAINING PROGRAM
ATHLETIC TRAINING STUDENT EVALUATION
CLINICAL II
MID SEMESTER

ATS Name: _________________________________
Experience: __________________________Semester/Yr: __________________________

The purpose of this evaluation is for the Preceptor to evaluate the athletic training student’s interpersonal skills, clinical progress, and level of professionalism. This evaluation should be completed at mid-season of each clinical experience. This evaluation is included as part of the student’s grade for this Clinical Course. Please be thorough and accurate in your evaluation. Comments are highly encouraged.

Please use the following scale when evaluating ATSSs:

<table>
<thead>
<tr>
<th>N/A- Not Observed</th>
<th>1- Deficient, needs improvement before advancing</th>
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<tr>
<td>2- Below average, unsatisfactory</td>
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Specific Comments: __________________________________________________________

Total: /9 Avg = __________________________

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Specific Comments: __________________________________________________________

Total: /7 Avg = __________________________
## CLINICAL SKILLS

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Specific Comments:
Total: /8
Avg =

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## Mid-Clinical Experience Re-Evaluation of Goals

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</tbody>
</table>

Specific Comments: (To be filled out by preceptor)

---

Use the space below to reflect and comment on your progress towards meeting your goals. (To be filled out by ATS)

---

Use the space below to develop new goals for the remainder of the semester. (Should be a collaborative effort between Preceptor and ATS)

1)  

2)  

3)  

---

Do you recommend this ATS for Clinical Advancement?  
Yes  No  

Please explain your answer:

---

**PASS or NO PASS (P/NP)** based on calculated avg score of ≥ 3 in all three sections  
P  NP  

ATC Signature: __________________________ Date: ____________

ATS Signature: __________________________ Date: ____________

This form is kept in the student's clinical portfolio. It may be reviewed by the student or staff/faculty ATC's at any time.
CASTLETON UNIVERSITY
ATHLETIC TRAINING PROGRAM
ATHLETIC TRAINING STUDENT EVALUATION
CLINICAL II

SELF

ATS Name: __________________________
Experience: ___________________ Semester/Yr: __________

The purpose of this evaluation is for the ATS to evaluate his/her interpersonal skills, clinical progress, and level of professionalism. This evaluation should be completed both at the completion of each clinical experience. This evaluation is included as part of the student’s grade for this Clinical Course. Please be thorough and accurate in your evaluation. Comments are highly encouraged.

Please use the following scale when evaluating ATSs:

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### GENERAL ATTRIBUTES

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<tr>
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**Specific Comments:**

| Total: | /8 | Avg = |

## Goal Evaluation

<table>
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<tr>
<th></th>
<th>N/A</th>
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<th>2</th>
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<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Works towards reaching goals.</td>
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</tbody>
</table>

*Use the space below to reflect and comment on your progress towards meeting your goals.*

|   |   |   |   |   |   |   |

*Use the space below to reflect on how you have developed as an athletic training student during this clinical.*

|   |   |   |   |   |   |   |

## Do you recommend this ATS for Clinical Advancement?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

*Please explain your answer.*

|   |   |   |   |   |   |   |

## PASS or NO PASS (P/NP) based on calculated avg score of ≥ 3 in all three sections

| P | NP |

**ATC Signature:** ____________________________  **Date:** ______________

**ATS Signature:** ____________________________  **Date:** ______________

This form is kept in the student's clinical portfolio. It may be reviewed by the student or staff/faculty ATC's at any time.
The purpose of this evaluation is for the Preceptor to evaluate the athletic training student's interpersonal skills, clinical progress, and level of professionalism. This evaluation should be completed at the completion of each clinical experience. This evaluation is included as part of the student's grade for this Clinical Course. Please be thorough and accurate in your evaluation. Comments are highly encouraged.

<table>
<thead>
<tr>
<th>GENERAL ATTRIBUTES</th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1) Cooperates with peers, supervisors, coaches and athletes</td>
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<td>2) Attends all required activities as defined by supervisor</td>
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<tr>
<td>3) Dependable, reliable, and punctual</td>
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<td>4) Takes initiative according to skill level</td>
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<tr>
<td>5) Expresses knowledge of and adheres to ATR Policies and Procedures</td>
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<td>6) Recognizes professional limitations and practices within those limits</td>
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<tr>
<td>7) Exhibits quality communication skills both written and verbal</td>
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<tr>
<td>8) Applies academic knowledge to clinical experience</td>
<td></td>
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<tr>
<td>9) Demonstrates proper use of time while on duty</td>
<td></td>
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<td>Specific Comments:</td>
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<tr>
<td>Foundational Behaviors</td>
<td>N/A</td>
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<td>5</td>
</tr>
<tr>
<td>1) Demonstrates a desire to improve in the clinical setting</td>
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<tr>
<td>2) Effectively uses resources to facilitate learning</td>
<td></td>
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<tr>
<td>3) Properly documents injuries and understands the importance of doing so</td>
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<tr>
<td>4) Understands athletes'patients' individual needs and differences</td>
<td></td>
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<tr>
<td>5) Exhibits professionalism in appearance, actions, and language while on duty</td>
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<tr>
<td>6) Understands the need for and adheres to confidentiality</td>
<td></td>
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<tr>
<td>7) Adheres to the NATA Code of Ethics</td>
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<tr>
<td>Specific Comments:</td>
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</tbody>
</table>
CLINICAL SKILLS

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Performs quality taping and wrapping procedures</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Possesses basic knowledge of heat and cold modalities and properly applies both</td>
<td></td>
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<tr>
<td>3</td>
<td>Demonstrates proper first aid and emergency care procedures</td>
<td></td>
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<tr>
<td>4</td>
<td>Possesses basic understanding of anatomy</td>
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<tr>
<td>5</td>
<td>Demonstrates competency in eval and management of lower extremity injuries</td>
<td></td>
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<tr>
<td>6</td>
<td>Demonstrates competency in eval and management of upper extremity injuries</td>
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<tr>
<td>7</td>
<td>Demonstrates competency in developing and implementing rehab programs</td>
<td></td>
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<tr>
<td>8</td>
<td>Possesses an understanding of proper return to play guidelines</td>
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</tbody>
</table>

Specific Comments: ____________________________

Total: ____________________________
Avg = ____________________________

Evaluation of Goals

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Works towards reaching goals.</td>
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</tbody>
</table>

Specific Comments: ____________________________

Do you recommend this ATS for Clinical Advancement? ____________

Yes ____________ No ____________

Please explain your answer: ____________________________

PASS or NO PASS (P/NP) based on calculated avg score of ≥ 3 in all three sections

P ____________ NP ____________

ATC Signature: ____________________________ Date: ____________________________

ATS Signature: ____________________________ Date: ____________________________

This form is kept in the student's clinical portfolio. It may be reviewed by the student or staff/faculty ATC's at any time.
CASTLETON UNIVERSITY
ATHLETIC TRAINING PROGRAM
PRECEPTOR EVALUATION - CLINICAL ROTATION

Preceptor's Name:________________________
Experience:_________________ Semester/Yr:___________

The purpose of this evaluation is to examine the effectiveness of the Clinical Supervisors in the Athletic Training Program (ATP). Your honest and thorough feedback is greatly appreciated and will help to structure the future of the ATP. Your identity will remain concealed by having an outside party collect this form and compile the information into a computer spreadsheet. The Preceptor will not see this information until the end of the academic year (after spring grades are submitted). At that time, a typed copy of your comments and an average rating will be sent inter-campus mail to each person who was evaluated.

Please use the following scale when evaluating Preceptors:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A- Not Applicable</td>
<td>1- Very Poor</td>
</tr>
<tr>
<td>2- Poor</td>
<td>3- Average</td>
</tr>
<tr>
<td>4- Good</td>
<td>5- Excellent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approachable and Accessible</td>
<td></td>
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<tr>
<td>Demonstrates sufficient athletic training expertise w/ athlete's injuries</td>
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<tr>
<td>Provides direct suggestions for evaluation and/or treatment when necessary</td>
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<tr>
<td>Provides guidance in evaluation and assessment procedures</td>
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<tr>
<td>Demonstrates athletic training skills, techniques and procedures when necessary</td>
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<tr>
<td>Provides guidance for maintaining records and report writing</td>
<td></td>
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</table>

Specific Comments:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

<table>
<thead>
<tr>
<th>Supervisory Responsibilities</th>
<th>N/A</th>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Remains up to date regarding students' ongoing practicum/clinical experience</td>
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<tr>
<td>Provides adequate amount of direct supervision</td>
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<tr>
<td>Conveys opinions regarding students specific athletic training strengths</td>
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<tr>
<td>Conveys opinions regarding students specific athletic training weaknesses</td>
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<tr>
<td>Suggests ways for students to improve areas of weakness</td>
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<tr>
<td>Appropriately confronts students for not fulfilling assigned tasks</td>
<td></td>
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<tr>
<td>Provides sufficient opportunities for didactic exchange with ATS</td>
<td></td>
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<tr>
<td>Fairly evaluates ATS's performance</td>
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</table>

Specific Comments:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
### Communication

<table>
<thead>
<tr>
<th>Allows sufficient opportunity for ATS responses and input</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens attentively to students</td>
<td></td>
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<tr>
<td>Demonstrates empathy and respect towards ATSs and athletes</td>
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<tr>
<td>Maintains emotional stability during supervisory times</td>
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</tbody>
</table>

**Specific Comments:**

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### Fostering Student Autonomy

<table>
<thead>
<tr>
<th>Remains receptive to ATS ideas concerning assessment and treatment protocols</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows flexibility in permitting ATS to explore a variety of treatment procedures</td>
<td></td>
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<tr>
<td>Encourages the ATS’s self-appraisals of his/her athletic training skills</td>
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<tr>
<td>Encourages the ATS’s to become increasingly more independent and autonomous</td>
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<tr>
<td>Possesses the ability to properly assess and manage head or spine injury</td>
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<tr>
<td>Demonstrates a general understanding and proper management of OTC’s</td>
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</table>

**Specific Comments:**

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### Competencies in Athletic Training Domains

<table>
<thead>
<tr>
<th>Assists ATSs in planning and implementing injury/illness prevention programs</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assists ATS recognize and evaluate common injuries and illnesses among athletes</td>
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<tr>
<td>Models appropriate interactions with physicians and other allied health professionals</td>
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<tr>
<td>Demonstrates appropriate first aid and emergency care for acute injuries</td>
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<tr>
<td>Assists ATS in planning and implementing rehabilitation prevention programs</td>
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<tr>
<td>Demonstrates admirable organization and administration qualities</td>
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</tbody>
</table>

**Specific Comments:**

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### Professionalism

<table>
<thead>
<tr>
<th>Maintains appropriate ethical behavior with athletes</th>
<th>1</th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates interest and enthusiasm regarding the profession</td>
<td></td>
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<tr>
<td>Uses appropriate medical terminology and nomenclature</td>
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<tr>
<td>Maintains appropriate professional appearance</td>
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<tr>
<td>Provides an appropriate professional role model overall</td>
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<tr>
<td>Overall rating of supervisory effectiveness</td>
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</table>

**Specific Comments:**

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Castleton University
Athletic Training Program
Clinical Rotation Evaluation

The purpose of this evaluation is to offer athletic training students the opportunity to provide feedback on the clinical field experience. Your name will not be included on this form so please be as open and honest as possible as your feedback will help to structure the future of our Athletic Training Program. Comments are highly encouraged to help further explain your responses.

Clinical Rotation Site: ___________________________ Date: _______

Please indicate your response to each statement using the following scale:
1- VERY POOR  2- POOR  3- AVERAGE  4- GOOD  5- EXCELLENT
N/A- NOT APPLICABLE

1. This clinical rotation provided an appropriate and stimulating learning environment.
   Comments:
   N/A  1  2  3  4  5

2. This clinical rotation allowed for you to utilize your clinical skills and knowledge.
   Comments:
   N/A  1  2  3  4  5

3. This clinical rotation allowed for improvement in your clinical skills and knowledge.
   Comments:
   N/A  1  2  3  4  5

4. Your experience in this rotation reinforced the skills and information obtained in your coursework thus far.
   Comments:
   N/A  1  2  3  4  5

5. You were given a clear and adequate explanation of your expectations and the policies and procedures for this clinical experience.
   Comments:
   N/A  1  2  3  4  5

6. This clinical rotation should continue to be utilized as part of the CU Athletic Training Program experience.
   Comments:
   N/A  1  2  3  4  5
Please list the overall strengths of this rotation:

Please list the overall weaknesses of this rotation:
PURPOSE

The purpose of this form is to help the athletic training program administrator complete an annual evaluation of each affiliated site used for clinical education of athletic training students and comply with the 2012 CAATE Standards.

Identification of Setting

Name of Setting: ________________________________________________________________

Preceptors Employed at Setting: __________________________________________________

Preceptor Responsibilities

1. Are the Preceptors licensed and in good standing with the state and the BOC?
   
   Y       N
   
   Comment:

2. Is there a current copy of the EAP on file?
   
   Y       N
   
   Comment:

3. Is the EAP immediately accessible to the student in an emergency situation?
   
   Y       N
   
   Comment:

4. Has the Preceptor reviewed the EAP with the student?
   
   Y       N
   
   Comment:
5. Has the student been inform of the blood-borne pathogen policy specific to this site?
   Y  N
   Comment:

6. Is the blood-borne pathogen policy readily available to students?
   Y  N
   Comment:

7. Does the student have access to appropriate blood-borne pathogen barriers, control measures, and proper sanitation precautions?
   Y  N
   Comment:

8. Has all therapeutic equipment been calibrated within the last year?
   Y  N
   Comment:

9. Have all GFI's been tested within the last year?
   Y  N
   Comment:

**Athletic Training Program Administrator Responsibilities**

1. Is there a current copy of an affiliation agreement on file?
   Y  N
   Comment:

2. Has the Preceptor been informed of the student's level of advancement in the program?
   Y  N
   Comment:
3. Has the Preceptor been informed of the skills that the student is allowed to perform while being directly supervised?

Y □ N □

Comment:

4. Have the Preceptors received Preceptor Training/Ongoing Education in the last year?

Y □ N □

Comment:

5. Is there regular communication between the Preceptors and the program?

Y □ N □

Comment:

6. Do the Preceptors demonstrate understanding of and compliance with the programs policies and procedures?

Y □ N □

Comment:

Evaluator's Signature: ___________________________ Date: ____________

Rebekah Peterson, Clinical Education Coordinator Castleton University AT Program
Preceptor Training & Ongoing Education Policy

New Preceptors:
A. Defined as Certified Athletic Trainers or other Healthcare Providers who have not served as a Preceptor of the Athletic Training Program at Castleton University.
B. Must receive formal preceptor training course. The materials are updated as new information becomes available.
C. Ideally, the Coordinator of Clinical Education performs training in person, however, training is available electronically.
D. Preceptor signs “Preceptor Training Verification Form” for documentation.
E. “Affiliated Site Agreement” and “Clinical Site Evaluation” completed if not documented already.

Current Preceptors:
A. Defined as Certified Athletic Trainers or other Healthcare Providers who have served/or currently serve as Preceptors in the Athletic Training Program at Castleton University, are in good standing with their appropriate state regulatory agency, and have previously received the formal preceptor training course.
B. Must receive planned and ongoing education from the Coordinator of Clinical Education.
   1. Planned on campus meeting before clinical rotations begin in the fall to discuss any changes and new information.
      i. Preceptor signs “Preceptor Ongoing Education Verification Form” for documentation.
      ii. “Clinical Site Evaluation” completed.
   2. Coordinator of Clinical Education meets individually with off campus preceptors prior to the start of any clinical rotations.
      i. Preceptor signs “Preceptor Ongoing Education Verification Form” for documentation.
      ii. “Clinical Site Evaluation” completed.
   3. Coordinator of Clinical Education meets with each athletic training student/preceptor at least once during each clinical rotation.
   4. Planned end of year meeting (Spring) for all Preceptors to evaluate the year and make recommendations for the next year.
2012 CAATE Standards Fulfilling:

3. All sites where students are involved in patient care or observation-only experience (excluding the Program’s sponsoring institution) must have an affiliation agreement or memorandum(s) of understanding that is endorsed by the appropriate administrative authority (i.e. those bearing signature authority) at both the sponsoring institution and site. In the case where the administrative oversight of the preceptor differs from the affiliate site, formal agreements must be obtained from all parties.

4. Develop a Plan: There must be a comprehensive assessment plan to evaluate all aspects of the educational program. Assessments used for this purpose must include those defined in Standards 6 and 7. Additional assessments may include, but are not limited to, clinical site evaluations, preceptor evaluations, completed clinical proficiency evaluations, academic course performance, retention and graduation rates, graduating student exit evaluations, and alumni placement rates one year post graduation.

24. Responsibilities of the Clinical Education Coordinator: The Clinical Education Coordinator must assure the following:
   b. Clinical site evaluation;
   d. Preceptor training;
   e. Preceptor evaluation.

38. Preceptor Responsibilities: A preceptor must demonstrate understanding of and compliance with the program’s policies and procedures.

41. Preceptor Qualification: A preceptor must receive planned and ongoing education from the program designed to promote a constructive learning environment.

51. All clinical education sites must be evaluated by the program on an annual and planned basis and the evaluations must serve as part of the program’s comprehensive assessment plan.

61. The program must include provision for supervised clinical education with a preceptor (see Personnel Standards). There must be regular communication between the program and the preceptor.

71. The program must establish and ensure compliance with a written safety policy(ies) for all clinical sites regarding therapeutic equipment. The policy(ies) must include, at minimum, the manufacturer’s recommendation or federal, state, or local ordinance regarding specific equipment calibrations and maintenance. Sites accredited by the Joint Commission, AAAHC or other recognized external accrediting agencies are exempt.

72. The program must provide proof that therapeutic equipment at all sites is inspected, calibrated, and maintained according to the manufacturer’s recommendation, or by federal, state, or local ordinance.
75. Blood-borne pathogen training and procedures: Blood-borne pathogen policies must be posted or readily available in all locations where the possibility of exposure exists and must be immediately accessible to all current students and program personnel including preceptors.

76. Blood-borne pathogen training and procedures: Students must have access to and use of appropriate blood-borne pathogen barriers and control measures at all sites.

77. Blood-borne pathogen training and procedures: Students must have access to, and use of, proper sanitation precautions (e.g. hand washing stations) at all sites.

78. All sites must have a venue-specific written Emergency Action Plan (EAP) that is based on well-established national standards or institutional offices charged with institution-wide safety (e.g. position statements, occupational/environmental safety office, police, fire and rescue).

79. The program must have a process for site-specific training and review of the EAP with the student before they begin patient care at that site.
Preceptor Training & Ongoing Education Verification Form

By signing this I verify:

1. I have participated in the annual “Preceptor Training/Development Meeting” offered by the Athletic Training Program at Castleton University.
   Date: _________________________

2. I understand the Castleton AT program’s policies and procedures.

3. I will maintain my state license, BOC certification, and remain in good standing with appropriate professional regulation.

4. I will be in regular communication with the Castleton AT program.

5. I understand the Castleton AT program will conduct site visits on a regular basis.

6. I will keep all therapeutic equipment and GFI’s inspected, calibrated, and maintained.

7. I will review the EAP and Blood Borne Pathogen Policy with the students.

8. I will provide direct supervision of students during their clinical rotation and understand it should be educational in nature.

   Preceptor’s Printed Name: ____________________________________________________

   Preceptor’s Signature: _______________________________________________________
   Date: _________________________

   CU AT Program Signature: __________________________________________
   Rebekah Peterson - Coordinator of Clinical Education
   Date: _________________________