Wichita State University
Athletic Training Education Program

Professional Phase
Athletic Training Student
Policies & Procedures
Manual

Department of Human Performance Studies

Revised 8/05; 08/07; 08/10; 11/11
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Forward

An athletic trainer is defined by the National Athletic Trainers’ Association (NATA), as a qualified allied healthcare professional that is educated and skilled in meeting the healthcare needs of individuals involved in physical activity. The athletic trainer functions as an integral member of the athletic health care team in secondary schools, colleges and universities sports medicine clinics, professional sports programs and other athletic health care settings. The athletic healthcare team includes: the athletic trainer, administrators, parents, athletes and athletic coaches in the providing an efficient and responsive athletic health care delivery system. As a member of the complete health care team, the athletic trainer works under the direction of a licensed physician and in cooperation with other healthcare professionals.

The Athletic Training Education Program (ATEP) at Wichita State University takes great pride in the quality of education it provides to students. Realizing that athletic training is such a diverse field, athletic training students are exposed to a variety of different learning experiences and teaching methods. Classroom and clinical experience is gained in each of the following curriculum areas of athletic training:

1. Evidence Based-Practice
2. Prevention and Health Promotion
3. Clinical Examination and Diagnosis
4. Acute Care of Injuries and Illnesses
5. Therapeutic Interventions
6. Psychosocial Strategies and Referral
7. Health Care Administration
8. Professional Development and Responsibility

By encouraging the athletic training students (ATS) to develop each of these areas, a well-rounded and competent practitioner will emerge from the program that will be able to adequately negotiate obstacles both on and off the field. In order to gain the clinical experience necessary to achieve Board of Certification (BOC) certification and a career in athletic training, it is important that the student become a working member in the athletic training facility. The BOC has identified the performance domains of the practicing athletic trainer to be:

1. Injury Illness Prevention and Wellness Protection
2. Clinical Evaluation and Diagnosis
3. Immediate and Emergency Care
4. Treatment and Rehabilitation
5. Organizational and professional Health and Well Being

This manual is intended to aid in the orientation of the ATS as well as serve as a valuable reference tool during the pre-professional phase experience. Athletic training
is a profession that commands a great deal of dedication and work without much credit. Prioritization of extracurricular activities is a necessary step to achieve success in the athletic training facility and in the classroom. The clinical experience begins during the first week of school in August and ends around mid-May with finals. Holiday breaks for athletic trainers are unlike those of the average person. Clinical time accrued during holiday breaks outside the academic calendar is left up to the student; however, these hours do not count toward any course, practicum, or internship credit.

**Foundational Behaviors of Professional Practice**

These basic behaviors permeate professional practice and should be incorporated into instruction and assessed throughout the educational program.

**Primacy of the Patient**
- Recognize sources of conflict of interest that can impact the client’s/patient’s health.
- Know and apply the commonly accepted standards for patient confidentiality.
- Provide the best healthcare available for the client/patient.
- Advocate for the needs of the client/patient.

**Team Approach to Practice**
- Recognize the unique skills and abilities of other healthcare professionals.
- Understand the scope of practice of other healthcare professionals.
- Execute duties within the identified scope of practice for athletic trainers.
- Include the patient (and family, where appropriate) in the decision-making process.
- Work with others in effecting positive patient outcomes.

**Legal Practice**
- Practice athletic training in a legally competent manner.
- Identify and conform to the laws that govern athletic training.
- Understand the consequences of violating the laws that govern athletic training.

**Ethical Practice**
- Comply with the NATA’s *Code of Ethics* and the BOC’s *Standards of Professional Practice*.
- Understand the consequences of violating the NATA’s *Code of Ethics* and BOC’s *Standards of Professional Practice*.
- Comply with other codes of ethics, as applicable.

**Advancing Knowledge**
- Critically examine the body of knowledge in athletic training and related fields.
- Use evidence-based practice as a foundation for the delivery of care.
- Appreciate the connection between continuing education and the improvement of athletic training practice.
• Promote the value of research and scholarship in athletic training.
• Disseminate new knowledge in athletic training to fellow athletic trainers, clients/patients, other healthcare professionals, and others as necessary.

**Cultural Competence**
• Demonstrate awareness of the impact that clients’/patients’ cultural differences have on their attitudes and behaviors toward healthcare.
• Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations.
• Work respectfully and effectively with diverse populations and in a diverse work environment.

**Professionalism**
• Advocate for the profession.
• Demonstrate honesty and integrity.
• Exhibit compassion and empathy.
• Demonstrate effective interpersonal communication skills.

**Mission Statement**

The mission of the ATEP is to provide a comprehensive program of academic coursework and field experience that will educate athletic training students for entry-level positions in the profession of athletic training. The ATEP strives to meet the standards, educational competencies, and clinical proficiencies for athletic training education through professional service, research activities, and curriculum design. The ATEP abides by the policies and procedures as set forth by the Commission on Accreditation of Athletic Training Education (CAATE), National Athletic Trainers’ Association Education Council, BOC, and the Kansas Board of Healing Arts.

**Goals and Objectives of the ATEP**

**Goal #1:** To prepare athletic training students for the BOC certification examination.  

Objectives:
A. Review of Educational Competencies and Clinical Proficiencies matrix within the ATEP curriculum.
B. Monitor ongoing changes with the BOC, NATA and CAATE.
C. Assess future ATEP needs via assessments. (e.g., alumni and employer surveys, Advisory Council meetings, athletic training program committee meetings.)
**Goal #2:** To prepare athletic training students with various clinical experiences to develop their skills.

Objectives:

A. Provide quality clinical experience (both genders) through upper and lower extremity, general medical, and equipment intensive clinical settings.
B. Structure learning opportunities that integrate the classroom, laboratory, and practicum experiences into the clinical setting.
C. Prepare athletic training students to work in diverse settings with diverse populations.

**Goal #3:** To prepare athletic training students for future careers in the athletic training profession.

Objectives:

A. Provide athletic training students with diverse athletic training experiences.
B. Provide athletic training students with well-rounded allied health care learning experiences.
C. Develop the athletic training students’ awareness and knowledge of the 2011 Role Delineation Study.

**Goal #4:** To prepare athletic training students to demonstrate professional and ethical conduct.

Objectives:

A. Adhere to and review the NATA and Kansas Board of Healing Arts Code of Ethics.
B. Adhere to and review the WSU-ATEP Polices and Procedures Manual.

**Goal #5:** To prepare athletic training students to demonstrate personal and professional growth.

Objectives:

A. Emphasize the ongoing importance of reading, studying, and applying research in the athletic training field.
B. Provide athletic training students with opportunities to communicate with other allied health care professionals through guest lecturers, practicums, and/or clinical experiences.
C. Emphasize the importance and benefits associated with NATA membership and becoming an active member in the NATA and/or other allied health care associations.

D. Encourage and facilitate efforts of the athletic training students to attend national, regional, state, or local continuing education symposiums, workshops, or meetings.

Goal #6: To prepare athletic training students to incorporate a positive working relationship with fellow students, athletic and allied health community members.
Objective:
A. Provide athletic training students with opportunities to communicate with athletic and medical personnel.
B. Provide athletic training students with opportunities to integrate learning and working experiences with fellow students.
C. Provide athletic training students with internship opportunities to develop professional rapport with athletic and allied health professionals.

Goal #7: To prepare athletic training students with ample experiences in the cognitive, psychomotor, and affective domains to succeed in the ATEP.
Objectives:
A. Create innovative classroom, laboratory, and practicum experiences to improve learning through the use of various technology and instruction tools.
B. Expose athletic training students to current therapeutic equipment (modalities and rehabilitation) during classroom, laboratory, and practicum sessions.
C. Promote and encourage the growth of research and library skills in athletic training students for education preparation.
D. Promote and encourage teaching opportunities and service orientation for athletic training students.

Goal #8: To develop an ATEP that successfully maintains accreditation through the CAATE.
Objectives:
A. Successfully complete annual reports required by the CAATE.
B. Successfully complete a program reaccreditation self-study process.
C. Successfully complete CAATE site-visit and secure continued CAATE reaccreditation.

Clinical Education Policies

The ATEP has developed clinical education policies relating to the athletic training practicum rotations, clinical hour logs, supervision, and student evaluations. These
policies apply to any clinical education environment which the ATEP has an affiliation agreement.

A) Clinical Course (Athletic Training Practicum) Rotation:
   a. The clinical education field experiences provide the student with opportunity for informal learning and practice of clinical proficiencies. Ample opportunities for supervised experience working with athletic practice and competition are tailored to meet specific goals and objectives.
   b. Clinical education is incorporated through athletic training practicums which begin in the second year of the program. These athletic training practicums follow a particular course that encompasses educational and psychomotor competencies as well as clinical proficiencies. Each practicum has detailed clinical objectives the student must meet for a portion of the course grade. Students must enroll and successfully complete the requirements for the practicum before continuation in the clinical education portion of the program.
   c. Students are evaluated on four specific areas consisting of (1) evaluation of skills, abilities, and professional attitude while serving as an athletic training student at the clinical site, (2) evaluation of the athletic training student’s participation in practicum skill tests administered while meeting the class, (3) the completion of 5 case studies, and (4) student’s participation in practicum class sessions and other content areas (See rubric for practicums on page 13). The following is a description for each practicum:

   **Level I - First Year Athletic Training Student Professional Phase**
   A) Fall Semester: HPS 220 – Athletic Training Practicum I: Equipment Intensive
   B) Spring Semester: HPS 221 – Athletic Training Practicum II: Upper Extremity

   **Level II – Second Year Athletic Training Student Professional Phase**
   A) Fall Semester: HPS 320 – Athletic Training Practicum III: Lower Extremity
   B) Spring Semester: HPS 321 – Athletic Training Practicum IV: Therapeutic Modalities and Physical Therapy

   **Level III- Third Year Athletic Training Student Professional Phase**
   A) Fall Semester: HPS 420 – Athletic Training Practicum V: General Medical Conditions and Rehabilitation
   B) Spring Semester: HPS 421 – Athletic Training Practicum VI: Athletic Training Administration and BOC Certification Preparation

B) Clinical Hours and Log:
   a. Clinical hours must be registered in the clinical hour log daily and signed by the student’s ACI/CI. The ACI/CI is responsible to accurately monitor the registering of student hours periodically (at least twice a month). It is the student’s responsibility to registered and tabulate hours for ACI/CI
verification. If the student does not register hours, those missing must be made up for clinical education requirements.

b. Level I-III students must be able to work an average of 20 hour per week during the clinical experience. These clinical hours are an average for the semester. Therefore, some weeks will have more and some will have less depending of the particular clinical site schedule. The student must continually plan for events, practices, and competition at their clinical site. The ACI/Cl will notify the student of any changes to the schedule when it becomes available. Students are not required to travel out of town during the clinical experience; therefore, release time is provided during off days. Students can travel when opportunities become available baring the fact that academic performance does not falter. Every effort is made to provide time off for academic performance. Students are not given time off for outside employment.

C) Clinical Supervision:
   a. Direct supervision applies to instruction and evaluation of clinical proficiencies by an ACI. Constant visual and auditory interaction between the student and ACI must be maintained.
   b. Clinical supervision applies to the field experience under the direction of ACI/CI. Daily personal/verbal contact at the setting of supervision between the student and ACI/CI, who plans, directs, advises, and evaluates the student’s field experience. The ACI/CI shall be physically present to intervene on behalf of the athlete/patient.

D) Clinical Evaluation:
   a. The comprehensive assessment plan for the ATEP evaluates a variety of issues relating to student skill acquisition, personal/professional attributes, and work performance. These assessments provide the program and student with valuable information to appraise their overall performance. Each evaluation is kept on file in the student’s portfolio in the Education Coordinator’s office. The ATEP reviews the information and uses the evaluation tools to find any weaknesses or strengths of the program.
   b. Students provide vital information about the effectiveness and efficiency of the program. Therefore, students will have ample opportunity to complete various assessments about the academic program, ACI, CI, Education Coordinator, clinical sites, and clinical experience. An overview of this comprehensive assessment plan includes:

   1. Written student evaluations of individual courses and instructors.
2. Written student evaluations of supervising ACI or CI for each CAATE required clinical rotation: equipment intensive, upper extremity, lower extremity, and general medical.
3. Written ACI or CI evaluations of students each semester.
4. Written student evaluations of clinical sites.
5. Written graduating senior evaluation during the last semester in the ATEP.
6. Oral exit interviews with graduating seniors during the last semester in the ATEP.
7. Written student evaluations of advising with the HPS Undergraduate Major Advisor regarding required coursework and degree requirements.
8. Alumni evaluation regarding professional preparation at 1 year and 3 year.
9. Employer evaluation within the first year of employment regarding professional preparation.

**Clinical Expectations:**

Students are expected to perform the designated competencies based upon their clinical rotation. These competencies are related to the prior semester’s course and laboratory components. Students are expected to bring study materials (i.e. text books.) and competencies sheets to the clinical rotation that correlates to the assigned competency. Students will have opportunities to review competencies with their ACI/CI during the week prior to obtaining ACI/CI or course instructor formal approval. Once approved, students can perform the competency in the clinical setting with ACI/CI supervision. The following is a list of clinical expectations for each level:

**Level I Athletic Training Student Clinical Expectations:**

**A) Fall Semester:**
HPS 220 – Athletic Training Practicum I: Equipment Intensive (Sports that use Equipment)
A) Bracing, Taping, Padding, and Wrapping Skills:
  - Taping, wrapping, and bracing techniques
  - Fabrication of protective padding
  - Equipment Fitting Procedures

B) Emergency Skills and Risk Management:
  - CPR/AED
  - Spine Board/Stabilization
  - Crutch Fitting & Walking
  - Splinting
  - Acute Injury Management
Environmental Illness (Heat/Cold & Lightening)
Flexibility/Stretching
Fitness Exercises
Therapeutic Modality Application (ice and heat ONLY)
Blood Borne Pathogens
Pharmacology:
  Bronchodilators
  Epinephrine
  OTC Protocol/Poison Control

B) Spring Semester:
HPS 221 – Athletic Training Practicum II: Upper Extremity (Baseball, Softball, & Volleyball)
A) Upper Extremity Assessment:
  History inventory of injury
  Observation of physical signs/symptoms
  Palpation of head, cervical spine, shoulder, elbow, wrist, and hand anatomy
  Perform Active and Passive Range of Motion
  Resistive Muscular Testing
  Special Testing
  Functional Testing

Level II Athletic Training Student Clinical Expectations:

A) Fall Semester:
HPS 320 – Athletic Training Practicum III: Lower Extremity (CC, Track/Field, M/W Basketball)
A) Lower Extremity Assessment:
  History inventory of injury
  Observation of physical signs/symptoms
  Palpation of trunk, thoracic and lumber spine, hip, pelvis, knee, ankle, and foot anatomy
  Perform Active and Passive Range of Motion
  Resistive Muscular Testing
  Special Testing
  Functional Testing

B) Spring Semester:
HPS 321 – Athletic Training Practicum IV: Therapeutic Modalities and Physical Therapy
A) Therapeutic Modality Application:
  Ultrasound
  Electrical Stimulation
  Iontophoresis
  Intermittent Compression (elastic wrap, cryo-cuff, etc….)
  Massage Techniques
  Joint Mobilizations
  Traction (Mechanical, Positional, and Manual)

Level III Athletic Training Student Clinical Expectations:
A) **Fall Semester:**
HPS 420 – Athletic Training Practicum V: General Medical and Rehabilitation

A) Therapeutic Exercise:
- Program design and protocol
- Exercise techniques
- Aquatic therapy
- Rehabilitation of the Upper Extremity
- Rehabilitation of the Lower Extremity
- Rehabilitation of the Spine and Trunk

B) General Medical Conditions:
- History inventory of illness, disorder, or condition
- Observation of physical signs/symptoms
- Ascertain vital signs
- Screening and referral of common medical conditions
- Treating those conditions as appropriate
- Determining a patient’s readiness for physical activity
- Recognize the signs, symptoms, and predisposing conditions associated with:
  - The skin
  - Eyes, ears, nose and throat
  - Respiratory and cardiovascular system
  - Endocrine system
  - Gastrointestinal and genitourinary tract
  - Gynecological disorders
  - Viral syndromes
  - Neurological disorders

B) **Spring Semester:**
HPS 421 – Athletic Training Practicum VI: Athletic Training Administration & BOC Preparation

A) Administration:
- Program Management (Policies and Procedures)
- Human Resource Management
- Financial Management (Budget)
- Facility Design
- Insurance
- Legal Considerations
- Professional ethics
- Drug testing and policies

B) BOC Preparation:
- Review competencies
- Review text material
- Prepare for practice exam
## Practicum Rubric

Rubric Grading Scale for Clinical Education
Athletic Training Practicums 1-6
300 Points Possible
(15 weeks X 20 points per week)

<table>
<thead>
<tr>
<th>Clinical Hours:</th>
<th>Work Performance: Based on initiative, reliability, use of competency skills, leadership qualities</th>
<th>Personal Attributes: Based on attitude, ability to work with others, communication skills, and professionalism</th>
<th>Competency Reviews from Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Point</td>
<td>Poor: No initiative, no reliability, no use of competency skills, no leadership qualities</td>
<td>Poor: Bad attitude, no ability to work with others, no communication skills, no display of professionalism</td>
<td>Hardly ever</td>
</tr>
<tr>
<td>2 Points</td>
<td>Fair: Decent initiative, some reliability, some use of previous competency skills, displays signs of leadership</td>
<td>Fair: Decent attitude, tries to work with others, some communication skills, displays signs of professionalism</td>
<td>1 day/week</td>
</tr>
<tr>
<td>3 Points</td>
<td>Average: Reasonable initiative, demonstrates reliability, uses previous competency skills, demonstrates leadership</td>
<td>Average: Reasonable attitude, works with others, uses communications skills, demonstrates professionalism</td>
<td>2 days/week</td>
</tr>
<tr>
<td>4 Points</td>
<td>Good: Fantastic initiative, demonstrates reliability well, uses previous competency skills and attempts new competency skills, demonstrates leadership qualities mostly</td>
<td>Good: Fantastic attitude, works well with others, uses good communication skills, demonstrates professionalism mostly</td>
<td>3 days/week</td>
</tr>
<tr>
<td>5 Points</td>
<td>Excellent: Superior initiative, extremely reliable, uses previous and new competency skills, demonstrates leadership qualities always</td>
<td>Excellent: Superior attitude, works extremely well with others, uses and demonstrates communication skills, demonstrate professionalism always</td>
<td>Reviews competencies daily</td>
</tr>
</tbody>
</table>
Applying for Graduation

All ATS’s must file a graduation application during the spring semester of their junior year. This application is available in the Office of Educational Support Services in Corbin Hall. Please contact Carol Pitetti (978-3300) if you have further questions.

Confidentiality Policy

Since the athletic training students will be privy to confidential information regarding athletes' medical condition in some cases it is important to point out the confidentiality policy. The media and general public may ask questions as to the health status of an athlete. This information is CONFIDENTIAL and is NOT TO BE DISCUSSED OUTSIDE OF THE ATHLETIC TRAINING FACILITY. Any information is released through the head coach or the sports information department. If such a situation arises, refer the individual to a staff athletic trainer WHAT YOU SEE, DO, AND HEAR-STAYS HERE!

Communicable Disease Policy

The ATEP has adopted the following policies and procedures for athletic training students to complete if symptoms of a communicable disease are present or suspected. Students may not participate in clinical rotations and field experiences during the time they are affected by the communicable disease and shall not return to clinical participation until allowed by the attending physician.

If an ATS becomes ill, he/she must report to Student Health Service on campus or to another medical practitioner for evaluation. Upon evaluation, the medical practitioner will determine the appropriate intervention needed and the amount of time the student shall remain out of contact with others to prevent transmission. If the athletic training student acquires a communicable disease, the student will notify their Approved Clinical Instructor (ACI) or Clinical Instructor (CI) as soon as possible. The ACI/CI will then notify the Education Coordinator of the athletic training student’s condition including the amount of time the student will be absent from the clinical experience. The student will not be permitted to return to the clinical experience until he/she has been re-evaluated by a medical practitioner. A signed release from a medical practitioner must be filled with the ACI/CI and Education Coordinator in order for the student to return to the Koch Arena Athletic Training Facility or the affiliated clinical site.

The Wichita State University Student Health Service is required to report to the Kansas Department of Health the names of students who have certain communicable diseases. Students that contact a communicable disease are required to obey prescribed guidelines by his/her attending physician and the recommendations of the University
affiliated physicians at Student Health Service. While a complete list of communicable diseases is not provided, Student Health Service advises all students to seek medical attention for any illness or disorder that could potentially be communicable in nature. The athletic training student must report to Student Health Service if one of the following diseases is suspected:

<table>
<thead>
<tr>
<th>Disease</th>
<th>Disease</th>
<th>Disease</th>
<th>Disease</th>
<th>Disease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chickenpox</td>
<td>Conjunctivitis</td>
<td>Diarrhea -</td>
<td>Diphtheria</td>
<td>Group A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Infectious</td>
<td></td>
<td>Streptococcal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disease</td>
<td></td>
<td>B, or C</td>
</tr>
<tr>
<td>Herpes Simplex</td>
<td>HIV</td>
<td>Impetigo</td>
<td>Influenza</td>
<td>Lice</td>
</tr>
<tr>
<td>Mumps</td>
<td>Meningitis</td>
<td>Pertussis</td>
<td>Rabies</td>
<td>Rubella</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Scabies</td>
</tr>
</tbody>
</table>

**Dress Policy**

All athletic training students are expected to follow the established dress code. Appropriate attire for observations consists of the following:

- Plain or WSU collared shirt (polo, sweatshirt or jacket)
- Shorts or pants with two pockets (No mesh or nylon workouts)
- Shorts or pants must be khaki, black, navy, gold, white or gray only
- Any hats or caps of any kind must have a WSU logo
- Shoes must be athletic footwear with socks (No sandals, boots, and flip-flops).
- All attire must be **NEAT AND CLEAN**. Look professional.
- Name tags

Anyone wearing attire that does not comply with the dress code will be asked to leave by the supervising athletic trainer.

**Fair Practice Work Policy**

Athletic Training Students are not to serve in the capacity of a Certified Athletic Trainer. Students are not to act in the capacity of managers or secretarial support staff. They are not to be asked or expected to perform duties that compromise their educational experience. Once a student has successfully completed and been evaluated on an athletic training competency and/or clinical proficiency skill, he/she may begin to utilize these skills on a daily basis, under the supervision of the clinical instructor, during the field experience.

Students are allowed to hold part-time jobs provided they do not interfere with the clinical aspect of the program. Clinical education and field experiences take place primarily during the afternoons from approximately 2:00 pm to 6:00 pm. On occasion
these may meet in the morning before courses are offered, depending on the practice schedules of the athletic teams that are included as part of the field experience. The program understands that many students must obtain employment to make ends meet, but students must meet the requirements of the clinical courses.

Students are not paid for their participation in clinical and field experiences during the academic year. The non-payment of students in the program during the academic year is consistent with rulings from the Department of Labor.

**Grievance Procedures**

You should maintain a professional relationship with the athletes. Respect is very important, you need to gain the athlete's respect in order for them to confide and trust in you. Do not get involved in a confrontation with the athletes. If such a situation develops then consult a staff athletic trainer or the education coordinator immediately! Disrespect of an observer or athletic training student by an athlete will not be tolerated.

If at any time an ATS has a problem with an athlete, another student or even a coach they should discuss the situation with a staff athletic trainer or the Education Coordinator. If the problem exists with a staff athletic trainer then report to the head athletic trainer or Education Coordinator.

Any ATS that violates the University Code of Student Conduct, the NATA Code of Ethics, the Kansas Board of Healing Arts Code of Conduct, or established athletic training facility rules and procedures and is witnessed by a staff athletic trainer, the Education Coordinator, or coach then the following actions will be taken:

- **First Violation** - The student will be given a verbal warning and correction by a staff athletic trainer. This action will be documented in the student's application file.

- **Second Violation** - The student will be given a written warning and correction by a staff athletic trainer. This action will be documented in the student's application file.

- **Third Violation** - The student will be dismissed from duties immediately. There will be a meeting to decide on dismissal from the athletic training education program and also possibly receive an "F" for during the athletic training practicum.

Any student who believes that they have been sexually harassed or witnesses such flagrant acts should report the incidents immediately to the staff athletic trainer or the Education Coordinator. Appropriate steps will be taken on an individual case basis.
Probation and Dismissal

Students are placed on probation for the next semester if their cumulative WSU GPA falls below 2.50. Pre-professional students placed on probation jeopardize their admission to the professional phase. Students on probation will not be academically dismissed from the ATEP until: (1) they accumulate 12 or more attempted hours after being placed on probation, (2) fail to earn at least a 2.50 GPA semester average, and (3) their cumulative or WSU grade point average remains below a 2.50. Students dismissed for academic reasons may seek readmission to the ATEP and the College of Education by appealing in writing for an exception to the regulations. Students should contact the ATEP Coordinator and the College of Education for specific procedures.

Retention

The ATEP has developed an academic plan of study which culminates to a Bachelor of Arts degree in Athletic Training. It is imperative that each student follow the specific course sequence throughout their plan of study. Students are required to meet with the program advisor each semester to stay current with their plan of study. Students who fail to meet ATEP requirements, have been placed on probation, or fail to maintain College of Education requirements are subject to dismissal from the ATEP.

Once admitted to the ATEP the ATS will be evaluated at least twice each semester. As long as appropriate progress is being made, the student will be allowed to move on to the following semester. If progress is unsatisfactory in either clinic education or classroom performance, the student will be placed on probation for the following semester giving them a chance to remedy any deficiencies. If the deficiencies are not remedied in the time frame allotted the student will be dropped from the program. The Education Coordinator shall monitor student progress from one semester to the next and shall make all probationary decisions in consultation with the athletic training faculty.

In the classroom, students should maintain an overall grade point average of 2.5, with a 3.0 average in the athletic training major classes. Student performance revealing noncompliance with these guidelines is grounds for review by the Education Coordinator. In clinical education, the student's performance will be evaluated at mid-term and the end of each semester. The student will be expected to demonstrate knowledge of material from previous semesters as well as new information gained in the current semester (refer to course, laboratory, and/or practicum syllabus for grading practices).
Scholarships

Athletic training scholarships from the NATA, MAATA, and Kansas Athletic Trainers’ Society (KATS) are available to student members on a very limited basis following demonstration of responsibility, academic achievement and mastery of athletic training competencies. Scholarship aid from other sources such as the WSU Financial Aid Office should be pursued as need and qualifications permit. The ATEP offers the Roland Banks, Tom Reeves and Brian Luinstra Memorial endowed scholarship funds which are available to Junior and Senior students only who qualify based specific criteria. The decisive factor for this determination is academic performance, mastery of competency, and personal attributes. For more information and specific requirements, please contact the Head Athletic Trainer. The Department of HPS also offers scholarships for prospective students. Students can apply for these scholarships through the College of Education website under the Educational Support Services link.

Student Interpersonal Relationships

The general rule of thumb to follow is that your personal life is personal until it becomes an issue in the athletic training education program, the athletic training facility or the athletic department. In other words, you are free to do, act and say whatever you may feel while you are outside the athletic training facility so long as those actions are not a distraction or topic of conversation during working hours.

It is strongly discouraged for athletic training students to become socially involved with the student-athletes, athletic training staff, coaching staff, KSS or Athletics Department staff members. If such a relationship should exist and it in any way detracts from the normal operations of the athletic training facility it will create a situation in which the Athletic Training Students involved may be reassigned or dismissed from the athletic training education program.

Technology Issues

Students must be able to effectively use the following sources of technology:

1. Use e-mail address and attach documents
2. Knowledge of Microsoft office including:
   a. Word
   b. Excel
   c. Outlook
   d. Power point
   e. Publisher
3. Various Internet search engines
Uncalibrated Equipment Policy

ACI’s, CI’s and Athletic Training Students participating in clinical experiences where uncalibrated therapeutic modalities (i.e. ultrasound/e-stim, whirlpool, intermittent compression, paraffin bath, etc.) are located that these modalities are NOT to be utilized by the athletic training students until verified safe by a qualified technician. Any ACI or CI who violates this policy will have the athletic training student removed from their location. The athletic training student may return to the clinical site when proper documentation has been provided to the Education Coordinator regarding updated calibrations.

Weather Policy

In the rare occasion the University decides to cancel class or close because of inclement weather, a message should be posted on the university web site. These decisions are generally made early in the morning. It is your responsibility to continually check with your ACI/CI to verify if practice is cancelled. Also, it is your responsibility to determine if the road conditions are too severe to safely travel to your clinical site. In the event classes are cancelled or the university closes, all scheduled student meetings for that day are also cancelled. Please call the weather hotline at 978-6633 if you have any questions.

Work Habits

It will be expected that the ATS keep themselves and the athletic training facility clean at all times, remember that it is a healthcare facility. Report for work promptly, and be prepared to work as soon as you arrive. Take care of personal business on your own time. Observe the athletic training facility activities closely, spend as little time in the offices as possible. Keep a watchful eye on the treatments that are given, meet the athletes and listen to what they have to say. Refrain from sitting on the desks, tables, countertops, etc. Don’t dress or undress in the athletic training facilities. It is expected that you help enforce all of the athletic training facility rules.
Athletic Training Education Program
Wichita State University

Clinical Site Instructor Evaluation of Athletic Training Student

Equipment Intensive Rotation

Approved Clinical Instructor/Clinical Instructor: ________________________________

Dates of Rotation: ________________________________

Athletic Training Student: ________________________________

This evaluation is used to assess the educational competencies and clinical proficiencies of the athletic training student during the equipment intensive clinical rotation. Please provide an accurate assessment of their mastery level to apply, fabricate, secure, and/or properly fit protective equipment. Your evaluation will provide valuable feedback to the Athletic Training Education Program at Wichita State University. The information you provided will be kept confidential.

NA = Not Applicable; 1 = Strongly Agree; 2 = Agree; 3 = Disagree; 4 = Strongly Disagree

In my opinion, the athletic training student named above:

NA 1 2 3 4 1. Uses general knowledge of human anatomy and medical terminology in relation to athletic injuries to the upper extremity, lower extremity, and trunk.

NA 1 2 3 4 2. Demonstrates the ability to use the HOPS and/or SOAP format during the assessment procedure.

NA 1 2 3 4 3. Demonstrate the ability to efficiently use a quality injury history to ascertain the mechanism of injury.

NA 1 2 3 4 4. Demonstrate the ability to properly fit and apply protective equipment for injury prevention on various contact/collision sports.

NA 1 2 3 4 5. Demonstrate appropriate use of taping, bandaging, bracing, and/or wrapping for the prevention or protection upper extremity injuries.

NA 1 2 3 4 6. Demonstrate the ability to fabricate protective devices from various materials including but not limited to: foam padding, felt, orthoplast, soft cast, etc.

NA 1 2 3 4 7. Demonstrate the ability to apply principles of stretching and flexibility.

NA 1 2 3 4 8. Demonstrate the ability to understand the possible need for psychological intervention and referral of athletes who are injured.
9. Demonstrate the appropriate use of acute injury management protocols for various injuries to the head, spine, upper and lower extremity.

10. Demonstrates and practices the use of universal precautions with standard first aid protocols.

11. Effectively communicates well with ACI, CI, coaches, student-athletes, or other personnel at the clinical site.

12. Demonstrates compliance with ATEP clinical education policies and procedures.

13. Demonstrates professional and personal attributes during clinical rotation.

14. Serves as a role model for the ATEP and WSU.

Other comments:

Student’s Signature: ___________________________ Date: __________________________

ACI/CI Site Signature: ___________________________ Date: __________________________

Please return to: Rich Bomgardner, LAT, ATC, CSCS
Athletic Training Education Coordinator
Wichita State University
1845 Fairmount; Campus Box 16
Wichita, KS  67260-0016
Athletic Training Education Program
Wichita State University

Clinical Site Instructor Evaluation of Athletic Training Student

Upper Extremity Rotation

Approved Clinical Instructor/Clinical Instructor: ________________________________

Dates of Rotation: ________________________________

Athletic Training Student: ________________________________

This evaluation is used to assess the educational competencies and clinical proficiencies of the athletic training student during the upper extremity clinical rotation. Please provide an accurate assessment of their mastery level to assess upper extremity injuries and apply correct acute injury management skills. Your evaluation will provide valuable feedback to the Athletic Training Education Program at Wichita State University. The information you provided will be kept confidential.

NA = Not Applicable;  1 = Strongly Agree;  2 = Agree;  3 = Disagree;  4 = Strongly Disagree

In my opinion, the athletic training student named above:

NA 1 2 3 4  1. Uses general knowledge of human anatomy and medical terminology in relation to athletic injuries to the upper extremity.

NA 1 2 3 4  2. Demonstrates the ability to use the HOPS and/or SOAP format during the assessment procedure.

NA 1 2 3 4  3. Demonstrate the ability to efficiently use a quality injury history to ascertain the mechanism of injury.

NA 1 2 3 4  4. Demonstrate the ability to understand the biomechanical relationships to sport performance of the upper extremity.

NA 1 2 3 4  5. Demonstrate the ability visually observe signs and symptoms to note presence of injury.

NA 1 2 3 4  6. Demonstrate the ability to palpate anatomy and relay appropriate anatomical locations.

NA 1 2 3 4  7. Demonstrate the ability to efficiently perform AROM and PROM testing using visual and goniometer measurements.
8. Demonstrate the ability to efficiently perform RROM testing using break tests and/or full range of motion.

9. Demonstrates the ability to efficiently name, perform, and provide outcome results on special testing procedures.

10. Demonstrate appropriate use of taping, bandaging, bracing, and/or wrapping for the prevention or protection upper extremity injuries.

11. Demonstrate the appropriate use of acute injury management protocol for upper extremity injuries.

12. Demonstrates and practices the use of universal precautions with standard first aid protocols.

13. Effectively communicates well with ACI, CI, coaches, student-athletes, or other personnel at the clinical site.

14. Demonstrates compliance with ATEP clinical education policies and procedures.

15. Demonstrates professional and personal attributes during clinical rotation.

16. Serves as a role model for the ATEP and WSU.

Other comments:

Student’s Signature: ____________________________ Date: ________________

ACI/CI Site Signature: ____________________________ Date: ________________

Please return to: Rich Bomgardner, LAT, ATC, CSCS
Athletic Training Education Coordinator
Wichita State University
1845 Fairmount; Campus Box 16
Wichita, KS 67260-0016
Athletic Training Education Program
Wichita State University

Clinical Site Instructor Evaluation of Athletic Training Student

Lower Extremity Rotation

Approved Clinical Instructor/Clinical Instructor: ____________________________

Dates of Rotation: ______________________________________________________

Athletic Training Student: ______________________________________________

This evaluation is used to assess the educational competencies and clinical proficiencies of the athletic training student during the lower extremity clinical rotation. Please provide an accurate assessment of their mastery level to assess lower extremity injuries and apply correct acute injury management skills. Your evaluation will provide valuable feedback to the Athletic Training Education Program at Wichita State University. The information you provided will be kept confidential.

NA = Not Applicable; 1 = Strongly Agree; 2 = Agree; 3 = Disagree; 4 = Strongly Disagree

In my opinion, the athletic training student named above:

NA 1 2 3 4 1. Uses general knowledge of human anatomy and medical terminology in relation to athletic injuries to the lower extremity.

NA 1 2 3 4 2. Demonstrates the ability to use the HOPS and/or SOAP format during the assessment procedure.

NA 1 2 3 4 3. Demonstrates the ability to efficiently use a quality injury history to ascertain the mechanism of injury.

NA 1 2 3 4 4. Demonstrates the ability to understand the biomechanical relationships to sport performance of the lower extremity.

NA 1 2 3 4 5. Demonstrates the ability visually observe signs and symptoms to note presence of injury.

NA 1 2 3 4 6. Demonstrates the ability to palpate anatomy and relay appropriate anatomical locations.

NA 1 2 3 4 7. Demonstrates the ability to efficiently perform AROM and PROM testing using visual and goniometer measurements.
8. Demonstrates the ability to efficiently perform RROM testing using break tests and/or full range of motion.

9. Demonstrates the ability to efficiently name, perform, and provide outcome results on special testing procedures.

10. Demonstrate appropriate use of taping, bandaging, bracing, and/or wrapping for the prevention or protection lower extremity injuries.

11. Demonstrates the appropriate use of acute injury management protocol for lower extremity injuries.

12. Demonstrates and practices the use of universal precautions with standard first aid protocols.

13. Effectively communicates well with ACI, CI, coaches, student-athletes, or other personnel at the clinical site.

14. Demonstrates compliance with ATEP clinical education policies and procedures.

15. Demonstrates professional and personal attributes during clinical rotation.

16. Serves as a role model for the ATEP and WSU.

Other comments:

Student’s Signature: ___________________________ Date: ___________________________

ACI/Ci Site Signature: ___________________________ Date: ___________________________

Please return to: Rich Bomgardner, LAT, ATC, CSCS
Athletic Training Education Coordinator
Wichita State University
1845 Fairmount; Campus Box 16
Wichita, KS 67260-0016
Athletic Training Education Program
Wichita State University

Clinical Site Instructor Evaluation of Athletic Training Student

General Medical Rotation

Approved Clinical Instructor/Clinical Instructor: ________________________________

Dates of Rotation: ________________________________________________

Athletic Training Student: ____________________________________________

This evaluation is used to assess the educational competencies and clinical proficiencies of the athletic training student during the equipment intensive clinical rotation. Please provide an accurate assessment of their mastery level to apply, fabricate, secure, and/or properly fit protective equipment. Your evaluation will provide valuable feedback to the Athletic Training Education Program at Wichita State University. The information you provided will be kept confidential.

NA = Not Applicable;  1 = Strongly Agree;  2 = Agree;  3 = Disagree;  4 = Strongly Disagree

In my opinion, the athletic training student named above:

NA 1 2 3 4 1. Uses general knowledge of human anatomy and medical terminology in relation to general medical conditions.

NA 1 2 3 4 2. Demonstrates the ability to use the HOPS and/or SOAP format during the assessment procedure.

NA 1 2 3 4 3. Demonstrates the ability to efficiently ascertain a comprehensive medical history through reviewing information of the patient’s chief complaint, past medical history, current health status, family history, and social history.

NA 1 2 3 4 4. Demonstrates the ability to transcript information from the patient for use during the medical evaluation.

NA 1 2 3 4 5. Demonstrates the ability to use various medical evaluation techniques and equipment including but not limited to: sphygmomanometer, stethoscope, ophthalmoscope, otoscope, and percussion hammer.

NA 1 2 3 4 6. Demonstrates the ability to use abdominal and thoracic palpation, percussion, and auscultation on the patient.

NA 1 2 3 4 7. Demonstrates the ability to understand the function, description, indication, and contraindication of various pharmacology agents used for the treatment of various...
conditions or illnesses.

NA 1 2 3 4 8. Demonstrates the ability to understand the signs, symptoms, and predisposing conditions associated with various systems of the human body.

NA 1 2 3 4 9. Demonstrates the ability to understand the possible need for psychological intervention and referral of patients who are injured or ill.

NA 1 2 3 4 10. Demonstrates and practices the use of universal precautions with standard first aid protocols.

NA 1 2 3 4 11. Effectively communicates well with ACI, CI, MD, DO, PA, RN, patients, or other personnel at the clinical site.

NA 1 2 3 4 12. Demonstrates compliance with clinical site and ATEP clinical education policies and procedures.

NA 1 2 3 4 13. Demonstrates professional and personal attributes during clinical rotation.

NA 1 2 3 4 14. Serves as a role model for the ATEP and WSU.

Other comments:

Student’s Signature:__________________________ Date:____________________

ACI/CI Site Signature:__________________________ Date:____________________

Please return to: Rich Bomgardner, LAT, ATC, CSCS
Athletic Training Education Coordinator
Wichita State University
1845 Fairmount; Campus Box 16
Wichita, KS  67260-0016
Athletic Training Education Program  
Wichita State University

Clinical Site Instructor Evaluation of Athletic Training Student

Transfer Student (Koch Arena Rotation)

Approved Clinical Instructor/Clinical Instructor:______________________________

Dates of Rotation:________________________________________________________

Athletic Training Student:__________________________________________________

This evaluation is used to assess the educational competencies and clinical proficiencies of the athletic training student during the equipment intensive clinical rotation. Please provide an accurate assessment of their mastery level to apply, fabricate, secure, and/or properly fit protective equipment. Your evaluation will provide valuable feedback to the Athletic Training Education Program at Wichita State University. The information you provided will be kept confidential.

NA = Not Applicable;  1 = Strongly Agree;  2 = Agree;  3 = Disagree;  4 = Strongly Disagree

In my opinion, the athletic training student named above:

NA 1 2 3 4 1. Uses general knowledge of human anatomy and medical terminology in relation to athletic injuries to the upper extremity, lower extremity, and trunk.

NA 1 2 3 4 2. Demonstrates the ability to use the HOPS and/or SOAP format during the assessment procedure.

NA 1 2 3 4 3. Demonstrate the ability to efficiently use a quality injury history to ascertain the mechanism of injury.

NA 1 2 3 4 4. Demonstrate appropriate use of taping, bandaging, bracing, and/or wrapping for the prevention or protection upper extremity injuries.

NA 1 2 3 4 5. Demonstrate the ability to fabricate protective devices from various materials including but not limited to: foam padding, felt, orthoplast, soft cast, etc.

NA 1 2 3 4 6. Demonstrate the ability to apply principles of stretching and flexibility.

NA 1 2 3 4 7. Demonstrate the ability to understand the possible need for psychological intervention and referral of athletes who are injured.

NA 1 2 3 4 8. Demonstrate the appropriate use of acute injury management protocols for various injuries to the head, spine, upper and lower extremity.
NA 1 2 3 4 9. Demonstrates and practices the use of universal precautions with standard first aid protocols.

NA 1 2 3 4 10. Actively participates in athletic training facility daily duties, follows directions, and/or volunteers for other duties.

NA 1 2 3 4 11. Effectively communicates well with ACI, CI, coaches, student-athletes, or other personnel at the clinical site.

NA 1 2 3 4 12. Demonstrates compliance with ATEP clinical education policies and procedures.

NA 1 2 3 4 13. Demonstrates professional and personal attributes during clinical rotation.

NA 1 2 3 4 14. Serves as a role model for the ATEP and WSU.

Other comments:

Student’s Signature:_________________________________________ Date:____________________

ACI/CI Site Signature:_________________________________________ Date:____________________

Please return to: Rich Bomgardner, LAT, ATC, CSCS
Athletic Training Education Coordinator
Wichita State University
1845 Fairmount; Campus Box 16
Wichita, KS 67260-0016

Athletic Training Education Program
Wichita State University

Clinical Site Instructor Evaluation of Athletic Training Student

Therapeutic Modalities Rotation
Approved Clinical Instructor/Clinical Instructor: __________________________________________

Dates of Rotation: _________________________________________________________________

Athletic Training Student: __________________________________________________________

This evaluation is used to assess the educational competencies and clinical proficiencies of the athletic training student during the therapeutic modalities clinical rotation. Please provide an accurate assessment of their mastery level for understanding program design, exercise techniques, and exercise modifications. Your evaluation will provide valuable feedback to the Athletic Training Education Program at Wichita State University. The information you provided will be kept confidential.

NA = Not Applicable; 1 = Strongly Agree; 2 = Agree; 3 = Disagree; 4 = Strongly Disagree

In my opinion, the athletic training student named above:

NA  1  2  3  4  1. Uses general knowledge of human anatomy and medical terminology in relation to athletic injuries.

NA  1  2  3  4  2. Demonstrates the ability to understand the physiological effects of therapeutic modalities on the treatment of athletic injuries.

NA  1  2  3  4  3. Demonstrates the ability to understand indications for the use of therapeutic modalities in the rehabilitation program.

NA  1  2  3  4  4. Demonstrates the ability to understand contraindications for the use of therapeutic modalities in the rehabilitation program.

NA  1  2  3  4  5. Demonstrates the ability to understand the use of cryotherapy on the treatment of athletic injuries.

NA  1  2  3  4  6. Demonstrates the ability to understand the use of thermotherapy on the treatment of athletic injuries.

NA  1  2  3  4  7. Demonstrates the ability to understand the use of different electrotherapy treatments to control pain on athletic injuries.

NA  1  2  3  4  8. Demonstrates the ability to understand the use of different electrotherapy treatments to produce muscle contractions (i.e. muscle re-education, retardation of atrophy, muscle pump, etc.) on athletic injuries.

NA  1  2  3  4  9. Demonstrates the ability to understand the use of iontophoresis on athletic injuries.

NA  1  2  3  4  10. Demonstrates the ability to understand the use of intermittent compression to control swelling on athletic injuries.

NA  1  2  3  4  11. Demonstrates the ability to understand the use of massage in the treatment of athletic injuries.

NA  1  2  3  4  12. Demonstrates the ability to understand the use of traction in the treatment of athletic injuries.
13. Demonstrates the ability to understand the use of joint mobilization in the treatment of athletic injuries.

14. Effectively communicates well with ACI, CI, or other personnel at the clinical site.

15. Demonstrates compliance with clinical site and ATEP clinical education policies and procedures.

16. Demonstrates professional and personal attributes during clinical rotation.

17. Serves as a role model for the ATEP and WSU.

Other comments:

Student’s Signature: _______________________________ Date: _____________________

ACI/CI Site Signature: _______________________________ Date: _____________________

Please return to: Rich Bomgardner, LAT, ATC, CSCS
Athletic Training Education Coordinator
Wichita State University
1845 Fairmount; Campus Box 16
Wichita, KS 67260-0016
Dates of Rotation:________________________

Athletic Training Student:________________________

This evaluation is used to assess the educational competencies and clinical proficiencies of the athletic training student during the physical therapy clinical rotation. Please provide an accurate assessment of their mastery level for understanding program design, exercise techniques, and exercise modifications. Your evaluation will provide valuable feedback to the Athletic Training Education Program at Wichita State University. The information you provided will be kept confidential.

NA = Not Applicable;  1 = Strongly Disagree;  2 = Disagree;  3 = Agree;  4 = Strongly Agree

In my opinion, the athletic training student named above:

1. Uses general knowledge of human anatomy and medical terminology in relation to athletic injuries.
2. Demonstrates the ability to understand rehabilitation program design to establish an exercise protocol.
3. Demonstrates the ability to understand indications and contraindications for the establishment of an exercise protocol.
4. Demonstrates the ability to understand biomechanical relationships to sport performance and exercise technique.
5. Demonstrates the ability to understand exercise technique when monitoring a patient during exercise.
6. Demonstrates the ability to understand and/or employ modifications to exercise technique when necessary.
7. Demonstrates the ability to understand AROM and PROM testing using visual and/or goniometer measurements.
8. Demonstrates the ability to understand the importance of incorporating exercises of muscular strength (PRE’s, concentric, eccentric, etc…muscular endurance, and/or muscular power (i.e. plyometrics and isokinetics) in the rehabilitation program.
9. Demonstrates the ability to understand the importance of flexibility and range of motion in the rehabilitation program.
10. Demonstrates the ability to understand the importance of incorporating exercises of neuromuscular control, balance, postural stability in the rehabilitation program.
11. Demonstrate the ability to understand the importance of incorporating exercises of core training in the rehabilitation program.
12. Demonstrate the ability to understand the importance of incorporating exercises of open and closed kinetic chains in the rehabilitation program.
NA 1 2 3 4  13. Demonstrates the ability to understand the importance of incorporating exercise to improve physical reconditioning in the rehabilitation program.

NA 1 2 3 4  14. Effectively communicates well with ACI, CI, or other personnel at the clinical site.

NA 1 2 3 4  15. Demonstrates compliance with clinical site and ATEP clinical education policies and procedures.

NA 1 2 3 4  16. Demonstrates professional and personal attributes during clinical rotation.

NA 1 2 3 4  17. Serves as a role model for the ATEP and WSU.

Other comments:

Student’s Signature:________________________________________ Date:__________________

ACI/CI Site Signature:____________________________________ Date:__________________

Please return to: Rich Bomgardner, LAT, ATC, CSCS
Athletic Training Education Coordinator
Wichita State University
1845 Fairmount; Campus Box 16
Wichita, KS  67260-0016

Agreement Statement

I have read and understand all of the policies and procedures outlined in the Professional Phase Athletic Training Student Policies and Procedure Manual. I agree to abide by these rules and regulations in good faith until my requirement has been fulfilled. Failure to abide by this agreement may result in my dismissal from the Athletic Training Education Program. Return this page to the Education Coordinator.
Student Name (Print)  

Date  

Student Signature