

AT Program Handbook Appendices
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APPENDIX A

AT PROGRAM HANDBOOK/POLICY ACKNOWLEDGEMENT

As an athletic training student in the AT Program at Linfield College students must agree to abide by the following expectations to retain a position in the program. Students will be given a copy of this contract to keep in their portfolio. This form will be completed on an annual basis.

I understand that I will be held to a higher standard of academic and professional behavior than other students who do not have patient care responsibilities as part of the undergraduate experience.

Student initials: _____

I understand that I must maintain a cumulative Linfield GPA ≥ 2.3 and a major GPA ≥ 2.7 at all times and if I fail to maintain these GPAs I will be placed on academic probation from the AT Program. I understand that failing to raise my GPAs to the required marks in the subsequent semester will result in my dismissal from the AT Program.

Student initials: _____

I understand that I must abide by the NATA Code of Professional Ethics and act according to the BOC Standards of Professional practice at all times. If I fail to do so I will encounter disciplinary action that may result in my termination from the AT Program.

Student initials: _____

I understand that I must abide by the policies outlined in the AT Program Handbook. I acknowledge that I have read the Handbook (available online) and agree to abide by all policies outlined therein. If I fail to do so I will encounter disciplinary action that may result in my termination from the AT Program.

Student initials: _____

I understand that I must abide by the policies outlined in the Linfield Student Handbook (available online). I acknowledge that I have read the Student Handbook and agree to abide by all policies outlined therein. If I fail to do so I will encounter disciplinary action that may result in my dismissal from the AT Program.

Student initials: _____

I understand that attendance and punctual arrival for AT Program seminars is required. I understand that punctual arrival means arriving early enough that I am prepared to begin at the designated start time and not be a distraction or hindrance to the seminar speaker.

Student initials: _____

I understand that I am required to participate in pre-participation physical examinations and exit examinations as part of my Professional Experience courses. I further understand that per the discretion of the Clinical Education Coordinator, this participation may or may not be part of my scheduled clinical experience hours.

Student initials: _____

I understand that if I am employed, my employment *must not* conflict with my athletic training clinical responsibilities. If my employment conflicts with my athletic training responsibilities *I will adjust my employment schedule* around my athletic training clinical responsibilities. I further understand that it is my responsibility to *immediately* communicate my employment schedule and schedule changes to the Clinical Education Coordinator.

Student initials: _____

I understand that if I am in a sorority or fraternity, my sorority/fraternity activities *must not* conflict with the academic requirements (didactic and clinical) of the AT Program. If my sorority/fraternity activities conflict with my athletic training responsibilities *I will adjust my sorority/fraternity obligations* around my athletic training responsibilities.

Student initials: _____

I understand that I must maintain membership in the NATA during my participation in the AT Program. I understand that I must submit a copy of my current NATA membership card to the Program Director by January 31 every year.

Student initials: _____

I understand that a suggested course sequence for all athletic training classes is printed in the Linfield AT Program Policies and Procedures manual (P&P manual - available online). I understand that if I choose to deviate from that suggested progression I may encounter conflicts and my graduation may be delayed.

Student initials: _____

I understand that I must record my scheduled clinical experience hours at the beginning of every shift according to V.2 in the AT Program Handbook. I understand I *may not* record days ahead of time or record days already passed (with the exception of illness). If I fail to record my scheduled hours at the beginning of my shift or if I record them incorrectly, I will not receive credit for those clinical hours and I will have to make them up.

Student initials: _____

I understand that I must make up missed clinical hours *as soon as possible* (ie – the next day off, *not* necessarily the time most convenient to me).

Student initials: _____

I understand that I am required to attend the annual bloodborne pathogen training session scheduled for the AT Program.

Students initials: _____

I understand that I am required to successfully complete a 6-course clinical experience sequence and two internships during a *minimum* of four semesters consisting of a *minimum* of 90 clinical hours in Professional Experience I-IV, a *minimum* of 135 clinical hours in Professional Experience V & VI, a *minimum* of 135 clinical hours in high school internship, and a *minimum* of 45 clinical hours in general medical/orthopedic internship. I understand I am strongly encouraged to participate in more than these required clinical hours, but cannot exceed 20 hours of clinical experience per week while classes are in session or 40 hours of clinical experience per week during breaks.

Student initials: _____

I understand that the Clinical Education Coordinator and/or Program Director may *ask* for my input on which clinical assignments I have each semester; but the Program Director and Clinical Education Coordinator have the *final determination* on which clinical assignment I receive.

Student initials: _____

I understand that when I am not under the direct supervision of a preceptor I must not represent myself as an athletic training student. Furthermore, I must act *only* in the role of a *FIRST RESPONDER* as dictated by the training certificates I hold in first aid, CPR and AED use.

Student initials: _____

I understand that some clinical assignments are not on the Linfield College campus (high school and other internships). I understand that if I am assigned to any of these clinical experiences *I must provide* my own transportation to and from the facility and that the Linfield AT Program or the Department of HHPA *will not* reimburse me for any travel expenses I incur.

Student initials: _____

I understand that my preceptor will evaluate me 2 times each semester.

Student initials: _____

I understand that I am required to evaluate myself 2 times each semester.

Student initials: _____

I understand that I am required to evaluate my preceptors once each semester.

Student initials: _____

I understand that I have a legal and ethical responsibility to safeguard the privacy of all student-athletes and to protect the confidentiality of their health information. I reaffirm my commitment to protect the confidentiality of health information.

Student initials: _____

I understand that student rights under FERPA are applicable in the athletic training setting. I acknowledge receiving, reading, and understanding the registrar's annual email regarding FERPA and privacy rights, and I reaffirm my commitment to protect the confidentiality of students' personal, medical and educational information as outlined in this email.

Student initials: _____

I understand that if I participate in intercollegiate sports my non-traditional sport activities *must not* conflict with my clinical experience responsibilities. I understand that I will have scheduled clinical experience during my competitive season and that clinical experiences will take precedence over practice.

Student initials: _____

I understand that I will be issued keys to HHPA facilities. I will not share those keys with any person and should I lose the keys I will be financially responsible for the needed replacement of keys and/or locks.

Student initials: _____

I understand and agree to abide by the personal appearance policies outlined in VI.14 of the AT Program Handbook. I understand that my preceptor and/or the Program Director has/have the final judgment as to if I am following the personal appearance policy.

Student initials: _____

I understand and agree to abide by the policy for communicable disease (VI.19 in AT Program Handbook).

Student initials: _____

I understand that I may be put on probation or terminated from the AT Program at any time for failure to progress academically or clinically, for single or accumulated violations of policy, or for inappropriate behavior as outlined by the Linfield AT Program Handbook, Linfield P&P Manual, and/or Linfield Student Handbook.

Student initials: _____

STATEMENT OF AGREEMENT

I have read the expectations herein set forth by the Linfield AT Program Handbook/Policy Acknowledgement and have initialized the statements with the understanding that I will abide by these expectations to retain my position as a student in the AT Program. I understand that failure to comply with these expectations may result in a probationary period and possible termination from the AT Program.

Student Name: _____

(Print legibly)

Student Signature: _____

Date: _____

Program Director Signature: _____

Date: _____

HHPA Athletic Training. Sample Nicholson Library holdings 1999 -

TITLE	AUTHOR	IMPRINT
All about joints :	Siegel, Irwin M.	1927-New York : DEMOS c2002
The American Yoga Association's beginner's manual /	Christensen, Alice	New York : Simon & Schuster 2002
Anabolic steroids :	Lenahan, Pat	1959-London ; New York : Taylor & Francis 2003
Anabolic steroids and the athlete /	Taylor, William N	Jefferson N.C. : McFarland 2002
Assessment of athletic injuries /	Shultz, Sandra J.	1961-Champaign IL : Human Kinetics 2000
Athletic injury assessment /	Booher, James M	Boston : McGraw-Hill c2000
Athletic training educational competencies	National Athletic Trainers' Assoc.	Dallas, TX : National Athletic Trainers' Association, c1999
The athletic woman's survival guide :	Otis, Carol L	Champaign IL : Human Kinetics c2000
Autoimmune diseases and their environmental triggers /	Moore, Elaine A.	1948-Jefferson N.C. : McFarland c2002
The book of massage :	Lidell, Lucy	New York : Simon & Schuster 2001
Breathing spaces :	Thayer, Robert E	New York : Columbia University Press c2003
Calm energy :	Jackson, Jean E. (Jean Elizabeth)	Oxford ; New York : Oxford University Press 2001
Camp pain :	Patarca-Montero, Roberto	1943-Philadelphia PA : University of Pennsylvania Press c2000
Chronic fatigue syndrome and the body's immune defense system /	O'Connor, Daniel P	New York : Haworth Medical Press c2002
Clinical pathology for athletic trainers :	Maffettone, Phillip	Thorofare NJ : Slack c2001
Complementary sports medicine	Ray, Richard, ed.	Champaign IL : Human Kinetics c1999
Complementary therapies in rehabilitation /		Thorofare NJ : Slack c2001
Counseling in sports medicine		Champaign IL : Human Kinetics c2001
Current topics in musculoskeletal medicine :		
Doping in elite sport :		
Eat drink and be healthy : b. the Harvard Medical School guide to healthy eating /	Willett, Walter	New York : Simon & Schuster Source 2001
The encyclopedia of sports medicine /	Oakes, Elizabeth H.	1964-New York : Facts on File Inc. c2005
The encyclopedia of the muscle and skeletal systems and disorders /	Saylor, Mary Harwell	New York NY : Facts On File c2005
Evaluating health promotion :		Oxford ; New York : Oxford University Press 2004
Exercise physiology :	McArdle	William D Philadelphia : Lippincott Williams & Wilkins c2001
Extraarticular reconstruction in the anterior cruciate ligament deficient knee /		Champaign IL : Human Kinetics Publishers c1992
Fat boys :	Gilman, Sander L	Lincoln : University of Nebraska Press c2004
Fat :	Pool, Robert	1955-New York : Oxford University Press 2001
First aid and CPR /	Thygerson, Alton L	Sudbury Mass. : Jones and Bartlett Publishers c2001

HHPA Athletic Training. Sample Nicholson Library holdings 1999 -

Food and nutritional toxicology /	Omaye, Stanley T	Boca Raton : CRC Press c2004
Free radicals in exercise and aging /	Milburn, Michael P	Champaign IL : Human Kinetics c2000
The future of healing :		Freedom Calif. : Crossing Press c2001
Good practice in adult mental health		London : Philadelphia : Jessica Kingsley Publishers 2004
The great American detox diet :	Jamieson	Alex, Emmaus Penn. : Rodale c2005
Guiding the young athlete	Jenkins, David	St. Leonards, N.S.W. ; London: Allen & Unwin, c2000
Handbook of obesity treatment /		New York : Guilford Press c2002
Health nutrition and food demand /		Wallingford UK : Cambridge MA : CAB Int. Pub. c2003
Health promotion strategies and methods /	Egger, Garry	Sydney ; New York : McGraw-Hill 2005
HIV/AIDS in sport: impact, issues and challenges	Sandaran, Gopal et al	Champaign IL: Human Kinetics c1999
Human biomechanics and injury prevention /		Tokyo : New York : Springer c2000
The hungry gene :	Shell, Ellen Ruppel	1952-New York : Atlantic Monthly Press c2002
Illegal drugs :	Gahlinger, Paul M	New York : Plume 2004
Injury and trauma sourcebook :		Detroit MI : Omnigraphics c2002
The Internet and healthcare		Chicago Ill. : Health Administration Press 1999
Introduction to exercise science /		Boston MA : Allyn and Bacon c2000
Living with food allergies	Wedman-St. Louis, Betty	Lincolnwood IL : Contemporary Books c1999
Managing noise and vibration at work	South, Tim	Amsterdam ; Boston : Elsevier Butterworth-Heinemann 2004
Managing pain before it manages you /	Caudill, Margaret	New York : Guilford Press c2002
Medicine for the outdoors :	Auerbach, Paul S	New York : Lyons Press c1999
Mud sweat and beers :	Collins, Tony	1960-Oxford ; New York : Berg c2002
Neurologic athletic head and spine injuries /		Philadelphia : W.B. Saunders Co. c2000
New nutrition: from antioxidants to zinc	Busch, Felicia	New York: John Wiley & Sons, c2000
Non-surgical sports medicine :	Barry, N. Nichole	Baltimore : The Johns Hopkins University Press c2002
Nutrition	Insel, Paul M. et al	Boston: Jones and Bartlett Publishers, c2001
Peripheral nerve injuries in the athlete /		Champaign IL : Human Kinetics c2003
Physical activity and obesity /		Champaign IL : Human Kinetics c2000
Physics and the art of dance :	Laws, Kenneth	Oxford ; New York : Oxford University Press 2002
Physiological aspects of sport training and performance	Hoffman, Jay	Champaign IL: Human Kinetics c2002
Physiology :	Iron, Glenn	1955-Thorofare N.J. : Slack c2000
Planning, implementing, and evaluating health promotion programs :	Mckenzie, James F.	1948-Boston : Allyn and Bacon c2001
PNF in practice :	Adler, Susan S.	1931-Berlin ; New York : Springer c2000

Principles of health education and health promotion /	Butler, J. Thomas	Belmont CA : Wadsworth 2001
Promoting health at the community level /		Thousand Oaks [Calif.] : Sage Pub. c2003
Promoting healthy behavior :		Washington D.C. : Georgetown University Press c2000
Psychological approaches to pain management :		New York : Guilford Press c2002
Psychology of physical activity :	Biddle, Stuart	London : New York : Routledge 2001
The psychopharmacology of herbal medicine :	Spinella, Marcello	Cambridge Mass. : MIT Press c2001
Public health nutrition /		Oxford UK : Ames Iowa : Blackwell Science 2004
Pumped :	Kuhn, Cynthia	New York : W.W. Norton & Co. 2000
Quick reference dictionary for physical therapy /		Thorofare NJ : Slack 2003
Role delimitation study: athletic training profession	Columbia Assessment Services, Inc	Omaha, NE: NATABOC, 1999
The role of complementary and alternative medicine :		Washington, D.C. : Georgetown University Press c2002
Safety at scene :	Calland, Vic	London : New York : Mosby 2000
Senior fitness test manual /	Rikli, Roberta E	Champaign IL : Human Kinetics c2001
The seven spiritual laws of yoga :	Chopra, Deepak	Hoboken, N.J. : John Wiley & Sons c2004
Sport and physical education in China	Riordan, James, ed.	London: New York: E & FN Spon c1999
Sports biomechanics :	Bartlett, Roger	London : New York : E & FN Spon 1999
Sports medicine essentials :	Clover, Jim	Orange CA : Career Pub. C2001
Standing Pilates :	Breibart, Joan	Hoboken, N.J. : John Wiley & Sons, c2005
Stiff :	Roach, Mary	New York : W.W. Norton & Co., c2003
Ten minute tone-ups for dummies /	Targosz, Cynthia	Indianapolis, IN : Wiley Pub., 2004
Theory in a nutshell :	Nutbeam, Don	Sydney : New York : McGraw-Hill Book Co., 1999
Therapeutic exercise for athletic injuries /	Houglum, Peggy A.	1948 Champaign IL : Human Kinetics c2001
Toxins in food /		Boca Raton FL : CRC Press c2005
Transplant :	Tilney, Nicholas L	New Haven : Yale University Press c2003
Transplantation ethics /	Veatch, Robert M	Washington D.C. : Georgetown University Press c2000
Useful bodies :		Baltimore : Johns Hopkins University Press c2003
What price better health? :	Callahan, Daniel	1930-Berkeley : University of California Press ; New York : Milbank Memorial Fund c2003
Wound care :		Gaithersburg Md. : Aspen Publishers c2001

Adapted physical activity quarterly : APAQ.
Advances in mind-body medicine.
American family physician.
American journal of health behavior.
American journal of health education
American journal of public health
American journal of sports medicine.
Backpacker.
Bicycling.
Coach and athletic director.
Dance magazine.
Harvard health letter / from Harvard Medical School.
Health care financing review.
Health.
International journal of stress management.
Journal of applied biomechanics.
Journal of athletic training.
Journal of nutrition education and behavior.
Journal of nutrition education.
Journal of orthopaedic and sports physical therapy.
Journal of physical education, recreation & dance.
Journal of school health.
Journal of sport & exercise psychology.
Journal of sport and social issues.
Journal of sport rehabilitation.
Journal of teaching in physical education : JTPE.
Journal of the American Dietetic Association.
Measurement in physical education and exercise science.
Medicine and science in sports and exercise.
Men's health.
Nutrition reviews.
Nutrition today.
Physical educator.
Physician and sportsmedicine.
Quest.
Research quarterly for exercise and sport.
Runner's world.
Sociology of sport journal.
Sport psychologist.
Sporting news.

HHPA Periodical Subscriptions in Nicholson Library

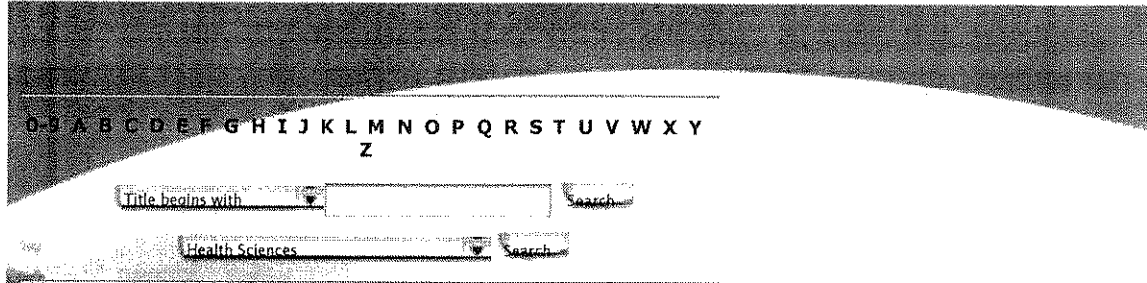
Sports illustrated.

Strength and conditioning journal.

Volleyball.

LINFIELD college libraries

E-Journal links



Subject Headings in Health Sciences

- Biomedical Engineering (151)
- Dentistry
 - Dentistry - General (3)
 - Oral Surgery (1)
 - Orthodontics & Prosthodontics (4)
 - Orthodontics (1)
 - Prosthetics (1)
 - Prosthetics - General (7)
- Medicine
 - Alternative Medicine (13)
 - Cardiovascular Diseases (10)
 - Clinical Endocrinology (6)
 - Clinical Immunology (9)
 - Connective Tissue Diseases (1)
 - Dermatology (15)
 - Emergency Medicine (2)
 - Gastroenterology (12)
 - Geriatrics (9)
 - Gynecology & Obstetrics (26)
 - Hematologic Diseases (12)
 - History of Medicine (3)
 - Industrial Medicine (6)
 - Infectious Diseases (4)
 - Internal Medicine - General (25)
 - Medical & Biomedical Informatics (3)
 - Medical Education (7)
 - Medical Ethics & Philosophy (15)
 - Medical Professional Practice (4)
 - Medical Research (10)
 - Medicine - General (45)
 - Metabolic & Nutritional Diseases (4)
 - Musculoskeletal System Diseases (6)
 - Neurology (71)
 - Oncology (34)
 - Ophthalmology (22)
 - Otorhinolaryngology (10)
 - Palliative Care (1)
 - Pathology (38)
 - Pediatrics (50)
 - Radiology, MRI, Ultrasonography & Medical Physics (13)
 - Respiratory System Diseases (4)
 - Sports Medicine (7)
 - Tropical & Arctic Medicine (4)
 - Urology (12)
- Nursing (59)
- Occupational Therapy & Rehabilitation (4)
- Pharmacy, Therapeutics, & Pharmacology (62)
- Physical Therapy (8)
- Psychiatry
 - Clinical Psychology (16)
 - Psychiatric Disorders, Individual (17)
 - Psychiatry - General (18)
 - Psychoanalysis (5)
 - Psychosomatic Medicine (3)
 - Psychotherapy (23)
 - Sexual Problems (2)
 - Substance Abuse Disorders (10)
- Public Health
 - Adolescent & Adult Public Health (1)
 - Aged Public Health (1)
 - Environmental Health (6)
 - Epidemiology & Epidemics (3)
 - Ethnic Minorities & Public Health (2)
 - Gender Specific Public Health (7)
 - Government Health Agencies, U.S. (1)
 - Hospitals & Medical Centers (15)
 - Legal & Forensic Medicine (5)
 - Long-Term Care Facilities (1)

Although there is some redundancy, the 43 titles to which we subscribe for HHPA are supplemental robustly by periodicals drawn from these topic areas via various E-journal packages to which the library also subscribes.

The number in parentheses indicates # of full-text titles available by subject.

- Medical Care Plans (6)
- Medical Economics (2)
- Medical Statistics (1)
- Mental Illness Prevention (1)
- Public Health - General (51)
- Social Medicine (5)
- Toxicology & Public Health (15)
- Transmission of Disease (1)
- World Health (3)
- Surgery & Anesthesiology
 - Anesthesiology (5)
 - Plastic Surgery (1)
 - Prosthesis & Artificial Organs (3)
 - Surgery - General and By Type (39)
 - Transplantation of Organs & Tissues (5)
 - Wounds & Injuries (4)
- Veterinary Medicine (14)

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Treatment Center Closing Duties

Date:																				
Re-stock taping cabinets																				
Fill ice cups																				
Check hydrocollator water level; fill if necessary																				
Clean sink and sink counters with WHIZZER disinfectant																				
Clean tables with WHIZZER disinfectant																				
Clean whirlpools with WHIZZER disinfectant																				
Clean taping counter and drawers with WHIZZER disinfectant																				
Clean ultrasound heads with Transeptic																				
Tidy up the modalities units and their tables																				
Empty GameReady, dry, and leave lid open; wipe sleeves																				
Turn in dirty towels and pillow cases; turn in MHP covers on Mondays																				
Put rehab equipment away in proper place																				
Return magazines to rack																				
Put Graston instruments away in canvas holder																				
Put ice in equipment room																				
Tidy up office desk																				
Turn off lights and lock doors																				

**Linfield College Athletic Training Program
Developmental Objectives**

DEVELOPMENTAL LEVEL	DEVELOPMENTAL OBJECTIVES
ENTRANCE CRITERIA	(1) Academic Ability (2) Intellectual Curiosity (3) Career Commitment (4) Values Formation The student masters the basic skills employed in athletic training while being exposed to and assimilated in the culture of the profession.
LEVEL I – TECHNICAL (NOVICE)	
LEVEL II – TRANSITION CRITERIA	(1) Competence in Basic Skills (2) Resonance with Athletic Training Culture (3) Academic Soundness The student learns to apply theoretical concepts to real problems. The student learns to apply skills in the context of patient outcome objectives.
LEVEL II – TECHNICAL – PROFESSIONAL TRANSITION (DEVELOPING)	
LEVEL II – III TRANSITION CRITERIA	(1) Problem Solving Ability (2) Employability (3) Academic Soundness The student has mastered the entry-level competencies in athletic training. The student integrates knowledge, skill, and values in the helping relationship while continuing to refine and further develop proficiencies.
LEVEL III – ENTRY LEVEL PROFESSIONAL (MATURE)	
TRANSITION TO PRACTICE CRITERIA	(1) Academic Soundness (2) Success on Certification Exam (3) Awareness of Career Options (4) Employment Strategy (5) Continuing Education Strategy

Athletic Training Student Physician Contact

TC Clinic with Team Physician

Date: _____ Physician's Name: _____

Date: _____ Physician's Name: _____

Date: _____ Physician's Name: _____

Office Visits with Athlete

Date: _____ Physician's Name: _____

Date: _____ Physician's Name: _____

Date: _____ Physician's Name: _____

Date: _____ Physician's Name: _____

Date: _____ Physician's Name: _____

Date: _____ Physician's Name: _____

Emergency Room Visits with Athlete

Date: _____ Physician's Name: _____

Date: _____ Physician's Name: _____

Date: _____ Physician's Name: _____

Surgery Observation

Date: _____ Physician's Name: _____

Surgical Procedure: _____

Date: _____ Physician's Name: _____

Surgical Procedure: _____

Linfield College AT Program Athletic Training Student Clinical Evaluation

Student _____ Clinical Assignment/Preceptor _____
 Year in School Soph Jr. Sr Semester F S Mid Final
 Professional Experience Level: I II III IV V VI
 Date _____ Preceptor _____

Please utilize the following criteria when completing the evaluation:

Scoring criteria for Athletic Training Student Evaluation

5 Outstanding	Student far exceeds what is typical of most students at that developmental level – Performance would place student in the <i>top 10% of all AT Program students with whom you have worked.</i>
4 Above average	Student performs duties better than most students at that developmental level – Performance would place student in the <i>top 25% of all AT Program students with whom you have worked.</i>
3 Appropriate/ Satisfactory	Student performs duties as well as most students at this level – Performance would place student in the <i>top 50% of all AT Program students with whom you have worked.</i>
2 Needs Improvement	Student performs duties at a level below what is expected at this level – Has not demonstrated mastery – Performance would place student <i>below the 50th percentile of all AT Program students with whom you have worked</i> – Please provide specific feedback on how student could improve their performance
1 Inappropriate/ Unsatisfactory	Student performs duties at a level that is drastically below what is expected – Performance would place students in the <i>lowest quartile of all AT Program students with whom you have worked</i> – Please provide specific feedback on how the student could improve their performance

PROFESSIONAL DEMEANOR & APPROACH: 5 4 3 2 1

During clinical experience demonstrates that priority is taking care of student-athletes; Follows policies and procedures; Maintains principles of confidentiality; Reports for clinical assignments on time and prepared; Displays positive attitude toward clinical assignment, AT Program, and Linfield College personnel; Demonstrates understanding and empathy to the physical and psychological needs of the athletes; Maintains emotional stability and works well under stress; Engages in appropriate conversation during clinical experience (and at appropriate volume levels).

Comments:

EDUCATIONAL FOCUS & EFFORT: 5 4 3 2 1

Recognizes the nature and extent of injuries correctly; Displays good judgment in decision making; Makes intelligent observations and reports them; Attentive and aware during clinical experience; Takes advantage of learning opportunities; Demonstrates curiosity to learn; Demonstrates initiative; Takes pride in performance; Accepts criticism and profits from suggestions.

Comments:

COMMUNICATION & TEAM APPROACH: 5 4 3 2 1

Demonstrates ability to interview and instruct student-athletes intelligently and concisely; Able to educate athletes about injury, healing and treatment; Does his/her share in facility cleaning and maintenance; Works well and maintains good rapport with student-athletes, peers, AT Program staff, and coaches; Tactful; Displays sense of humor appropriately; Maintains accurate medical records; Is proactive in communicating with preceptors and clinical education coordinator.

Comments:

Overall performance rating relative to AT Program level.

- _____ Performs duties far better than any other student at this level (top 10%)
- _____ Performs duties better than most students at this level (top 25%)
- _____ Performs duties as well as most students at this level (top 50%)
- _____ Performs duties at a level below what is expected at this level (lower 50%)
- _____ Performs duties at a level drastically below what is expected (lower 25%)

How much did the student improve during this period of evaluation for the clinical assignment?

_____ Markedly _____ Some _____ Not at all

Describe the athletic training student's strengths during this evaluation period:

Describe the athletic training student's weaknesses during the evaluation period and provide suggestions for improvement:

**Linfield College AT Program
Athletic Training Student Self-Evaluation**

Student _____ Clinical Assignment/Preceptor _____
 Year in School Soph Jr. Sr Semester F S Mid Final
 Professional Experience Level: I II III IV V VI
 Date _____ Preceptor _____

Please utilize the following criteria when completing the evaluation:
Scoring criteria for Athletic Training Student Self-Evaluation

5 Outstanding	My performance far exceeds what is typical of most students at my developmental level – My performance would place me in the <i>top 10% of all AT Program students at this level.</i>
4 Above average	My performance is better than most students at my developmental level – My performance would place me in the <i>top 25% of all AT Program students at this level</i>
3 Appropriate/ Satisfactory	My performance is as good as most students at my level – My performance would place me in the <i>top 50% of all AT Program students at this level</i>
2 Needs Improvement	My performance is at a level below other students at my level – Have not demonstrated mastery – My performance would place me <i>below the 50th percentile of all AT Program students at this level</i>
1 Inappropriate/ Unsatisfactory	My performance is at a level that is drastically below other students at my level – My performance would place me in the <i>lowest quartile of all AT Program students at this level</i>

PROFESSIONAL DEMEANOR & APPROACH: 5 4 3 2 1

During clinical experience demonstrates that priority is taking care of student-athletes; Follows policies and procedures; Maintains principles of confidentiality; Reports for clinical assignments on time and prepared; Displays positive attitude toward clinical assignment, AT Program, and Linfield College personnel; Demonstrates understanding and empathy to the physical and psychological needs of the athletes; Maintains emotional stability and works well under stress; Engages in appropriate conversation during clinical experience (and at appropriate volume levels).

Comments:

EDUCATIONAL FOCUS & EFFORT: 5 4 3 2 1

Recognizes the nature and extent of injuries correctly; Displays good judgment in decision making; Makes intelligent observations and reports them; Attentive and aware during clinical experience; Takes advantage of learning opportunities; Demonstrates curiosity to learn; Demonstrates initiative; Takes pride in performance; Accepts criticism and profits from suggestions.

Comments:

COMMUNICATION & TEAM APPROACH: 5 4 3 2 1

Demonstrates ability to interview and instruct student-athletes intelligently and concisely; Able to educate athletes about injury, healing and treatment; Does his/her share in facility cleaning and maintenance; Works well and maintains good rapport with student-athletes, peers, AT Program staff, and coaches; Tactful; Displays sense of humor appropriately; Maintains accurate medical records; Is proactive in communicating with preceptors and clinical education coordinator.

Comments:

How much do you think you improved during this period of evaluation for the clinical assignment?

_____ Markedly _____ Some _____ Not at all

Specify where you feel you made the greatest improvements:

Describe your strengths during this evaluation period:

Describe your weaknesses during the evaluation period and explain how you plan to improve upon them:

Designate where you feel your current performance level is on the continuum below:

Injury prevention and recognition of risk	<u> x </u>	<u> x </u>
	New student	ATC
Taping, wrapping, splinting skills	<u> x </u>	<u> x </u>
	New student	ATC
Wound care	<u> x </u>	<u> x </u>
	New student	ATC
Handling emergency situations	<u> x </u>	<u> x </u>
	New student	ATC
Evaluation skills	<u> x </u>	<u> x </u>
	New student	ATC
Selection and fitting of protective equip.	<u> x </u>	<u> x </u>
	New student	ATC
Acute care of injury and illness	<u> x </u>	<u> x </u>
	New student	ATC
Application of therapeutic modalities	<u> x </u>	<u> x </u>
	New student	ATC
Application of rehabilitation techniques	<u> x </u>	<u> x </u>
	New student	ATC
Administrative policies and procedures	<u> x </u>	<u> x </u>
	New student	ATC

Did you meet your goals from the last evaluation period? If not, what got in the way?

List your three goals for the next evaluation period:

1.

2.

3.

List specific ways you will work on these goals on a weekly/daily basis to achieve them.

Student Signature

Date

LINFIELD COLLEGE ATHLETIC TRAINING PROGRAM STUDENT EVALUATION OF PRECEPTORS

Frequently, constructive feedback is a vital element in the learning process. The faculty of the athletic training program are not only concerned with student learning, but also desire to gather as much constructive feedback from students as possible for the purpose of improving their instruction. You are normally asked to rate the quality of classroom instruction for each course at the end of each semester. This form is intended to provide you with an opportunity to rate the quality of the instruction you received in your clinical setting, whether it was in the Treatment Center or in an off-campus clinical rotation.

Preceptor _____ Professor Code _____ 1, 2, 3 or 4

Evaluation Period _____ to _____
(month/year) (month/year)

Location of Clinical Assignment _____

Please indicate your response to items 1-13 using the following key:

- | | |
|---------------------------------------|------------------------------------|
| A = Always (100% of the time) | D = Seldom (about 25% of the time) |
| B = Usually (about 75% of the time) | E = Never (0% of the time) |
| C = Sometimes (about 50% of the time) | |

My preceptor

		A	B	C	D	E
1.	Was clear in his/her instruction of specific knowledge and skills.					
2.	Was helpful in guiding me to info. I needed to master my assigned competencies.					
3.	Demonstrated (or arranged for demonstration) the skills I was assigned to learn.					
4.	Was attentive and helpful when I had concerns and questions					
5.	Modeled professional behavior.					
6.	Modeled ethical behavior.					
7.	Was readily available to answer my questions.					
8.	Used real life examples in the clinical setting to help me learn.					
9.	Allowed me to practice my skills on athletes/patients.					
10.	Provided me with feedback on my performance during the clinical experience.					
11.	Provided me with feedback on my performance at the end of my clinical experience.					
12.	Provided learning experiences that were challenging.					
13.	Provided learning experiences that were interesting.					

14. I would rate the overall quality of instruction in this clinical experience as:

- | | | | | |
|-------------|--------|----------------|--------|--------|
| A Excellent | B Good | C Satisfactory | D Fair | E Poor |
|-------------|--------|----------------|--------|--------|

15. I would recommend this preceptor to other students:

- | | | | | |
|----------------|-------|----------|----------|-------------------|
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|----------------|-------|----------|----------|-------------------|

16. I would recommend this clinical experience to other students:

- | | | | | |
|----------------|-------|----------|----------|-------------------|
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|----------------|-------|----------|----------|-------------------|

17. What was the strongest attribute of this preceptor?

18. Please explain any item in which you scored below a "C".

19. What suggestions can you offer your preceptor to help him/her improve the quality of instruction?

TECHNICAL STANDARDS FOR ADMISSION

Linfield College

Athletic Training Program

The Athletic Training Program at Linfield College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency, Commission on Accreditation of Athletic Training Education (CAATE). The following abilities and expectations must be met by all students admitted to the Athletic Training Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for selection to the Athletic Training Program must demonstrate:

1. the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. the ability to record the physical examination results and a treatment plan clearly and accurately.
5. the capacity to maintain composure and continue to function well during periods of high stress.
6. the perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
7. flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the athletic training program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet these standards.

Students claiming a disability must submit to the director of learning support services a diagnosis of their condition and its attendant educational implications that is no more than five years old and that follows established professional guidelines for assessment and accommodation of the disability in question. Students should consult the College disability policy for further information. The director of learning support services will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

Student Statement

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

Signature of Applicant

Date

Alternative Statement for Students Requesting Accommodations.

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the director of learning support services to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

Signature of Applicant

Date

MEDICAL HISTORY QUESTIONNAIRE

Name: _____

Date of Birth: _____

Past Illness:

Injuries:

Hospitalization/Surgeries:

Other: (please indicate if condition applies to you)

General Medical	Y	N	Comments (provide information for all "yes" responses)
Anemia			
Arthritis			
Asthma			
Back Injuries			
Birth Defect			
Bladder Infection			
Bowel Problems			
Cancer			
Diabetes			
Headaches (frequent or severe)			
Hearing Problems			
Heart Disease			
High Blood Pressure			
High Cholesterol or Lipids			
Infectious Mononucleosis			
Kidney Disease			
Liver Disease			
Rheumatic Fever			
Seizures			
Thyroid Disease			
Ulcer(duodenal or stomach)			
Visual Problems			

MEDICATIONS YOU ARE PRESENTLY TAKING:

ALLERGIES: (to medications and other substances-please list)

PRESENT OR CHRONIC MEDICAL PROBLEMS:

To the best of my knowledge, the above information is complete and accurate.

Student Signature: _____ Date: _____

**LINFIELD COLLEGE ATHLETIC TRAINING PROGRAM
HEALTH ASSESSMENT FORM**

Name: _____

Date of Birth: _____

PART II - To be completed by physician or nurse practitioner

Height _____ Weight _____ Pulse _____ BP _____

Vision (Snellen) R 20/ _____ L 20/ _____ Corrected: Y N

Hearing _____ R _____ L _____

Check if normal:

MEDICAL	NORMAL	ABNORMAL FINDINGS
Appearance		
Eyes/Ears/Nose/Throat		
Lymph Nodes		
Heart		
Pulses		
Lungs		
Abdomen		
Skin		

MUSCULOSKELETAL	NORMAL	ABNORMAL FINDINGS
Neck		
Back		
Shoulder/arm		
Elbow/forearm		
Wrist/hand		
Hip/thigh		
Knee		
Leg/ankle		
Foot		

Is general health adequate to allow participation in an athletic training education program? _____

Name: _____
Physician or Nurse Practitioner

Address: _____

Signature: _____

Date: _____

THIS INFORMATION IS CONFIDENTIAL

LINFIELD COLLEGE SPORTS MEDICINE

Certified Athletic Training Staff

Duane Duey, ATC Katie Hickman, ATC Greg Hill, ATC Laura Kenow, ATC

Athlete's Name: _____ Date: _____

Sport: _____ Initial Injury _____ Recheck

Diagnoses: _____

Injury Mechanism: _____

Medication: _____ Duration: _____

Treatment Protocol

_____ Evaluate & treat as indicated	_____ TENS
_____ Cold Pack	_____ Orthotron (Isokinetic Ex.)
_____ Cold Whirlpool	_____ Stationary Bike
_____ Ice Bath	_____ Supportive Brace
_____ Contrast Bath	_____ PNF Strengthening Technique
_____ Hot Pack	_____ PNF Stretching Technique
_____ Warm Whirlpool	_____ Joint Mobilization
_____ Massage	_____ Ankle Rehab. Program
_____ Ultrasound	_____ Knee Rehab. Program
_____ Electrical Stimulation	_____ Shoulder Rehab. Program
_____ Combination E-Stim/US	_____ Other _____

Frequency of Treatment: _____ Daily _____ 3X _____ 2X _____ 1X per week

Physician's Signature: _____

Recheck Date: _____

Comments:

APPENDIX L

Linfield College Daily Injury Report

Football¹

Observe, No Practice until further notice, No Contact

Name	Injury	Treatment

Limited Practice, Restricted activity until further notice

Name	Injury	Limitations

Return to Full Participation

Done For This Season

Attended Therapy Yesterday

¹ This report contains confidential medical information for the student-athletes listed. This information is for the football coaches only and cannot be shared with anyone else.

MEDICAL ABBREVIATIONS

AROM	active range of motion
abd	abduction
AC joint	acromioclavicular
add	adduction
AIIS	anterior inferior iliac spine
a.m.	morning
AMA	against medical advice
ant	anterior
ASA	aspirin
ASAP	as soon as possible
ASIS	anterior superior iliac spine
assist.	assistance/assistive
bilat.	bilateral, bilaterally
BP	blood pressure
CA	cancer
CBI	closed brain injury
CC, C/C	chief complaint
CNS	central nervous system
c/o	complains of
cont.	continue
CPR	cardiopulmonary resuscitation
CSF	cerebral spinal fluid
CV	cardiovascular
CWI	crutch walking instructions
dept.	department
DIP	distal interphalangeal joint
D/C	discontinued or discharged
DTR	deep tendon reflex
Dx	diagnosis
E.R.	emergency room
eval.	evaluation
ext, /, /on	extension
FH	family history
flex, ✓, ✓ on	flexion
FWB	full weight bearing
fx	fracture
HA, H/A	headache
HI	head injury
HR	heart rate
Hx	history

MEDICAL ABBREVIATIONS continued

IM	intramuscular
indep	independent
inf	inferior
Ⓛ	Left
LBP	low blood pressure
LE	lower extremity
LOC	loss of consciousness
max	maximal
MD	medical doctor
Meds.	medications
MFT	manual function testing
MMT	manual muscle testing
MP, MCP	metacarpalphalangeal
neg.	negative
npo	nothing by mouth
NSAID's	non-steroidal anti-inflammatories
NWB	non-weight-bearing
per	by/through
PERRLA	pupils, equal, round, reactive to light and accommodation
PNF	proprioceptive neuromuscular facilitation
pos.	positive
post	posterior
PRE	progressive resistive exercise
prn	whenever necessary
PROM	passive range of motion
PSIS	posterior superior iliac spine
PT	physical therapy
Pt.	patient
pt	point tender
PWB	partial-weight-bearing
q	every
qid	four times a day
Ⓡ	right
re:	regarding
rehab	rehabilitation
reps	repetitions
resp	respiratory, respiration
R/O	rule out
ROM	range of motion
RROM	resistive range of motion
Rx	treatment, prescription, therapy

MEDICAL ABBREVIATIONS continued

SC joint	sternoclavicular
sig	directions for use, give as follows, let it be labeled
SI	sacroiliac
SOB	shortness of breath
stat.	Immediately
Sx	Symptoms
TENS	transcutaneous electrical nerve stimulator
TMJ	temporomandibular joint
UE	upper extremity
US	ultrasound
v.s.	vital signs
wk.	Week
WNL	within normal limits
x	number of times performed (x2 = twice)
↓	Downward, decreased, diminished
↑	Upward, increased
̄	with
̄	without
̄	after
̄	before
~	approximately
@	at
Δ	change
>	greater than
<	less than
=	equal(s)
+	plus, positive
-	minus, negative
#	number, pounds
/	per
%	percent

APPENDIX N

NATA DUES SCHOLARSHIP APPLICATION

The NATA Dues scholarship may be awarded annually to students enrolled in the Linfield Athletic Training Program. Criteria for consideration include but are not limited to: financial need, commitment and service to the athletic training program and profession, and quality of character. Students are eligible to receive the dues scholarship one time only.

STUDENT INFORMATION

Name:

Year:

Email:

Cell Phone:

FINANCIAL CONSIDERATIONS

Have you received this scholarship previously?

Are you receiving financial aid?

Are you eligible for work study or campus employment?

Do you qualify for and receive food stamps?

Along with this form, attach a letter of application describing why you should be considered for the scholarship at this time. Be sure to address each of the three criteria listed in the scholarship description above. Return this form and your letter of application to:

Garry L. Killgore, PhD
HHPA Department Chair
Linfield College
900 SE Baker Street
McMinnville, OR 97128

Have you met your dress code obligations today?

Tests to pass:

- Bend-over test (checking your shirt neckline)
- Arm Raise Test (does my belly show?)
- Plumbers Butt Test (squat – does skin/underwear show?)
- Shoes (Can I run safely/effectively in them?)

At all times, be sure you are dressed “professionally”

Things to NOT wear:

- | | |
|--|------------------------------|
| Sweats | Workout clothes |
| Spaghetti straps | mesh shorts |
| Cut-offs | cut-off t-shirts |
| Torn jeans | Shirts that bare your belly |
| Spandex tights or shorts | Flip flops |
| High heel shoes | Non-crew neck tank tops |
| Male-cut tank tops with large arm holes | Tank tops with straps < 2.5” |
| T-shirts with holes, vulgar language, or promoting alcohol | |

If you are in violation of any of the above, go home and change clothes!!!!

Appendix Q

Linfield Athletic Training Program (AT Program) Bloodborne Pathogens Exposure Incident Reporting Form

Complete immediately and send to the AT Program Director within 24 hours.

Exposed Student or Staff Member _____ Date _____

Time of Incident _____ Location of Incident _____

Source Individual and School _____

Date, Time, Route, and Circumstances of Exposure:

Recommendations made to student (if student involved):

Individual completing form (please print legibly): _____

Signature: _____ Date: _____