Master of Athletic Training Program
Preceptor Training

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Definition of AT

Athletic Trainers (ATs) are healthcare professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the states' statutes, rules and regulations. As a part of the healthcare team, services provided by ATs include injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. *Athletic training is recognized by the American Medical Association (AMA) as a healthcare profession.
Practice Domains of AT

- Injury and Illness Prevention and Wellness Promotion
- Examination, Assessment and Diagnosis
- Immediate and Emergency Care
- Therapeutic Intervention
- Healthcare Administration and Professional Responsibility
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)
  – develops, maintain, and promote appropriate minimum education standards for quality for athletic training programs

• 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
CAATE-required Outcomes (2020)

• The program has developed, implemented, and evaluated a framework that describes how the program is designed to achieve its mission and that guides program design, delivery, and assessment (Standard 2)

• The results of the program’s assessment plan are used for continued program improvement (4)
Program Delivery – Clinical Education

• A program’s athletic training clinical experiences and supplemental clinical experiences provide a logical progression of increasingly complex and autonomous patient-care and client-care experiences (15)

• The clinical education component is planned to include at least one athletic training immersive clinical experience (16)
Program Delivery – Clinical Education

• A program’s clinical education component is planned to include clinical practice opportunities with varied client/patient populations (17)

• Populations must include clients/patients:
  – throughout the lifespan (for example, pediatric, adult, elderly)
  – of different sexes
  – with different socioeconomic statuses
  – of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities)
  – who participate in nonsport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts)
Program Delivery – Clinical Education

• Students gain experience with patients with a variety of health conditions commonly seen in athletic training practice (18)
Program Delivery – Institutional Org/Ad

• All sites where students are involved in clinical education (excluding the sponsoring institution) have a current affiliation agreement or memorandum of understanding that is endorsed by the appropriate administrative authority at both the sponsoring institution and site (22)
Program Delivery – Institutional Org/Ad

- Students are protected by and have access to written policies and procedures that protect the health and safety of clients/patients and the student. At a minimum, the policies and procedures must address the following (26):
  - A mechanism by which clients/patients can differentiate students from credentialed providers
  - A requirement for all students to have emergency cardiac care training before engaging in athletic training and supplemental clinical experiences
  - Blood-borne pathogen protection and exposure plan procedures that are immediately accessible (including requirements that students receive training, before being placed in a potential exposure situation and annually thereafter, and that students have access to and use of appropriate blood-borne pathogen barriers and control measures at all sites)
  - Calibration and maintenance of equipment according to manufacturer guidelines
  - Communicable and infectious disease transmission procedures that are immediately accessible
  - Immunization requirements for students
  - Patient/client privacy protection (FERPA and HIPAA)
  - Radiation exposure (as applicable) procedures that are immediately accessible
  - **Sanitation precautions, including ability to clean hands before and after patient encounters**
  - Venue-specific training expectations (as required)
  - Venue-specific critical incident response procedures (for example, emergency action plans) that are immediately accessible to students in an emergency situation
Program Delivery – Institutional Org/Ad

- The program ensures that each student is oriented to the policies and procedures of their clinical site (29)
  - Critical incident response procedures (for example, emergency action plans)
  - Blood-borne pathogen exposure plan
  - Communicable and infectious disease policies
  - Documentation policies and procedures
  - Patient privacy and confidentiality protections
  - Plan for clients/patients to be able to differentiate practitioners from students
Program Delivery – Institutional Org/Ad

• Educational opportunities and placements are not prejudicial or discriminatory (30)
• Athletic training clinical experiences are supervised by a preceptor who is an athletic trainer or a physician (31)
• Regular and ongoing communication occurs between the program and each preceptor (32)
• All active clinical sites are evaluated by the program on an annual basis (33)
Preceptor (definition)

• Preceptors supervise and engage students in clinical education
• All preceptors must be licensed health care professionals and be credentialed by the state in which they practice
• Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification
• A preceptor’s licensure must be appropriate to his or her profession
• Preceptors must not be currently enrolled in the professional athletic training program at the institution
• *Preceptors for athletic training clinical experiences identified in Standards 14 through 18 must be athletic trainers or physicians*
Preceptor Qualifications (45)

• Licensure as a health care provider, credentialed by the state in which they practice (where regulated)

• BOC certification in good standing and state credential (in states with regulation) for preceptors who are solely credentialed as athletic trainers

• Receive planned and ongoing education for their role as a preceptor

• Contemporary expertise
Preceptor Function (46)

• Preceptors function to supervise, instruct, and mentor students during clinical education in accordance with the program’s policies and procedures

• Preceptors who are athletic trainers or physicians assess students’ abilities to meet the curricular content standards 56-94
  – Preceptor Evaluation of MAT Student
  – Typhon patient-tracking system
Preceptor Supervision

• Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient

• Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care
Supervision Example

• 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

- The number and qualifications of preceptors are sufficient to meet the clinical education needs of the program (47)
- Program faculty and preceptors receive regular evaluations and feedback on their performance pertaining to quality of instruction and student learning (48)
Ongoing Evaluation

MAT Program Evaluation of Preceptor and Clinical Site form

Preceptor Evaluation of MAT Student (via Typhon)
MAT Program Evaluation of Clinical Site and Preceptor(s)

1. This site has a current affiliation agreement or memorandum of understanding that is endorsed by the appropriate administrative authority at both the sponsoring institution and site. (Standard 22)

2. All preceptors at this site are health care providers whose experience and qualifications include the following: (Standard 45)
   - Verification of state licensing for all preceptors
   - Verification of BOC certification for preceptors who are solely credentialed as athletic trainer.
   - Verification of NPI number with appropriate healthcare field designation
   - Contemporary Expertise Table for each preceptor

3. The site's program/institution demonstrates honesty and integrity in all interactions that pertain to the athletic training program. (Standard 36)

4. This site provides educational opportunities and placements that are not prejudicial or discriminatory. (Standard 30)

5. At this site, students are protected by and have access to written policies and procedures that protect the health and safety of clients/patients and the student. The policies and procedures address the following: (Standard 26)
   - A mechanism by which clients/patients can differentiate students from credentialed providers
   - Blood-borne pathogen protection and exposure plan procedures that are immediately accessible (including requirements that students receive training, before being placed in a potential exposure situation and annually thereafter, and that students have access to and use of appropriate blood-borne pathogen barriers and control measures at all sites)
   - Calibration and maintenance of equipment according to manufacturer guidelines
   - Communicable and infectious disease transmission procedures that are immediately accessible
   - Patient/client privacy protection (FERPA and HIPAA)
   - Radiation exposure (as applicable) procedures that are immediately accessible
   - Sanitation precautions, including ability to clean hands before and after patient encounters
   - Venue-specific training expectations (as required)
   - Venue-specific critical incident response procedures (for example, emergency action plans) that are immediately accessible

6. This clinical education site orientates MAT students to site specific policies and procedures including: (Standard 29)
   - Critical incident response procedures (for example, emergency action plans)
   - Blood-borne pathogen exposure plan
   - Communicable and infectious disease policies
   - Documentation policies and procedures
   - Patient privacy and confidentiality protections
   - Plan for clients/patients to be able to differentiate practitioners from students

7. At this site, athletic training clinical experiences are supervised by a preceptor who is an athletic trainer or a physician. (Standard 31)
   *The assigned preceptor is physically present and has the ability to intervene on behalf of the MAT student and patient/client.

8. Preceptors who are athletic trainers or physicians assess students' abilities to meet the curricular content standards. (Standard 46)

9. This clinical education site includes clinical practice opportunities with varied client/patient populations. Including patients: (Standard 17)
   - Throughout the lifespan (for example, pediatric, adult, elderly),
   - Different sexes
   - With different socioeconomic statuses
   - Of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities),
   - Who participate in non-sport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).

10. At this clinical education site, students gain experience with patients with a variety of health conditions commonly seen in athletic training practice (Standard 18)

11. Clinical education follows a logical progression that allows for increasing amounts of clinically supervised responsibility on a regular and ongoing basis. (Standard 15)

12. Regular and ongoing communication occurs between the program and each preceptor (Standard 32).

13. At this site, the number and qualifications of preceptors are sufficient to meet the clinical education needs of the program. (Standard 47)

14. Program faculty and preceptors receive regular evaluations and feedback on their performance pertaining to quality of instruction and student learning. (Standard 48)
Preceptors will evaluate MAT students at the end of their clinical experience.

Preceptors will approve case logs reported by MAT students. When you approve case logs of 2nd year MAT students you are stating that they are competent. If you feel the student is not competent, please leave feedback on the case log so the student knows how to improve, and the clinical coordinator can review the progression of the 2nd year student.

Preceptors will approve hours recorded by MAT students.
Outcomes Assessment
## Outcomes Assessment

### Data Analysis: Preceptor Evaluation of MAT Student (partial eval)

<table>
<thead>
<tr>
<th>Clinical Education 3. Rotation 1.</th>
<th>Student A</th>
<th>Student B</th>
<th>Student C</th>
<th>Student D</th>
</tr>
</thead>
<tbody>
<tr>
<td>The MAT student upholds the mission of the MAT Program at the University of Houston</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>The MAT student demonstrates punctuality and is actively engaged in attending clinical experiences</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>The MAT student communicates timely, effectively, and professionally with their assigned preceptor</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
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<tr>
<td>The MAT student advocates for the health needs of clients, patients, communities, and populations</td>
<td>3</td>
<td>3</td>
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<tr>
<td>The MAT student uses health care delivery strategies that account for health literacy and a variety of social determinants of health</td>
<td>3</td>
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<tr>
<td>The MAT student incorporates patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>The MAT student communicates effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others</td>
<td>3</td>
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<td>3</td>
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<tr>
<td>The MAT student engages in clinical experiences in collaboration with other health care and wellness professionals (e.g. PT, RD, RN, PA, EMT, etc.)</td>
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<td>The MAT student engages in clinical experiences in a manner that uses evidence to inform practice</td>
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<tr>
<td>The MAT student uses systems of quality assurance and quality improvement to enhance client/patient care</td>
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# Outcomes Assessment

## Data Analysis: MAT Student Evaluation of Preceptor

<table>
<thead>
<tr>
<th>Does my assigned preceptor uphold the mission and vision of the MAT program?</th>
<th>Athletic Trainer X</th>
<th>Athletic Trainer X</th>
<th>Athletic Trainer X</th>
<th>Athletic Trainer Y</th>
<th>Athletic Trainer Y</th>
<th>Athletic Trainer Z</th>
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<table>
<thead>
<tr>
<th>Does my assigned preceptor uphold the mission and vision of their organization?</th>
<th>Athletic Trainer X</th>
<th>Athletic Trainer X</th>
<th>Athletic Trainer X</th>
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<tr>
<th>Does my assigned preceptor reflect favorably on the profession of Athletic Training?</th>
<th>Athletic Trainer X</th>
<th>Athletic Trainer X</th>
<th>Athletic Trainer X</th>
<th>Athletic Trainer Y</th>
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<tr>
<th>Does my assigned preceptor directly supervise me during all clinical education rotations?</th>
<th>Athletic Trainer X</th>
<th>Athletic Trainer X</th>
<th>Athletic Trainer X</th>
<th>Athletic Trainer Y</th>
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<thead>
<tr>
<th>Does my assigned preceptor provide instruction and assessment of my current knowledge, skills, and clinical abilities as designated by the MAT Program?</th>
<th>Athletic Trainer X</th>
<th>Athletic Trainer X</th>
<th>Athletic Trainer X</th>
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<tr>
<th>Does my assigned preceptor provide assessment of my clinical integration proficiencies, communication skills, and clinical decision making during actual patient/client care?</th>
<th>Athletic Trainer X</th>
<th>Athletic Trainer X</th>
<th>Athletic Trainer X</th>
<th>Athletic Trainer Y</th>
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<tr>
<th>Does my assigned preceptor facilitate the clinical integration of skills, knowledge, and evidence regarding the practice of Athletic Training?</th>
<th>Athletic Trainer X</th>
<th>Athletic Trainer X</th>
<th>Athletic Trainer X</th>
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Timeline and Clinical Site Expectations
Evaluation Timeline Example

Fall Semester Example

2nd Year Student

Clinical Assignment

1st Year Student

1st Assignment

Second Assignment

1st year student receives final evaluation from preceptor

Student receives final evaluation from preceptor
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)

• Site-specific requests:
  – Parking Pass
  – Site-specific badge (student has UH badge)
MAT Program Policies

- MAT Program Handbook
  - Clinical Education Overview: pgs. 14-35
  - Therapeutic equipment safety policy
  - Inclement weather policy
  - Communicable disease policy
  - Dress code policy
  - Electronic communication policy
CEUs

• [https://www.bocatc.org/athletic-trainers#maintain-certification](https://www.bocatc.org/athletic-trainers#maintain-certification)

• Preceptor for a CAATE accredited athletic training program

• 5 CEUs per calendar year
  – 200 hours minimum
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)

Dr. Layci Harrison, Clinical Coord:  [lharris5@central.uh.edu](mailto:lharris5@central.uh.edu)
Questions?