

## **Lee University Clinical Education**

Clinical education represents the athletic training students' formal acquisition, practice, and preceptor evaluation of Athletic Training Clinical Proficiencies through classroom, laboratory, and clinical education experiences under the direct supervision of a preceptor. Formal evaluation of the application and integration of clinical proficiencies are completed by a preceptor and may be in conjunction with additional clinical instructors. Student placement at clinical sites are considered non-discriminatory with respect to race, color, creed, religion, ethnic origin, age, gender, disability, sexual orientation, or other unlawful basis.

Related to clinical education is field experience, in which students have the opportunity to practice clinical proficiencies under the supervision of a preceptor. These experiences will be throughout each semester while enrolled in the MSAT program. During the student's last spring semester, they will have an embedded component to ensure students are fully competent to practice autonomously in situations upon graduation. All students will receive OSHA training prior to any clinical placement is allowed. Clinical competency courses shall include academic syllabi that contain measurable educational objectives and specific clinical proficiency outcomes, and other necessary clinical education requirements that can be assessed over time.

Clinical supervision is defined by visual and auditory interaction between the student and the preceptor. This policy of instructor supervision is a must and should be maintained in all occasions, without exceptions. Students are not allowed to work in any sport or facility without preceptor supervision. Students should arrive early to assist with pre-game treatment and will assist after events when warranted. Students are not allowed to travel with teams unless the preceptor is accompanying the student. Students are not used to replace clinical staff at any time. A preceptor must accompany all events in which students are allowed to collect clinical hours.

Graduate students will be required to maintain the minimum hour requirement assigned to the associated clinical competency course in which they are enrolled each semester until graduation. Administrative record keeping is currently accomplished through ATrack. Students and preceptors will have adequate training prior to documenting or validating clinical hours. The clinical hours are necessary for the student to have ample opportunity to practice as well as be evaluated on performances related to academic success. However, care will be taken by the program and associated preceptors to ensure students clinical hours do not exceed a threshold which will negatively impact with academic performance. Students are required to log supervised hours. An important policy is to have hours logged each week. Weeks start on Sunday and end on Saturday for policy clarity. Each student must receive 1 day off during each week. Preceptors should not be asked to validate hours that happened more than 10 days ago, because this might affect the accuracy of the recorded hours.

### **Purpose of Clinical Education**

It is the purpose of the Lee University MSAT to be a functional educational and service facility for the Department of Health, Exercise Science, and Secondary Education. The program will endeavor to enhance the health care for the university's intercollegiate athletes as well as the broader habitually active members of the university and local community. The program will

service the college community by endeavoring to help its members attain higher levels of performance through proper health care and appropriate efforts to prevent injury and illness. Clinical Education is the bridge in which students affectively learn to utilize the various skill development taught in the classroom. This is a vital component to student learning.

The MSAT program will establish and maintain a corps of athletic training students that will be trained in the knowledge and skills that are essential to an entry-level athletic trainer. The purpose of clinical education is multidimensional. The student will:

- Utilize clinical experiences for peer practice, skill acquisition, and skill development
- Interact with many differing health care professionals, each having separate philosophies & experiences that will provide students with innovative skills that will enhance student development
- Written and verbal communication through peer teaching, clinical documentation, and professional interactions
- Gain confidence in self by practicing skills under direct supervision of allied health professionals (e.g. Certified Athletic Trainers, Orthopedic Surgeons, Physical Therapists, Registered Nurses, and Physician Assistants)
- Accumulate many hours in field settings where critical thinking and problem solving will occur on a daily basis
- Develop a mentorship with preceptors in order to foster a professional code of conduct that reflects Christian commitment.

At the completion of the program, the athletic training student should be able to function as a health care professional with minimal supervision in an allied health care setting and be eligible to sit for the BOC certification examination.

### **Instruction of Clinical Proficiencies and Clinically Integrated Proficiencies**

The goal of Clinical Education is to facilitate a student's ability to utilize the cognitive knowledge, psychomotor skills, and clinical abilities with behaviors of professional practice, which demonstrate a level of practice which is appropriate for an entry level certified athletic trainer. Clinical education is organized by lecture, lab, and clinical experience. These elements are taught overtime with consistent feedback provided to each student. The content taught is outlined in *2020 Standards for Accreditation of Professional Athletic Training Programs* (CAATE, 2018). The Clinically Integrated Proficiencies published by CAATE are Lee University's guide for the common set of skills that an entry-level athletic trainer should possess. Proficiencies also define the expectations of an outcome based clinical education system. Clinical proficiencies and psychomotor competencies will be introduced and instructed during coursework. The skills are taught, demonstrated, practiced, and then evaluated in at least two settings, demonstrating learning over time. Documentation of these skill sets will occur on the proficiency signature pages and/or through electronic skill documentation.

Learning over time is the documented continuous process of skill acquisition, progression, and student reflection. It involves the demonstration of systematic progression through the cognitive, psychomotor, and clinical proficiencies within different contextual environments (e.g., athletic training room, practice field, etc.). Assessment of learning over time is built around multiple indicators and sources of evidence such as observations (student affective behaviors, interviews);

performance samples (clinical skill demonstration); and tests or test-like procedures. Clinical integrated proficiencies are holistic in nature and allow the student to integrate multiple skills into through patient care. Learning over time will be demonstrated through proficiency evaluations during the academic and clinical experiences. Preceptors are given the appropriate evaluation tools for a clinical review. Classroom laboratory examinations or classroom instructor proficiencies will be more in depth and will allow the student appropriate one-on-one interaction. All MSAT students will be assigned to a specific preceptor for each rotation. All preceptor evaluations will be conducted in a one-on-one situation.

### **Current Affiliated Sites**

An athletic training student's primary clinical experiences will be on the Lee University campus. The MSAT will utilize off-campus rotations, such as football and other diversified experiences, to enhance the clinical education and field experiences of athletic training students. The campus health clinic plays an important role when students begin learning general medical conditions as they relate to the well-being of physically active individuals. Off-campus sites listed below are utilized to provide educational experience in a non-traditional environment. These rotations are designed to enhance the upper and lower extremity and general medical experiences. Grace Academy, McCallie School, Cleveland High School, Walker Valley High School, Bradley Central High School, and Ooltewah High School will provide students with experience in an equipment intensive, high-risk environment through sports such as football and wrestling. Students are responsible for transportation to and from clinical sites and all costs incurred. The following traveling distances from Lee University to clinical sites are approximated:

- Bradley Central High School – 1.5 miles
- Ooltewah High School – 15 miles
- Center for Sports Medicine and Orthopedics in Chattanooga – 28 miles
- Center for Sports Medicine and Orthopedics in Cleveland – 1 mile
- McCallie High School – 28 miles
- Cleveland High School – 2.5 miles
- Cleveland State Community College - 3.0 miles
- Grace Academy – 23 miles
- Walker Valley High School – 10 miles
- Boyd Buchanan School – 27miles

### **Rotation of Students for Clinical Sites and Field Experiences**

Students are assigned to a specific preceptors or supervisor, not to a facility or sport. Clinical rotations during the first four semesters of the Masters program will last one semester. And finally, the last 10 weeks of the student's tenure at Lee University will be spent in an embedded experience which will train students in health care delivery as it relates to that site's expectations. Student will be required to perform the tasks of the day for the same amount of time, as the preceptor is required to spend. If overtime is excess and hinders the students' ability to learn, then the student should report this issue to the clinical coordinator. Each student will gain experience in four general areas: Upper extremity, lower extremity, equipment intensive, and general medical. An overall emphasis on high-risk sports will foster student learning. Placement of students in Clinical Rotations is based in part on the following considerations:

- Classroom preparation
- Clinical preparation

- Performance evaluations in both classroom and clinical rotations
- Professionalism
- Educational needs

Examples of Each of the Clinical Emphases:

**Upper extremity**

Men's tennis

Women's tennis

Men's baseball

Women's softball

Women's volleyball

Women's Lacrosse

**Lower extremity**

Men's cross country

Women's cross country

Men's basketball

Women's basketball

Men's soccer

Women's Lacrosse

Women's soccer

**General Medical**

Lee University Health Clinic

Lee University Athletic Training Room

Center of Sports Medicine

**Equipment Intensive**

High school athletics

Intercollegiate athletics