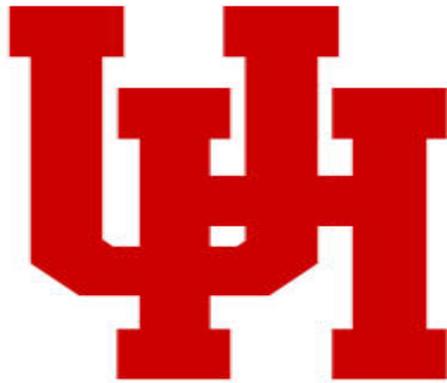


# Master of Athletic Training Program Preceptor Training



Dr. Josh Yellen, Program Director  
Dr. Mark Knoblauch, Clinical Education Coordinator

# Definition of AT

Athletic Trainers (ATs) are health care professionals who collaborate with physicians. The services provided by ATs comprise of prevention, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Athletic Training is recognized by the American Medical Association (AMA) as a health care profession.



# Practice Domains of AT

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



# Educational Competencies

- Evidence Based Practice
- Prevention & Health Promotion
- Clinical Examination & Diagnosis
- Acute Care of Injury & Illness
- Therapeutic Interventions
- Psychosocial Strategies & Referral
- Healthcare Administration
- Professional Development & Responsibility
- [Link to MAT Program Curriculum](#)



# The Organizations in AT (AT Strategic Alliance)

- Commission on Accreditation of Athletic Training Education (CAATE)
  - Accrediting body for Athletic Training Education
  - Accredited by the Council for Higher Education Accred. (CHEA)



- Board of Certification for Athletic Training (BOC)
  - Only accredited certification program for AT's in the U.S.
  - Accredited by the National Commission for Certifying Agencies (NCCA)



- National Athletic Trainers' Association (NATA)
  - Professional organization for AT



- NATA Research & Education Foundation (NATAREF)
  - Supporting and advancing AT through research and education





## Joint Statement from the Strategic Alliance BOC, CAATE, NATA and NATA Foundation

### After 2.5 Years of Diligent Analysis, Leaders of the Key Athletic Training Organizations Have Decided to Change the AT Degree Level to a Master's

Decision affecting future ATs was made with the best interests of the profession in mind to ensure a vital place for ATs in the evolving health care arena. Work now begins on the next steps.

Over the past two and a half years the AT Strategic Alliance (BOC, CAATE, NATA and NATA Foundation), under the lead of NATA and CAATE, have been actively engaged in a critical examination of what the appropriate professional degree level should be to best prepare athletic trainers for an integral role in the evolving health care system.

This past weekend a special meeting was held to hear final presentations and to deliberate. The NATA Board of Directors and the Commissioners of the CAATE, with the full support of the Board of Certification and the NATA Research & Education Foundation, have agreed to establish the professional degree in athletic training at the master's level.

Among the data considered in this decision was work produced by the NATA Executive Committee for Education (ECE). This included the *Professional Degree White Paper*, focus groups with existing professional programs at the master's degree level, a health care economist's study specific to athletic training education and numerous open-discussion sessions at state, district and national meetings. Among the CAATE's significant contributions included their knowledge of the accreditation landscape, and the changing higher education environment. They presented expert opinions from Commission physician and administrative members and provided an analysis developed from the CAATE's call for open comments.

The CAATE *Standards for Accreditation of Professional Athletic Training Programs* will be changed to include a requirement that professional programs be at the master's degree level with a specific implementation deadline of no less than seven years. This does not require currently certified ATs to obtain an additional degree. The deadline to require a master's degree to sit for the BOC examination will affect students who are not yet in high school.



# Outcomes

- There must be a comprehensive assessment plan to evaluate all aspects of the AT Education Program
- The plan must be ongoing and document regular assessment of the AT Education Program
- The plan must include unique metrics related to the program
  - Collect data: obtain data to determine effective outcomes
  - Data analysis: analyze outcomes to determine effectiveness of meeting Program mission
  - Action plan



# Program Delivery

- The AT curriculum must be from the most recent edition of the NATA education competencies
- Formal instruction must be in a classroom, clinical, and laboratory environments
- Opportunities for AT students to interact with other medical personnel on a continuing basis



# Program Delivery – Clinical Education

- Must follow a logical progression that reinforces the sequence of formal instruction of:
  - AT knowledge, skills, and clinical abilities, clinical decision making, all leading to autonomous practice
- Clinical education must provide students with authentic, real-time opportunities to practice and integrate:
  - AT knowledge, skills, clinical abilities, decision making, and professional behaviors required by the profession



# Program Delivery – Clinical Education

- Clinical education must allow:
  - AT students to practice with different patient populations, care providers, and various allied health care settings
- Clinical education assignments cannot discriminate based on sex, ethnicity, religious affiliation, or sexual orientation



# Program Delivery – Clinical Education

- There must be opportunities for the AT students to gain clinical experiences that address the continuum of care in a variety of settings that include but are not limited to:
  - Individual and team sports
  - Sports requiring protective equipment
  - Patients of different sexes
  - Non-sport patient populations
  - A variety of conditions other than orthopedics



# Program Delivery – Clinical Education

- A BOC AT, with the appropriate state license, must supervise the majority of the AT student's clinical coursework



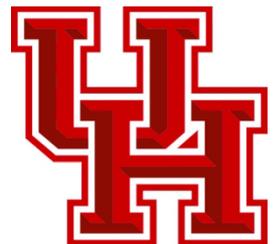
# Program Delivery – Clinical Education

- All clinical education experiences must be educational in nature
  - Program **must** have written policy that delineates minimum/maximum requirement for clinical hours
  - Students **must** have a minimum of one day off from program activity (e.g. courses, clinical ed) in every seven day period
  - Students **will not** receive any remuneration, excluding scholarships
  - Students **will not** replace professional AT staff or medical personnel



# Program Delivery – Clinical Education

- AT program must include provision for supervised clinical education with the preceptor
  - There **must** be regular communication with the preceptor
  - The number of students assigned to a preceptor must be of a ratio that is sufficient to ensure effective clinical learning and safe patient care
  - Students **must be directly supervised** by a preceptor during the delivery of AT services
    - Preceptor **must be physically present** to *intervene on behalf* of the AT student and/or patient



# Program Delivery – Clinical Education

- Direct supervision
  - Preceptor must be physically present to intervene on behalf of the AT student and/or patient
    - *Able to hold a conversation or be in direct line-of-sight*
  - MAT student must be able to remove him/herself from the setting if the preceptor is absent for an extended period of time



# Program Delivery – Clinical Education

- Supervising AT students during clinical education
- Scenario:
  - *You and a MAT student are at basketball practice. An athlete hands you a form, and you tell the MAT student that you just have to quickly go and fax the form to the team physician. As you are walking back to the court, your supervisor stops you and says “hey do you have a minute”. You forget about the MAT student, who now remains unsupervised.*
- Solution:
  - There must be an understanding between you, the coaching staff, and the MAT student that if you are separated from the MAT student for any extended period of time, the MAT student is able to remove him/herself from the practice/game setting



# Preceptor

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



# Preceptor Qualifications

- Be credentialed by the state in a health care profession
- Not be currently enrolled in the Athletic Training program at the institution
- Receive planned and ongoing education from the program designed to promote a constructive learning environment



# Preceptor Responsibilities

- Provide **direct supervision** of AT students during clinical education
- Provide instruction and assessment of the current knowledge, skills, and clinical abilities designated by CAATE
- Provide instruction and opportunities for the student to develop clinical integration proficiencies, communication skills, and clinical decision making during **actual patient/client care**
  - *Let the MAT student apply what you teach them*



# Preceptor Responsibilities

- Provide assessment of AT students, clinical integration proficiencies, communication skills, and clinical decision making during actual patient/client care
  - *Preceptor Evaluation of MAT Student form*
- Facilitate the clinical integration of skills, knowledge, and evidence regarding the practice of athletic training
- Demonstrate understanding of, and compliance with, the MAT program's policies and procedures



# Preceptor Responsibilities

**Clinical I *Preceptor Evaluation of MAT Student* (Summer 1)**

Student Name: \_\_\_\_\_ Preceptor Name: \_\_\_\_\_ Clinical Education Term: \_\_\_\_\_ Mid End

**MASTER OF ATHLETIC TRAINING PROGRAM**

**PRECEPTOR EVALUATION OF ATHLETIC TRAINING STUDENT (CLINICAL D)**

*For the following questions, please rank the MAT student's ability to perform the stated goals by writing in the appropriate number using the following scale. For questions 1-3, answer with a 'yes' or 'no':*

- 0 = Not Applicable
- 1 = Unsatisfactory
- 2 = Needs further improvement
- 3 = Satisfactory

1. Yes No The MAT student upholds the mission of the MAT program ([www.hhp.uh.edu/mat](http://www.hhp.uh.edu/mat)).

Comment: \_\_\_\_\_  
\_\_\_\_\_

2. Yes No The MAT student upholds the mission of the assigned clinical site.

Comment: \_\_\_\_\_  
\_\_\_\_\_

3. Yes No The MAT student reflects favorably on the profession of Athletic Training.

Comment: \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_ The MAT student demonstrates testing procedures (e.g. pulse, BP, respirations, etc.) to obtain baseline data regarding level of general health.

Comment: \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_ The MAT student use obtained clinical data to design, implement, evaluate and modify a program specific to performance and health goals.

Comment: \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_ The MAT student select, applies, evaluate and modifies appropriate standard protective equipment (e.g. taping, bracing, padding, custom devices) to prevent and/or minimize injury risk.

Comment: \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_ The MAT student develop, implement and monitor prevention strategies (e.g. taping, weather check, EAP review) for at-risk individuals and large groups to allow safe physical activity in a variety of conditions.

Comment: \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_ The MAT student clinically evaluates and manages a patient with an emergency injury or condition and demonstrates an understanding of how to activate the EAP, assess vital signs including level of consciousness, perform a secondary assessment, diagnosis, and provision of appropriate emergency care.

Comment: \_\_\_\_\_  
\_\_\_\_\_

10. \_\_\_\_\_ The MAT student possesses a skill level that indicates he or she is capable of increased amounts of clinically supervised responsibility that will lead to eventual autonomous practice upon graduation.

Comment: \_\_\_\_\_  
\_\_\_\_\_

11. \_\_\_\_\_ The MAT student shows proficiency when exposed to 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.

Comment: \_\_\_\_\_  
\_\_\_\_\_

General Preceptor Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signatures (after reviewing this form with the MAT student):

\_\_\_\_\_  
MAT Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Preceptor

\_\_\_\_\_  
Date

# Health and Safety

- All sites must have venue-specific, written emergency action plans (EAP) that are based on well-established national standards
  - Must be ‘accessible’ to MAT student at all times
- The Program must have a process for site-specific training and review of the EAP with the MAT student prior to clinical education
- 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



# Ongoing Evaluation

- All clinical education sites **must** be evaluated by the Program on an annual and planned basis, and those evaluations are part of the program's comprehensive assessment plan



# Ongoing Evaluation

MAT Program Evaluation of Preceptor and Clinical Site

Clinical Site: \_\_\_\_\_ Semester: \_\_\_\_\_

**MASTER OF ATHLETIC TRAINING PROGRAM**

**EVALUATION OF PRECEPTOR AND CLINICAL SITE**

For the following questions, provide a 'Y' for yes or 'N' for no in the evaluation of both the preceptor and clinical site. Preceptor will also be evaluated by MAT student using the "MAT Student Evaluation of Preceptor" form. This evaluation will be on an annual and on-going basis and performed by the MAT program.

*Preceptor Qualifications/Responsibilities*

1. \_\_\_\_\_ Preceptor is credentialed by the State of Texas in a healthcare profession.
2. \_\_\_\_\_ Preceptor (where applicable) is credentialed by the Board of Certification for Athletic Training, and supervises the majority of the student's clinical coursework
3. \_\_\_\_\_ Preceptor receives planned and ongoing education from the MAT program.
4. \_\_\_\_\_ Preceptor supervises students during Clinical Education on a regular and ongoing basis.
5. \_\_\_\_\_ Preceptor provides instruction and assessment of the current knowledge, skills, and clinical abilities of the student on a regular and ongoing basis.
6. \_\_\_\_\_ Preceptor provides instructional opportunities and assessment for the student to develop Clinical Integration Proficiencies, communication skills, and clinical decision making skills during actual patient/client care on a regular and ongoing basis.
7. \_\_\_\_\_ The preceptor facilitates the clinical integration of skills, knowledge, and evidence regarding the practice of Athletic Training on a regular and ongoing basis.
8. \_\_\_\_\_ Communication between the MAT program and preceptor occurs on a regular and ongoing basis.
9. \_\_\_\_\_ The MAT student is directly supervised by the assigned preceptor during the delivery of athletic training services.
10. \_\_\_\_\_ The assigned preceptor is physically present and has the ability to intervene on behalf of the MAT student and patient/client.
11. \_\_\_\_\_ Does the assigned preceptor provide clinical education opportunities to facilitate increased amounts of clinically supervised responsibility for the MAT student that will lead to eventual autonomous practice upon graduation?

Clinical Site: \_\_\_\_\_ Semester: \_\_\_\_\_

*Clinical Education / Clinical Site*

1. \_\_\_\_\_ Clinical education follows a logical progression that allows for increasing amounts of clinically supervised responsibility on a regular and ongoing basis.
2. \_\_\_\_\_ Clinical education reinforces the sequence of formal instruction of the MAT program on a regular and ongoing basis.
3. \_\_\_\_\_ Clinical education provides student with authentic real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical abilities on a regular and ongoing basis.
4. \_\_\_\_\_ Clinical education allows the student opportunities to practice with different patient populations on a regular and ongoing basis.
5. \_\_\_\_\_ Clinical education provides the student with opportunities to gain opportunities that address the continuum of care on a regular and ongoing basis.
6. \_\_\_\_\_ Clinical education provides the student with one of the following interactions: individual and team sports, sports requiring protective equipment, patients of different sexes, non-sport patient populations, and/or a variety of conditions other than orthopedics on a regular and ongoing basis.
7. \_\_\_\_\_ Clinical education is educational in nature and follows the policy that delineates minimum/maximum requirements for clinical hours.
8. \_\_\_\_\_ Clinical education allows a minimum of one day off per seven-day period for the student
9. \_\_\_\_\_ Clinical site provides proof that therapeutic equipment are properly calibrated and maintained according to manufacturer's recommendation by Federal/State/local ordinance.
10. \_\_\_\_\_ Clinical site has appropriate Emergency Action Plans and has provided a copy to the MAT program.
11. \_\_\_\_\_ Does the clinical site offer clinical education opportunities to facilitate increased amounts of clinically supervised responsibility for the MAT student that will lead to eventual autonomous practice upon graduation?

\_\_\_\_\_  
Mark Knoblauch, PhD, ATC, LAT, CSCS  
Clinical Education Coordinator  
Master of Athletic Training Program  
University of Houston

\_\_\_\_\_  
Date of Evaluation

# Outcomes Assessment

# Outcomes Assessment

## Data Analysis: *Preceptor Evaluation of MAT Student*

<b>Clinical Education 3. Rotation 1.</b>	<b>Student A</b>	<b>Student B</b>	<b>Student C</b>	<b>Student D</b>
Does the MAT Student uphold the mission and vision of the MAT Program?	3	3	2	3
Does the MAT Student uphold the mission and vision of the assigned clinical site?	3	3	1	3
Does the MAT Student reflect favorably on the profession of Athletic Training?	3	3	2	3
Does the MAT student select, apply, evaluate and modify appropriate standard protective equipment (e.g. taping, bracing, padding, custom devices) for upper and/or lower extremity and emergent conditions to prevent and/ or minimize injury risk?	3	3	0	0
Does the MAT student develop, implement and monitor prevention strategies targeting upper and/or lower extremity and emergent conditions for at risk individuals and large groups to allow safe physical activity in a variety of conditions?	3	3	1	3
Does the MAT student perform a comprehensive clinical examination of a patient with an upper and/or lower extremity injury or emergent condition?	3	3	2	3
Does the MAT student, based on the comprehensive clinical examination and findings, provide the appropriate initial care and establish overall treatment goals of lower extremity injuries or emergent conditions?	3	3	1	3
Does the MAT student create and implement a therapeutic intervention to target treatment goals for upper and/or lower extremity injuries or emergent conditions?	3	3	0	3
Does the MAT student integrate and interpret various forms of standardized documentation to recommend activity level, make return to play decisions and maximize patient outcomes and progress in treatment plans for upper and/or lower extremity injuries or emergent conditions?	3	3	1	3
Does the MAT student utilize documentation strategies to effectively communicate while using appropriate terminology and complying with statutes that regulate privacy of medical records?	3	3	1	3

# Outcomes Assessment

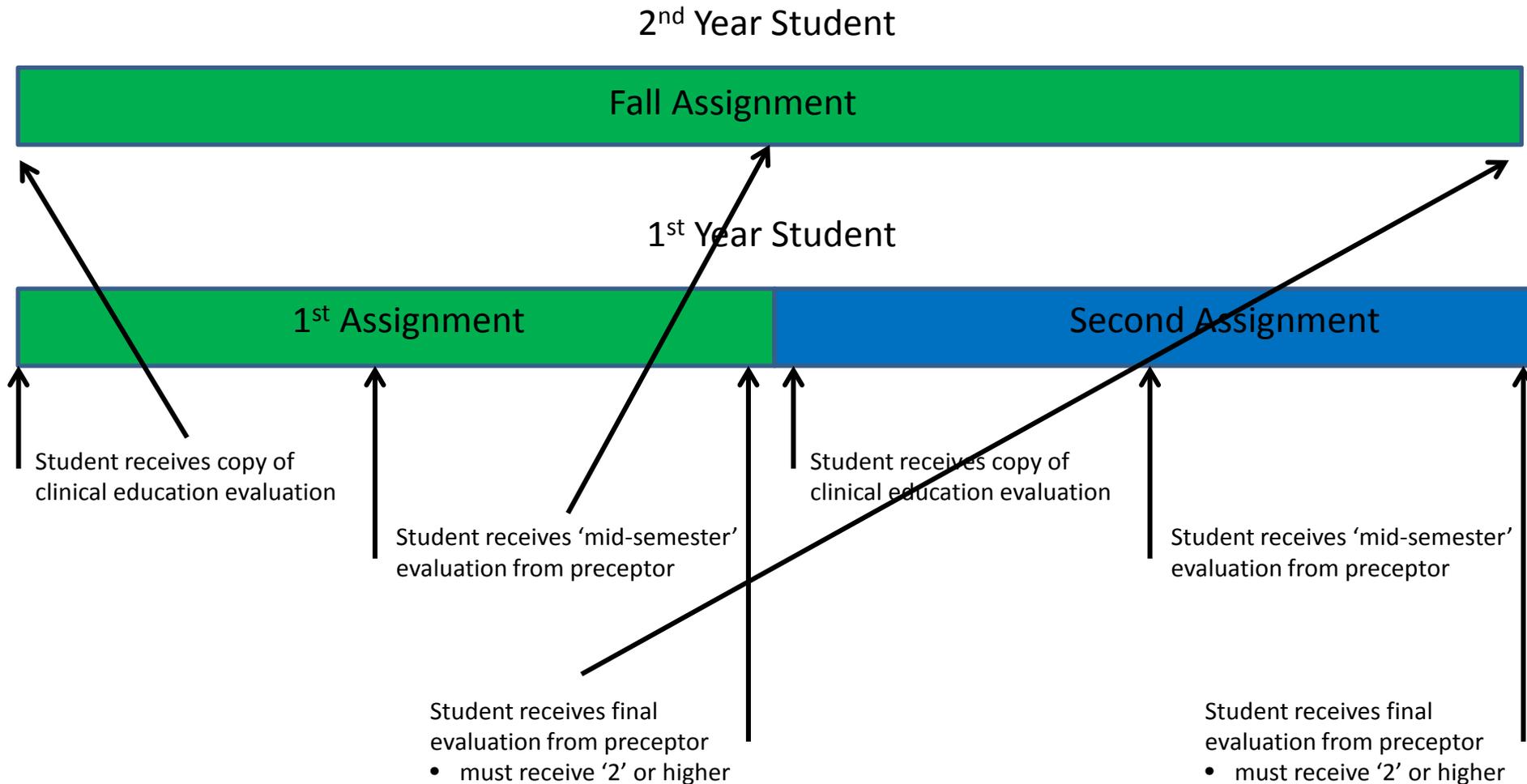
## Data Analysis: *MAT Student Evaluation of Preceptor*

	Athletic Trainer X	Athletic Trainer X	Athletic Trainer X	Athletic Trainer Y	Athletic Trainer Y	Athletic Trainer Z	Athletic Trainer Z	Athletic Trainer Z	Athletic Trainer Z
Does my assigned preceptor uphold the mission and vision of the MAT program?	3	3	0	3	3	3	3	3	3
Does my assigned preceptor uphold the mission and vision of their organization?	3	3	1	3	3	3	3	3	3
Does my assigned preceptor reflect favorably on the profession of Athletic Training?	3	3	1	3	3	3	3	3	3
Does my assigned preceptor directly supervise me during all clinical education rotations?	1	1	1	1	2	2	1	1	1
Does my assigned preceptor provide instruction and assessment of my current knowledge, skills, and clinical abilities as designated by the MAT Program?	3	3	1	3	2	4	2	3	3
Does my assigned preceptor provide assessment of my clinical integration proficiencies, communication skills, and clinical decision making during actual patient/client care?	3	3	1	3	2	4	1	1	3
Does my assigned preceptor facilitate the clinical integration of skills, knowledge, and evidence regarding the practice of Athletic Training?	3	3	1	3	2	3	1	2	3

# Timeline and Clinical Site Expectations

# Evaluation Timeline Example

## *Fall Semester*



# MAT Student Site Expectations

- Must conform to site policies and procedures
  - Meet with site preceptor prior to first assigned date in order to outline
    - Clinical education professional expectations
    - Clinical education hours (arrival, etc)
      - Must be scheduled around MAT student's coursework
      - Must include one day off per seven-day period
        - » Does not need to be outlined ahead of time
    - Attire/grooming expectations
    - Evaluations



# Clinical Site - Incidentals

- Site-specific gear

**First Year MAT Students:**

Athletic Training fanny pack

CPR mask

Stethoscope

Blood Pressure Cuff

Tape Scissors

Emergency Shears

Pen Light

2 Red MAT Program Polo shirts

1 Red MAT Program T-shirt

UH Sports Medicine Shirt(s)

UH Sports Medicine Athletic Shoes (Nike)

**Second Year MAT Students:**

1 Red MAT Program Polo shirt

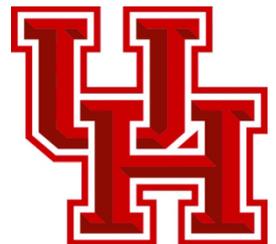
1 Red MAT Program T-shirt

UH Sports Medicine Shirt(s)

UH Sports Medicine Athletic Shoes (Nike)

- Parking Pass

- Site-specific or UH ID badge



# MAT Program Policies

- [MAT Program Handbook](#)
  - Clinical Education Overview: pgs. 12-51
  - Therapeutic equipment safety policy
  - Inclement weather policy
  - Communicable disease policy
  - Dress code policy
  - Electronic communication policy



# Contact Information & Websites

University of Houston: [www.uh.edu](http://www.uh.edu)

Master of Athletic Training Program: [www.hhp.uh.edu/mat](http://www.hhp.uh.edu/mat)

Dr. Josh Yellen, Director: [jbyellen@central.uh.edu](mailto:jbyellen@central.uh.edu)

Dr. Mark Knoblauch, Clinical Coord: [maknobla@central.uh.edu](mailto:maknobla@central.uh.edu)



Questions?