



ATHLETIC TRAINING STUDENT AIDE HANDBOOK

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I. Bon Secours Student Aide Guidelines

I. Student aides must be under the direct visual supervision of a licensed/certified Athletic Trainer when assisting with any athletic training services. Coaches and school administrators must not allow or expect student aides to act independently with regards to the evaluation, assessment, treatment and rehabilitation of injuries. Additionally, it is paramount that student aides not be expected, asked or permitted to make “return to play” decisions. Specifically, student aides must not engage in the following activities:

- a. Interpreting referrals from other healthcare providers
- b. Performing evaluations
- c. Making decisions about treatments, procedures or activities
- d. Planning patient care
- e. Independently providing athletic training services during team travel

II. Student aides are also expected to follow the policies and procedures set by their site Certified Athletic Trainer. These rules will include but are not limited to:

- a. Abide by the VA Board of Health regulations and NATA position statement for high school athletic training student aides
- b. Regular attendance as discussed by the student and the Athletic Trainer
- c. Proper dress as discussed by the student and Athletic Trainer
- d. Appropriate and suitable behavior both inside and outside the athletic training room

III. **Virginia State law states that under NO CIRCUMSTANCES is an athletic training student aide to evaluate and/or treat injuries.** This opportunity is to be utilized solely for the high school students to observe the daily professional duties and responsibilities and an Athletic Trainer and can ultimately be a valuable educational experience. Under the direction and supervision of the site Certified Athletic Trainer, the student aides can complete the following tasks as it pertains to athletic training:

- a. Maintenance of the hydration stations (ie. Filling coolers and water bottles with ice and water, and cleaning of the equipment after use)
- b. Basic wound care
- c. Assistance with emergency response
- d. Basic taping techniques
- e. Assisting with rehabilitation exercises

Please note that these duties and skills can only be completed and utilized if under the DIRECT SUPERVISION of the Athletic Trainer and only if the Athletic Trainer deems them ready to utilize these skills.

Bon Secours will not be held liable for high school athletic training student aides that practice beyond what they have been approved to do. The certifications and state licensure of the site Certified Athletic Trainer can and will likely be revoked if they are found in breach of the law by allowing students to perform skills that they are not educated enough to and not authorized by the VA Board of Health to do.

As this experience is a privilege, not a right, failure of the student aide to abide by any of these rules or regulations will result in dismissal from the high school's athletic training observation and aide program at the discretion of the site Certified Athletic Trainer.

II. Policies and Procedures

a. Expectations of Student Aides

- i. It is important that student aides understand that participation in the program is an opportunity that is being extended to them; it is a privilege, not a right.
- ii. Student aides must have the Code of Conduct Contract signed and returned before they will be allowed to participate in any program activities.
- iii. At no time is a student aide to present themselves to other students, athletes, coaches, parents, or administration as a certified athletic trainer. If this occurs the student will be immediately removed from the program.
 1. Students are not permitted to act on their own and must only complete tasks that have been assigned or cleared (i.e. completed skill check-off satisfactorily) by their supervising athletic trainer.
- iv. Students are expected to maintain the appropriate GPA needed for participation in extracurricular activities at their school. Students may be immediately removed from the program or placed on probation by the athletic trainer, at their discretion.

b. Proper Behavior and Dress

- i. Athletic Training is a profession and as a member of the program students will be held to professional standards of dress and behavior when they are acting on its behalf.
 - 1. Students are expected to behave appropriately; this includes but is not limited to language, volume, and attitude.
 - 2. Students are also expected to dress professionally. This means closed toed shoes (tennis shoes or sneakers), appropriate length shorts for girls, t-shirts (no tank tops or undershirts) preferable with school name or club logo. School dress code is also to be adhered to while participating in program activities.

c. Removal From Program

- i. The supervising athletic trainer has the right to remove any student aide from the program at their discretion. Depending on the severity of the issue at hand the student may be placed on probation; again this is at the supervising athletic trainer's discretion.

III. Student Aide Skills Check-off List

A goal of this program is to educate the participants on different parts of the field of athletic training and sports medicine. One way that this is accomplished is by teach student aides simple taping and first aid techniques that will enhance their experience in the program. Students will have the opportunity to learn and practice skills and at the end of the season (or when they feel they are ready) will be evaluated on these skills. Students must complete these skills according to the check list and earn at least an 80% in order to be allowed to perform these skills. Skills that the students have passed must only ever be performed under the supervision of a certified athletic trainer. **Sample Student Aide Skills Check-off Sheets are attached as Appendix C.**

- a. Glove Removal**
- b. Modalities (heat, ice bag, and ice massage application)**
- c. First Aid (laceration and blister)**
- d. Taping (thumb, finger, wrist, and ankle)**

IV. Hours Log/Sign-in Sheet

Students will be required to sign-in and log hours on a daily basis to avoid confusion at the end of a given time period (i.e. month, sports season, or semester). These log sheets will be located in a binder in the athletic training room and will be reviewed and signed off by the supervising athletic trainer at the end of the given time period. Students should account for their time helping prepare in the athletic training room, on the field/court time, and time spent cleaning up after a practice or event. **A sample log sheet is attached as Appendix D.**

V. ATC Evaluation of Student Aide

At the end of a given time period (i.e. month, sports season, semester) the athletic trainer will be given an opportunity to complete an evaluation of their student aide(s). This evaluation will be used by the athletic trainer to determine if the student aide will be able to continue their work/observation based on their overall rating. This evaluation can also be used to determine conditions of probation if the student aide is under performing or needs improvement in given areas. **A sample AT Evaluation of Student Aide is attached as Appendix E.**

VI. Student Aide Evaluation of the program

At the end of a given period (i.e. month, sports season, semester) the student aide will have the opportunity to complete an evaluation of the program. This evaluation will be a chance for the student aide to offer opinions and suggestions of the various aspects of the program that they have participated in. This will also be a chance for the student aides to have an open conversation about any concerns or aspects of the program that they were pleased with. **A sample Student Aide Evaluation of the Program is attached as Appendix F.**

VII. Additional Education/Scholarship Information

As a way of promoting the growth of the field of Athletic Training, Bon Secours would like to be able to give as much information and support as possible to those interested in sports medicine or athletic training. We will strive to keep this section updated frequently as some information/requirements may be updated and some opportunities may no longer be available.

a. W&M Sports Medicine Workshop Scholarship

- i. The College of William and Mary annually puts on a four day long camp in the summer time geared toward high school students interested in athletic training and sports medicine. More information can be found at: <http://web.wm.edu/sportsmedicine/sportsmedcamp.htm>
- ii. The workshop itself offers an Ethnic Diversity Scholarship for the cost of the workshop based on certain requirements. For more information on this scholarship and the application see the above website.
- iii. Bon Secours would also like to offer their own scholarship for (part or all) of the cost of the workshop. This scholarship will have an application that any applicant meeting the given qualifications is welcome to complete and submit. More information on this scholarship can be found at: <http://www.hamptonroadssportsmedicine.com/certified-athletic-trainers/>
 - i. Scholarship applications will be due annually on February 15. The Bon Secours Athletic Training staff will review the candidates and choose a recipient who will be announced annually during the first week of March which is national Athletic Training month.
 - ii. A copy of the application can be found online as well as in the back of this handbook as **Appendix G**.

b. College Scholarships

- i. Information on college scholarships in the field of athletic training and sports medicine can be found on various websites or by contacting the college or university directly. Some of the best places to start your search, after you have found an accredited program (caate.net) are:
 - a. National Athletic Trainers' Association: www.nata.org
 - b. Virginia Athletic Trainers' Association: www.vata.us
 - c. American College of Sports Medicine: www.acsm.org
 - d. Mid Atlantic Athletic Trainers' Association: www.maata.shuttlepod.org
 - e. Any district or state Athletic Trainers' Association website

Appendix A:

NATIONAL ATHLETIC TRAINERS' ASSOCIATION: OFFICIAL STATEMENT ON PROPER SUPERVISION OF HIGH SCHOOL ATHLETIC TRAINING STUDENT AIDES

Introduction:

This Official Statement of the National Athletic Trainers' Association provides support and guidance to school administrators and athletic trainers in the education and supervision of high school students enrolled in sports medicine courses or participating in high school athletic training programs. The goal of this statement is to continue to foster a positive, safe learning environment where students benefit from the instruction of qualified health care professionals.

Official Statement:

The NATA recognizes that allowing high school students the opportunity to observe the daily professional duties and responsibilities of an athletic trainer can be a valuable educational experience. This unique experience may expose students to the foundations of various health related careers as well as provide them with important life skills. Regardless of practice setting, it is understood that all athletic trainers must comply with their state practice act, BOC Standards of Practice when certified, and Code of Ethics when a member of NATA. These legal and ethical parameters apply when incorporating student aides outside of the classroom and within the activities of athletic programs.

Student aides must be under the direct visual supervision of a licensed/certified athletic trainer when assisting with any athletic training services. Coaches and school administrators must not allow or expect student aides to act independently with regards to the evaluation, assessment, treatment and rehabilitation of injuries. Additionally, it is paramount that student aides not be expected, asked or permitted to make "return to play" decisions. Specifically, student aides must not engage in the following activities:

- (1) Interpreting referrals from other healthcare providers
- (2) Performing evaluations
- (3) Making decisions about treatments, procedures or activities
- (4) Planning patient care
- (5) Independently providing athletic training services during team travel.

Appendix B:

STUDENT AIDE CODE OF CONDUCT CONTRACT

**THIS CONTRACT IS TO BE SIGNED BY BOTH THE STUDENT AND A PARENT/GURDIAN BEFORE
THE STUDENT WILL BE ALLOWED TO PARTICIPATE ACTIVITIES**

I, _____, understand first and foremost that my involvement as a student athletic training aide is a privilege and shall be treated as such. In addition, I am aware the athletic training is a profession and I will be held to professional standards when I am representing my school in the school building, in the community, and events where others may recognize my involvement or position as a student athletic training aide. I fully understand that the goal is to foster and encourage my interest in athletic training and other sports medicine fields. Being a student athletic training aide does not make me a certified athletic trainer or other healthcare provider and I should not be treated as one by the administration, coaches, officials, or student athletes; also, I will not present myself as a certified and/or licensed healthcare provider. My goal is to learn about athletic training and sports medicine.

Student Signature

Parent/Guardian Signature

Print Name

Print Name

Appendix C:

STUDENT AIDE SKILLS CHECK-OFF SHEETS

Directions: Place a checkmark within the box if the task is completed by the student. Total the number of checkmarks to assess passing of the skill. Student must receive at least an 80% to pass.

FIRST AID:

Proper Removal of Gloves

Check Box	
	With dominant hand, the student will remove other glove (non-dominant hand) by grasping it just below the wrist
	The student will pull the glove down over non-dominant hand so that it is inside out
	The student will hold the glove in their gloved hand
	With two fingers of the ungloved hand, the student will reach inside the glove without touching outside of glove
	The student will pull the glove down (inside out) over hand and remaining gloves
	The student will discard the gloves in the proper container
	The student will wash their hands or use hand sanitizer (if not visibly soiled)
/7	Total Score
P/F	Passing= at least 80%
	AT Initials and Date

Blister Care

Check Box	
	The student makes sure that the athlete has signed in and treatment is recorded properly
	The student applies gloves
	The student cleans and dries the area around the wound with the appropriate cleansing fluids or wipes
	The student measures the size of the blister and gathers the appropriate materials to manage the wound (donut pad, felt, second skin...)
	The student applies the padding in the appropriate area
	The student covers the entire wound with dressing and secures the material
	The student gathers all used and soiled material and disposes of it in a proper container
	The student removes gloves without touching the soiled surfaces
	The student washes their hands or applies hand sanitizer (if not visibly soiled)
	The student makes sure that the bandage is not too tight by checking circulation
/10	Total Score
P/F	Passing= at least 80%
	AT Initials and Date

Laceration Wound Care

Check Box	
	The student makes sure that the athlete has signed in and treatment is recorded properly
	The student applies gloves
	The student assess wound (will this need stitches or bandage?)
	*If necessary the student applies gauze and applies pressure
	When the bleeding is controlled, the student cleans the area using the proper cleansing fluid or wipes
	The student dries the area and applies anti-biotic ointment
	The student cover the wound with dressing or bandage and applies tape if needed
	The student gathers all used and soiled materials and disposes off in proper container
	The student removes their gloves without touching contaminated surfaces
	The student washes their hands or applies hand sanitizer (if not visibly soiled)
	The student makes sure that the bandage is not too tight by checking circulation
/10	Total Score
P/F	Passing= at least 80%
	AT Initials and Date

MODALITIES:**Moist Hot Pack Application**

Check Box	
	The student makes sure that the athlete has signed in and recorded treatment properly
	The student positions individual in a comfortable and accessible treatment area position
	The student removes appropriate clothing including any bandages
	The student places a towel and pack cover on table, removes pack from hydrocollator using tongs, drip water off pack, close hydrocollator, prepares pack on table
	The student places the pack and several layers of towels on individual and checks individual for comfort.
	The student sets the timer or notes the time
	The student checks with athlete to make sure they are not too hot
	The student removes the pack and accompanying towels, places towels in laundry, and returns the pack back into the hydrocollator
/8	Total Score
P/F	Passing = at least 80%
	AT Initials and Date

Ice Bag Application

Check Box	
	The student makes sure that the athlete has signed in and treatment is recorded properly
	The student positions the athlete in a comfortable position and removes clothing and bandages as appropriate
	The student fills the bag with sufficient amount of ice and removes air
	The student applies ice to the correct area and secures the bag as appropriate
	The student sets the timer or notes the time
	The student removes the ice bag after completion of treatment time or if they have any abnormal discomfort
	The student discards materials
/7	Total Score
P/F	Passing= at least 80%
	AT Initials and Date

Ice Massage Application

Check Box	
	The student makes sure that the athlete has signed in and treatment is recorded properly
	The student positions the athlete and removes appropriate clothing and bandages as needed
	The student places a towel under treatment area
	The student moves the ice cube/cup over the area being careful in areas around superficial nerves
	The student sets a timer or notes the time
	The student removes the ice cube/cup at the completion of treatment time or if there is abnormal discomfort
	The student discards used materials
/7	Total Score
P/F	Passing = at least 80%
	AT Initials and Date

TAPING:

Thumb

Check Box	
	The student makes sure that the athlete has signed in and treatment is recorded properly
	*The student applies proximal anchors to the wrist
	*The student applies distal anchors around the distal phalax of the thumb
	*The student measures to create a fan of at least 3 strips
	*The student applies the fan to the distal anchor and then secures the fan to the original distal anchors along the side that is painful
	*The student applies distal portion of fan to the proximal anchor and re-anchors
	The student applies at least two figure 8 straps to provide additional support
	The student applies proximal anchors to secure the figure 8 straps
	The student completes the task within 5 minutes
	The tape is neat
	The tape is relatively wrinkle free
	The tape is functional
	The student makes sure that the tape is not too tight by checking circulation
/8	Total Score
P/F	Passing= at least 80%
	AT Initials and Date

Wrist

Check Box	
	The student makes sure that the athlete has signed in and treatment is recorded properly
	The student applies pre-wrap around the wrist and through the palm of the hand
	*The student applies circumferential anchor strips proximal to the wrist
	*The student applies anchor strip across the palm of the hand distal to the thumb
	*The student measures the distance between the anchors and makes a fan using 4-6 interlocking strips
	*The student applies the fan to distal anchor (palmar or dorsal depending on pain)
	*The student positions the hand in slight flexion or extension (depending on pain)
	*The student secures the proximal portion of the fan to the wrist
	The student applies tape around the wrist and through the palm (pinching tape between thumb and first finger)
	The student completes the task within 3 minutes
	The tape is neat and wrinkle free
	The tape is functional
	The student makes sure it is not too tight by checking circulation
/7	Total Score
P/F	Passing= at least 80%
	AT Initials and Date

Finger (Buddy Taping)

Check Box	
	The student makes sure that the athlete has signed in and treatment is recorded properly
	The student applies an anchor proximal to the injury site; including adjacent finger
	The student applies an anchor distal to the injury site; including adjacent finger
	The student completes the task within 3 minutes
	The tape is neat
	The tape is relatively wrinkle free
	The tape is functional
	The student makes sure that the tape is not too tight by checking circulation
/8	Total Score
P/F	Passing= at least 80%
	AT Initials and Date

Ankle

Check Box	
	The student makes sure that the athlete has signed in and treatment is properly recorded
	The student places the ankle in dorsiflexion/neutral position
	The student applies adherent
	The student applies heel and lace pads
	The student applies pre-wrap
	The student applies top anchors and an anchor around the arch/forefoot
	The student applies three stirrups (upward pressure on the lateral side- from medial to lateral) and horseshoe straps in an alternating sequence
	The student applies at least two figure 8 straps
	The student applies at least two complete heel locks
	The student applies closure strips
	The student completes the task within 4 minutes
	The tape does not compromise the 5 th metatarsal
	The tape is neat
	The tape is relatively wrinkle free
	The tape job is functional
	The student makes sure the tape is not too tight by checking circulation
/17	Total Score
P/F	Passing= at least 80%
	AT Initials and Date

Appendix E:

ATHLETIC TRAINER EVALUATION OF STUDENT AIDE

Name: _____ Date: _____

Season/Sport: _____

<u>Evaluation Area</u>	<u>Score</u>	<u>Comments</u>
EAP Knowledge	5 4 3 2 1	
Knowledge of Supplies	5 4 3 2 1	
Game/Practice Setup	5 4 3 2 1	
ATR Maintenance	5 4 3 2 1	
Work Ethic	5 4 3 2 1	
Promptness	5 4 3 2 1	
Initiative	5 4 3 2 1	
Attitude towards profession	5 4 3 2 1	
Attitude towards athletes	5 4 3 2 1	
Attitude towards Certified	5 4 3 2 1	
Appearance	5 4 3 2 1	

1. What did the student do well?

2. What can the student work on/improve for next season?

3. Was the student productive and a team player? (Did they enhance the group?)

Comments:

Name: _____ Signature/Date: _____

Appendix F:

STUDENT AIDE EVALUATION OF THE PROGRAM

Name: _____ Date: _____

How long have you been a member/aide: _____

<u>Evaluation Area</u>	<u>Score</u>	<u>Comments</u>
Quality of the program	5 4 3 2 1	
Opportunity to learn new skills	5 4 3 2 1	
Opportunity to use skills learned	5 4 3 2 1	
Were expectations met?	5 4 3 2 1	
Amount of hours required is appropriate	5 4 3 2 1	
Encouragement by the ATC	5 4 3 2 1	
Will you recommend this to others?	5 4 3 2 1	

What are some things that you liked about the program?

What did you dislike about the program?

What would you like to see added to the program?

Name: _____ Signature/Date: _____

Appendix G

SCHOLARSHIP APPLICATION

WILLIAM AND MARY SPORTS MEDICINE CAMP



WILLIAM AND MARY SPORTS MEDICINE CAMP SCHOLARSHIP APPLICATION

Name: _____ Date: _____

Age: _____ Grade: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Cell Phone Number: _____

E-Mail Address: _____

Academics

GPA: _____

Classes you have taken that pertain to Athletic Training and their importance:

Student Aide Experience:

Seasons you have been a student aide (minimum 2): _____

Sports you have worked with: _____

Responsibilities in:

The ATR: _____

At practices: _____

At games: _____

Short Response

What aspect of the profession of athletic training made you want to be a student aide at your high school?

Recall a time when you had to assist your athletic trainer with an injury. Describe what happened and what your role was.

Why would attending this sports medicine clinic be beneficial to you as a student aide at your high school?

Essay

In 750 words or less, explain why you think that it is beneficial to have a certified athletic trainer available to work with high school athletic programs.

William and Mary Sports Medicine Clinic
Evaluation of the Student Aide

To be filled out by the Certified Athletic Trainer

Student: _____ Date: _____

<u>Evaluation Area</u>	<u>Score</u>	<u>Comments</u>
EAP Knowledge	5 4 3 2 1	
Knowledge of Supplies	5 4 3 2 1	
Game/Practice Setup	5 4 3 2 1	
ATR Maintenance	5 4 3 2 1	
Work Ethic	5 4 3 2 1	
Promptness	5 4 3 2 1	
Initiative	5 4 3 2 1	
Attitude towards profession	5 4 3 2 1	
Attitude towards athletes	5 4 3 2 1	
Attitude towards Certified	5 4 3 2 1	
Appearance	5 4 3 2 1	

Please feel free to make any additional comments about your student in regards to why they should receive this scholarship.

Name: _____ Signature/Date: _____