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Preparation for return to campus

- A.** Align program policies and procedures with university guidelines for returning to campus
- B.** Identify needs for program faculty, students, and staff to function during the pandemic
- C.** Develop a plan to ensure students are ready/prepared for return to athletic training education

2

Classroom considerations

- A.** Review university guidelines for returning to the classroom
- B.** Ensure guidelines exist or develop guidelines for classes with a “hands-on” component
- C.** Consider impacts of changes to classroom learning on faculty load

3

Clinical considerations

- A.** Develop a plan for returning to clinical education
- B.** Review revised and new policies and procedures at clinical education sites
- C.** Assess optimal learning time frames at each clinical education site

4

Administrative considerations

- A.** Identify areas of need or deficiency with the delivery of teaching
- B.** Identify areas that can impact the faculty guide and/or contractual obligations

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Athletic training student health and wellness

- A.** Identify on-and/or off-campus referral/resources for student health concerns
- B.** Identify on- and/or off-campus referral/resources for student mental health concerns

ECE Inter-Committee Task Force on Considerations for Returning to Athletic Training Education

1) Preparation for Return to Campus

- A. Align program policies and procedures with university guidelines for returning to campus.**
- B. Identify needs for program faculty, students and staff to function during the pandemic.**
- C. Develop a plan to ensure students are ready/prepared for return to athletic training education.**

Detailed information:

- A. Align program policies and procedures with university guidelines for returning to campus.**
 - Do any updated programmatic policies and procedures need approval by institutional legal counsel and/or environmental health and safety personnel?
 - Do updated programmatic policies and procedures still meet CAATE educational standards?
 - Does the program want or need to implement additional mechanisms for symptom tracking and/or reporting?
- B. Identify needs for program faculty, students and staff to function during the pandemic.**
 - What personal protective equipment (PPE) supplies does the program currently have in stock? Does the program need to order more supplies? Will supplies be available in time for returning to campus? Can the program coordinate PPE ordering with overall institutional order or will the university provide some supplies to students and faculty?
 - Do any students have special needs that the program needs to accommodate?
 - What resources are available or need to be purchased to supplement classroom and clinical education (simulation, telemedicine, etc.)?
 - Are additional cleaning/disinfecting supplies needed for equipment, classrooms or laboratory spaces?
- C. Develop a plan to ensure students and faculty are ready/prepared for return to athletic training education.**
 - When will the program hold a virtual or in-person meeting to share revised policies and procedures with students?
 - Consider addressing potential impacts of the pandemic on completion of program requirements, program progression, clinical education, etc.
 - Do additional communication channels need to be set up so that students and faculty are closely connected to address concerns/issues in a timely manner?

- Will the program require education or training related to the COVID-19 pandemic for students, faculty or staff?
 - The Centers for Disease Control and Prevention and the World Health Organization provide free training and education modules.

2) Classroom Considerations

- A. Review university guidelines for returning to the classroom.**
- B. Ensure guidelines exist or develop guidelines for classes with a “hands-on” component.**
- C. Consider the impact of changes to classroom learning on faculty load.**

Detailed information:

A. Review university guidelines for returning to the classroom.

- Does the assigned classroom space allow for social distancing during a lecture-style class?
- What accommodations are necessary to ensure social distancing?
- What will be the PPE requirements for faculty and students for a lecture-style class? Who will provide the PPE for faculty and/or students?
- Who will clean the classroom following use? When will classrooms be cleaned following use? Do you need to purchase cleaning supplies? What cleaning supplies are needed?
- What technology resources are needed in the classroom in order to capture/live stream lectures for students who are not physically present?
- Are the technology resources needed available at the university? Can instructional technology professionals at the university assist with identifying resources?
- If teaching remotely, what resources are needed?
- Does the university have access to these resources or do you need to purchase these resources? Can instructional technology professionals help identify resources? Is there an opportunity to collaborate with other programs on campus to share costs?

B. Ensure guidelines exist or develop guidelines for classes with a “hands-on” component.

- What clinical skills require in-person “hands-on” instruction? Are there skills that students can learn/practice remotely in their home environment? What resources or technology are needed to help students learn clinical skills in a remote environment?
- Will there be limitations on how many learners can attend an in-person session to allow for social distancing? Can individual sessions be lengthened to decrease the number of days learners are on campus?
- What additional PPE needs are there to allow for physical contact between faculty and students (i.e., face shields, gloves, gowns, scrubs, etc.)? Who will provide this additional PPE for faculty/students?

- Are there students who live/commute together or are completing clinical experiences together? Can students be assigned a stable lab partner to limit their exposure?
- Who will clean lab space and equipment following use? Are there porous materials (e.g., cloth chairs) that will need to be disinfected? What cleaning supplies should be purchased? Who will purchase cleaning supplies?
- Can simulators or mannequins be used for learners to practice skills? Are the simulation resources needed available at your institution? What resources are available to purchase/rent this equipment/technology?
- What other programs are available to collaborate with? Can you partner with these programs to purchase equipment, supplies, or technology to facilitate social distancing and/or remote learning?
- Do all changes to classroom and laboratory learning adhere to CAATE educational standards?

C. Consider impacts of changes to classroom learning on faculty load.

- Will instructors need additional time for course preparation?
- How much time will instructors need to identify and learn new technology for remote learning or capturing in-person lectures/labs?
- Will instructors need to offer additional sessions to facilitate smaller learning communities?
- How will faculty be impacted by the level of support needed by learners? How will instructors further support learners to help them complete degree and program requirements? Will faculty support students more in other ways (e.g., mental health)?
- What are the implications on the faculty's overall load and ability to fulfill scholarship, service or other responsibilities? What adjustments may be needed for how faculty are evaluated?

3) Clinical Considerations

- A. Develop a plan for returning to clinical education.**
- B. Review revised and new policies and procedures at clinical education sites.**
- C. Assess optimal learning time frames at each clinical education site.**

Detailed information:

- A. Develop a plan for returning to clinical education.**
 - Does the program have contingency plans if clinical education sites close or no longer allow students? Do the contingency plans align with CAATE educational standards?
 - What accommodations should be made by the program to make sure the student is comfortable and willing to be placed at a clinical site?
 - Does the program have a process for students to report issues or concerns with infection control policies and procedures at a clinical site?

- Does an acknowledgement of risk or consent form need to be signed by students prior to attending a clinical education site?
 - If yes, work with the general counsel's office to draft documents.
- Has the program coordinated with clinical sites on daily screening and reporting requirements?
- What constraints need to be considered for scheduling clinical education experiences at specific clinical education sites (i.e. low patient census, staff scheduling pattern, staff illness, etc.)?
- Should students be allowed to travel?
 - If yes, does the program have a travel policy that aligns with federal, state, university and local guidelines?

B. Review revised and new policies and procedures at clinical education sites.

- What are the infection control policies at the clinical education site?
- Do the disinfection and sanitization practices of affiliated clinical education sites align with guidelines for a health care facility?
- Does the program have a copy of site-specific policies and procedures that can be shared with students in advance of students beginning their clinical education at each site?
- What PPE will students be required to wear at the clinical education site? If PPE is required, who will provide the PPE (clinical education site, program, student, etc.)?

C. Assess optimal learning time frames at each clinical education site.

- Does the program need to reassess clinical hour requirements?
- How can the program maximize student learning while minimizing the risk of exposure at the clinical education site?

4) Administrative Considerations

A. Identify areas of need or deficiency with the delivery of teaching.

B. Identify areas that can impact the faculty guide and/or contractual obligations.

Detailed information:

A. Identify areas of need or deficiency with the delivery of teaching.

- Do all students have access to the necessary technology and the internet?
- Do you have online tools ready to assist teaching/learning if university moves to all-online mid-semester?
- Are there interprofessional education opportunities that can be developed for online learning?
- Will the administration create a return-to-learn policy after a student has recovered from COVID-19?

- If faculty/students insist on zero in-person contact, how can the program best accommodate this request?

B. Identify areas that can impact the faculty guide and/or contractual obligations.

- Will teaching schedules/loads need to be modified? For example, do you need to teach two sections of labs due limited class/lab space capacity requirements? Can faculty handle this extra load?
- Is the institution's legal team requiring any acknowledgements or releases to be signed by students?
- How will administration handle teaching load distribution if a faculty member becomes ill?
- Will the administration create a return-to-teach policy after a faculty member has recovered from COVID-19?
- Have you considered reaching out to your institution's human subjects review committee or similar committee on the status of research studies during the pandemic?

5) Athletic Training Student Health and Wellness

A. Identify on-and/or off-campus referral/resources for student health concerns.

B. Identify on-and/or off-campus referral/resources for student mental health concerns.

Detailed information:

A. Identify on-and/or off-campus referral/resources for student health concerns.

- If a student suspects they have been exposed or is showing symptoms of COVID-19, is there a medical referral system in place?

B. Identify on-and/or off-campus referral/resources for student mental health concerns.

- If a student needs counseling, is there a referral system in place with campus health center or another health center in the local community?

Additional Resources to Consider:

[CAATE Coronavirus updates](#)

[AT EducATionalist Resources](#) (must log in to Gather to access shared resources)

[Virtual Clinical Education Resources](#)

[CDC Considerations for Institutes of Higher Education](#)

[CDC Guidance for Cleaning and Disinfecting](#)

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