

# **Athletic Training Student Handbook**

**Athletic Training Education Program**

**Life University**

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# Chapter 1 - Introduction

## Preface

The faculty of the Sport Health Science Department would like to welcome you to Life University. We are pleased that you have chosen to pursue your career goals in Athletic Training with us in this unique program. We are certain that the next couple years will prove to be both challenging and rewarding.

This handbook has been developed as a step-by-step guide for completing the Master of Athletic Training (MAT) degree program at Life University (LU). It will provide you with information about the university, the athletic training program, academic life and student services. We hope that it will serve you well throughout your tenure as a Life University student. Additional information regarding student life and university policies and procedures can be found in the Graduate Catalog.

The materials in this handbook are not intended to supersede any student policies or to duplicate material already in print, but rather to provide clarification of policies and procedures that are specific to the MAT degree. It is our intent that this handbook addresses the questions most frequently asked by our students. We encourage students to offer any suggestions for deleting, adding, or modifying material to aid students in the future. We welcome you to our program and look forward to working with you!

If you need additional information or simply want to talk to someone about our program, do not hesitate to contact a MAT Program faculty member.

## **Athletic Training Program Website (bookmark or save this link)**

<http://www.life.edu/ATEP>

## Professional Terminology, Qualifications, and Responsibilities

In order to maintain consistency in the program, it is important that everyone knows basic program terminology and the key personnel involved in the professional program for athletic training education. The following terminology and abbreviations will be used throughout this manual. In addition, it would be helpful if everyone would use these terms in their daily conversations, with athletic trainers and other medical professionals, as well as with the public. Many of these terms are similar to other professional terms used in nursing, physical therapy, and medical schools. Correct professional terms should always be used when you speak, write, email, or publish in this program or the athletic training field at large. If someone fails to use the correct professional terms (including athletes, coaches, medical personal, administrators, and athletic trainers/students), don't hesitate to correct them in a kind manner – "I'm sorry, but our/the correct professional name is \_\_\_\_."

### General Terminology

1. **Athletic Trainer, Certified Athletic Trainer.** Never use the term "trainer" by itself.
2. **Athletic Training Student.** Never use the titles student "trainer" or student athletic trainer.
3. **Patients.** As of June 2005, the NATA, BOC, and CAATE have requested athletic trainers to refer to their clients as "patients" rather than athletes.
4. **Athletic Training Facility or Clinic.** Never use the term "training" room.

### Program Terminology

1. **Athletic Training Program** - The program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). There are two essential components to the AT program, which include (a) academic or didactic education and (b) clinical education.
2. **Clinical Education** - This component of the AT program is structured for athletic training students (ATSS) to apply the knowledge and skills that they have learned in their academic classes. These ATSS are directly supervised by a clinical preceptor (CP) who may teach, practice with, and evaluate the competencies of the ATS. This component of the AT program should never be called work.
3. **Clinical Education Setting or Site** – These sites include any facility that has a formal contractual agreement with the sponsoring university and the AT program. This facility employs the CPs who are responsible for providing a learning experience for the ATSS.
4. **Competencies in Athletic Training (Competencies)** - These competencies were developed by the NATA Educational Council and the Competencies Subcommittee. All professional athletic training students must learn, practice, and be evaluated on all these competencies before sitting for the Board of Certification (BOC) exam. The competencies are classified as cognitive (knowledge, understanding), psychomotor (practical application), and affective (attitude, value).
5. **Clinical Proficiencies in Athletic Training (Proficiencies)** – The clinical proficiencies are based on the cognitive and psychomotor competencies of that

content area. These are a measure of “real life” application. Students should be assessed in their performance of proficiencies on actual patients. If this is not possible, standardized/simulated patients or scenarios should be used to measure student proficiency.

6. **Direct Supervision** - The NATA Executive Committee for Education has defined this term as “constant visual and auditory interaction” between the ATS and the CP. This daily supervision of students must include multiple opportunities for evaluation and feedback between both parties. The CP must be present to intervene if there is an emergency. Therefore, not only does direct supervision provide an adequate educational experience, it also helps to prevent any legal concerns for the student, CP, program, and institution or facility. According to the Georgia Licensure laws, students must be supervised by Georgia licensed athletic trainers. The supervising athletic trainer is responsible for the planning, directing, and evaluating the student's AT experiences in the clinical education setting. Supervision involves the daily visual and audible contact at all sites at which the student is assigned. (see Georgia Law).

### **Program Personnel**

1. **Athletic Training Program Director (PD)** - This person is a faculty member employed by the sponsoring university and is responsible for the organization and administration of all aspects of the educational program – academic and clinical education. This also includes budgetary input and curriculum planning/development. (CAATE, 2012).
2. **Clinical Education Coordinator (CEC)** - This person is a faculty member employed by the sponsoring university and is responsible for coordinating the clinical education experiences of AT students. This individual usually teaches and evaluates student's competencies as well. If the CEC is not available, contact the Program Director (PD).
3. **Facility Coordinator of Clinical Education (FC)** - This person is employed at the clinical education site in which students are gaining practical experience. This person coordinates practical, clinical education experiences for the students assigned to that particular facility but may not necessarily provide instruction for the students. In the traditional athletic training facility, this task is usually delegated to the head athletic trainer or designated director of the specific facility.
4. **Clinical Preceptor (CP)** - A person who is appropriately credentialed, identified, and trained by the AT program's administrators (i.e., PD or CC) to provide supervision, instruction and evaluation of the AT competencies and/or clinical proficiencies.
5. **Athletic Training Student (ATS)** - These individuals are non-BOC certified or professional students who are formally admitted into the professional phase of the AT program. These students must complete both the academic and clinical education requirements established for the AT program. The responsibilities of the ATS are:

- a. Organize the weekly schedule to obtain the required number of clinical education hours per week. Check with the supervising CP regarding starting times. Each ATS is required to complete 15-25 clinical education hours/week.
- b. Ask plenty of questions and be alert to the surroundings.
- c. Be open-minded to new ideas. CPs are from a variety of schools and have a variety of experiences and perspectives to share.
- d. Review, investigate, and apply those competencies pertaining to the student's specific academic level or quarter in the AT program.
- e. Practice (e.g., applying, questioning) the competencies with the CPs, other ATs, and patients.
- f. Be prepared to be evaluated and tested on the NATA AT competencies designated for each academic level.
- g. Be a mentor and teacher to other students in the AT program, especially those ATs in a lower academic level.
- h. Attempt to think critically and solve problems independently before going to the CP for assistance.
- i. Be prepared to be tested on any skill for learning-over-time – at any time or place.
- j. Be respectful, professional, and ethical at all times and in all places.
- k. Use evidence-based practice and share this with the CPs and course instructors.
- l. Accept and enforce the policies and procedures of the AT program. If any student breaks a policy, a Disciplinary Action Report must be completed.
- m. Complete all evaluation forms and other program documents within the deadlines provided by the program administrators.
- n. Communicate regularly with the program administrators, CPs, and instructors. This communication includes checking emails daily and reading all of them completely.
- o. Attend all required AT program meetings, professional development, and off-campus clinical education rotations.
- p. Complete other tasks for the AT students, CAATE, etc. requested by the PD or CEC.

## **Sport Health Science Faculty, Sports Medicine Staff, & Administration**

### **ATHLETIC TRAINING**

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Michael Smith, Ph.D. Associate Dean, College of Graduate & UG Studies  
Catherine Faust, Ph.D. Associate Dean, College of Graduate & UG Studies

## **Affiliated Clinical Settings**

1. Life University Athletic Care Dept.
2. Life Chiropractic/LUSSI
3. Life University Functional Kinesiology Clinic
4. Life University Functional Neurology Clinic (NeuroLife)
5. Kennesaw State University
6. Marietta High School
7. North Cobb High School
8. Children's Healthcare of Atlanta (CHOA)
  - a. Wheeler High School
  - b. McEachern High School
  - c. Kell High School
9. Morehouse College
10. Clark Atlanta University
11. Reinhardt University
12. Clayton State University
13. Pinnacle Orthopaedics and Physical Therapy
14. Resurgens Physical Therapy
15. Advance Rehabilitation (formerly Atlanta Falcons PT)
16. Neurosport Physical Therapy
17. Physiotherapy Associates

Other clinical sites are being established with more high schools and other medical facilities.

## Chapter 2 – Athletic Training Program

### Profession of Athletic Training

The athletic trainer, with the consultation and supervision of attending and/or consulting physicians, is an integral member of the healthcare system associated with sports and the physically active population. Through extensive preparation in both academic and clinical education experiences, the athletic trainer provides a variety of services including the prevention, recognition, immediate care, treatment, and rehabilitation of injuries. In 1990, the American Medical Association (AMA) recognized AT as an allied health profession.

### Professional Requirements for Athletic Trainers

The National Athletic Trainers' Association (NATA) is the professional organization for athletic trainers. It is a not-for-profit organization with more than 30,000 members internationally. The NATA is committed to advancing, encouraging, and improving the athletic training profession. After successfully passing the Board of Certification (BOC) certification exam, individuals then earn the title of "BOC certified athletic trainer" and can place the credentials, "ATC" behind their name. However, many states also require athletic trainers to obtain state regulation, licensure, or certification.

The NATA sets the standards for athletic trainers through its educational programs and the BOC establishes requirements for certification. A candidate must meet these requirements and pass a certifying examination to become certified as an athletic trainer. As of January 2004, all students must graduate from an Athletic Training Program that is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Some of the minimum requirements for the LU MAT program include:

1. Students must complete all MAT degree requirements before they can obtain BOC certification as an athletic trainer.
2. Students must complete this AT program in no less than two academic years (8 academic quarters).
3. Students must complete a minimum of 1,200 hours (i.e., 15 hours/week x 10 weeks x 8 quarters) of clinical education experience under the direct supervision of a BOC certified athletic trainer other healthcare professionals who is also a CP.
4. The clinical education hours must be accumulated over a period of at least two years, but not more than five years. Students should get a variety of clinical experiences.
5. The program must meet the accreditation standards of CAATE, NATA Competencies in Athletic Training, and other requirements for the NATA Executive Committee for Education, BOC, and Georgia Licensure.

## **Accreditation Status of the Athletic Training Program**

The Commission on Accreditation of Athletic Training Education (CAATE) accredits programs for professional athletic trainers. The CAATE accreditation process is initiated at the request of the chief executive officer or a delegated representative of the institution sponsoring an athletic training education program. It provides peer review of the program's educational content and process. A review is based on recognized national educational standards, which have been adopted by CAATE and are related to professional professionals.

The American Academy of Family Physicians, the American Academy of Pediatrics, the American Orthopedic Society for Sports Medicine, Board of Certification, National Athletic Trainers' Association, and CAATE all help to establish, maintain, and promote appropriate standards of quality for educational programs in athletic training and to provide recognition for educational programs that meet or exceed the minimum outlined in these *Standards*. These Standards can be found at: <http://www.caate.net>.

The Life University MAT program received initial accreditation in 2014. The program was placed on probation due to the pass rate on the BOC exam in February 2017.

## **Life University Mission Statement**

The mission of Life University is to empower each student with the education, skills and values needed for career success and life fulfillment based on a vitalistic philosophy. The University's undergraduate, graduate and professional programs - each one committed to excellence in teaching, learning, research and the overall student experience - offer a vision and the promise for a meaningful life, the proficiencies necessary to achieve optimum personal performance, and the wisdom to become transformational leaders in an increasingly diverse, global and dynamic world.

## **Mission Statement for the College of UG and Graduate Studies**

The Mission of the Life University College of Graduate and Undergraduate Studies is to empower students to achieve successful careers and meaningful lives, based on a vitalistic philosophy that promotes optimum performance and transformational leadership, to produce a positive impact in a dynamic world.

## **Athletic Training Program Mission**

The mission of the Life University's Master of Athletic Training Program is to educate and mentor skilled and knowledgeable graduates in athletic training that embody the roles of scholars, teachers, and professionals.

## **MAT Program Goals**

1. The graduate student will be able to demonstrate the ability to use critical thinking skills to solve problems in the athletic training field.
2. The graduate student will be able to demonstrate knowledge, skills, and abilities necessary for the athletic training profession.
3. The graduate student will be able to effectively communicate using both written and oral strategies.
4. The graduate student will be able to analyze, synthesize, and critique the scientific literature within the athletic training profession.

## **MAT Program Learning Outcomes**

1. The student will demonstrate both knowledge of evidence-based practice concepts and their application to clinical decision-making related to patient/client management (EBP).
2. The student will be able to demonstrate knowledge and skills related to prevention principles and strategies for prevention, protective equipment and prophylactic procedures, fitness and wellness, and sports nutrition (PHP).
3. The student will be able to demonstrate knowledge and clinical examination skills as well as procedures and techniques in order to diagnosis and treat their patients with common injuries, conditions, illnesses, and diseases (CE).
4. The student will be able to evaluate and manage acute injuries and illnesses (AC).
5. The student will be able to utilize a variety of therapeutic interventions, methods, modalities, techniques, equipment, rehabilitation methods, and body movements in order to enhance function and human performance (TI).
6. The student will be able to demonstrate knowledge and skills recognizing clients/patients with abnormal social, emotional, and mental behaviors and utilizing psychosocial strategies with client/patient management (PS).
7. The student will be able to demonstrate knowledge and skills related to healthcare administration which may include risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, privacy, and facility management (HA).
8. The student will be able to demonstrate knowledge and skills that facilitate the healthcare practitioner providing quality patient care, functions within the limits of state and federal regulations using sound moral and ethical judgment (PD).
9. The student will be able to apply, synthesize, and integrate the knowledge, skills and abilities necessary for athletic trainers to provide appropriate clinical care for patients/clients (CIP).

## **Competencies and Proficiencies in Athletic Training**

The NATA Executive Committee for Education and CAATE have established the minimum competencies necessary for the professional athletic trainer and BOC certification exam. These competencies will primarily be taught and assessed in the academic classes. However, the student is

responsible for practicing these competencies and proficiencies during the clinical education experience or elsewhere before being tested. Each student will be required to have each identified competency tested independently. Students should utilize the learning and testing experience; and take them seriously. The culmination of these learning experiences will enable the student to sit for the BOC examination.

## **Philosophy of Education**

The University and AT program should provide a learning environment that fosters the education of responsible and accountable professionals; more specifically, an environment that:

1. Respects cultural diversity, differences of opinion, and human rights.
2. Provides opportunities for the development of critical and creative thinking in the decision-making process.
3. Promotes the development of a spirit of inquiry.
4. Develops social conscience.
5. Is based on a strong foundation in the liberal arts and sciences.
6. Reflects the needs of a global society.
7. Utilizes research for teaching and learning.
8. Values human interaction as the essence of learning.
9. Recognizes that learning is holistic.
10. Recognizes the importance of healthy living, leisure, artistic performance, and physical activity.

## **Student Evaluation**

### **Clinical Skills**

Evaluation of students in the AT program is a necessary component. Student evaluations provide a mechanism to identify strengths and weaknesses in the academic preparation of the student and reflect the quality of the overall program as well. Students are evaluated as part of their academic courses using a variety of assessment tools (written and oral/practical or OP exams, research papers presentations, etc.). The assessment method used is specific to the individual courses.

Students are also evaluated by their clinical preceptors (CPs) on the clinical proficiencies as part of the clinical education courses. Each student will be evaluated in the middle and at the end of his/her clinical/field experience assignment by the supervising CPs. Students will be evaluated on their progress in all areas of athletic training including skill acquisition, professionalism, communication and work ethic. A student's performance in the content areas of athletic training will be evaluated based on the student's level in the program (2 levels total). Students are not compared to each other but to the expectations of their program level.

These evaluations are portions of the grade for the clinical education courses. Before the evaluations are submitted to the CEC/PD, the clinical preceptor will meet

with the student to review the evaluation. If the student disagrees with the evaluation (ATRACK), he/she needs to submit letter/email with an explanatory statement to the evaluation form prior to submittal to the CEC or PD. If they are not complete or comments are not adequate, then they will be returned to the CP for immediate return (i.e., 3 days). These evaluations are necessary for grades, so students AND CPs are responsible for completing them in a timely and accurate manner. are

## **Didactic Area**

All classroom assessment measures will reflect the individual course goals and objectives. Overall program goals and objectives can be found under degree plan within this handbook. The specific course goals and objectives are provided on the syllabus of each course.

## **Schedule of Assessments for MAT Program**

### **First year students**

Summer & Fall Quarters: BOC style questions on each exam in the following courses: MSHS 6410, MSHS 6510.

Winter Quarter: ACES review and examinations (external assessment on student learning); BOC style questions on exams within the course MSHS 6520. Cumulative examinations from textbooks in Clinical Education III\* (MSHS 6613).

Spring Quarter: BOC style questions on exams within the course MSHS 653; Cumulative examinations from textbooks in Clinical Education IV\* (MSHS 6614). OSCE I examination\* – spring, week five.

### **Second year students**

Summer Quarter: Comprehensive Exam Part 1-Core (Research, Exercise Physiology & Kinesiology) week four, the first part of the qualifying exam for degree candidacy (eligibility requirements in chapter 4); Cumulative examinations from textbooks in Clinical Education V\*(MSHS 6615); and BOC style questions on exams within the course MSHS 6670.

Fall Quarter: Cumulative examinations from textbooks in Clinical Education VI\* (MSHS 6616).

Winter Quarter: ACES review and examinations (external assessment on student learning) which is tied to grade in Clinical Education VII (MSHS 6617); OSCE II\* week five,

Spring Quarter: AT Comprehensive Exam Part II week four, second part of the qualifying exam for degree candidacy (eligibility requirements in chapter 4), and BOC exam.

## **Program Evaluation**

Evaluation of the AT program is a very serious task. Assessment is essential to maintain or improve the quality of the program and future healthcare providers and our national accrediting agency requires it. These evaluation forms and procedures should be taken seriously and completed honestly. Including detailed comments is essential and required by anyone completing these evaluation forms (see **Appendix IV**).

1. Faculty/Course and Lab Evaluations (each course, each term) – administered by the university.
2. Evaluations of AT Students by CPs (mid-rotation and end-rotation)
3. Evaluation of Clinical Preceptors and Clinical Site by ATS (end-rotation; anonymous)
4. Evaluation of Clinical Preceptors and Clinical Site by CEC (each site visit throughout year)
5. AT Student's Evaluation of the AT program (end of each year – June)
6. CPs and CEC Evaluation of the Clinical Education aspect and AT program preparation for clinical education (end of each year – June)

## Master of Athletic Training - 2 Year Outline (2018-19)

**Clinical Education (CE):** This experience begins annually around August 1. Students must get an average minimum of 15 hours/week and maximum of 25 hours/week for Clinical Ed courses (see CE below). Students complete a minimum of 1,200 hours in two years in a variety of sports, patient-types, and settings (which includes an additional 50 hours of misc. hours).

### First Year 43

#### Summer (11 credits)

MSHS 6000 Exercise Physiology	4
MSHS 6410 Athletic Injury Care	4
MSHS 6050 Evaluation Fundamentals	2
MSHS 6611 Clinical Ed I (100 hrs.)	1 CE

#### Fall (9 credits)

MSHS 6700 Kinesiology of Sport	4
MSHS 6510 Musculoskeletal. Assess. I	4
MSHS 6612 Clinical Ed II (150 hrs.)	1 CE

#### Winter (13 credits)

MSHS 6800 Research Methods	4
MSHS 6520 Musculoskeletal. Assess. II	4
MSHS 6460 Therapeutic Agents	4
MSHS 6613 Clinical Ed III (150 hrs.)	1 CE

#### Spring (10 credits)

MSHS 6530 Musculoskeletal. Assess. III	4
MSHS 6480 Therapeutic Exercise	4
MSHS 6470 Ther. Ex Lab for AT	1
MSHS 6614 Clinical Ed IV (150 hrs.)	1 CE

### Second Year 40

#### Summer (10 credits)

MSHS 6240 Strength Training & Dev.	4
MSHS 6670 Clinical Conditions	4
MSHS 6615 Clinical Ed V (150 hrs.)	1 CE
MSHS 6860 Ind. Study – Res. Project	1

#### Fall (10 credits)

MSHS 6490 Adv. Therapeutic Ex.	4
MSHS 6120 Ex. Testing & Prescription	4
MSHS 6616 Clinical Ed VI (150 hrs.)	1 CE
MSHS 6860 Ind. Study – Res. Project	1

#### Winter (11 credits)

MSHS 6220 Nutrition for Fit. & Sport	4
MSHS 6540 Admin. in Healthcare	4
MSHS 6617 Clinical Ed VII (150 hrs.)	1 CE
MSHS 686 Ind. Study – Res. Project	2

#### Spring (9 credits)

MSHS 6560 Sport Psychology	4
MSHS 6550 Professional Dev. in AT	2
MSHS 6618 Clinical Ed VIII (150 hrs.)	1 CE
MSHS 6860 Ind. Study – Res. Project	2

**TOTAL Hours: 83 quarter credit hours (divided by 1.5 = less than 56 semester credits)**

## Course Descriptions (MSHS)

(See SHS Graduate Handbook/Catalog)

Academic Catalog link: <https://catalog.life.edu/content.php?catoid=7&navoid=214>

## Chapter 3 – Academic Policies and Procedures

### Academic Advising

It is our policy that all graduate students receive personalized academic advising. Each new incoming graduate student is assigned a graduate advisor. All advisement and registration are completed by the Graduate Advisor. MAT Program registration is completed via Eagle Net by the student, but the academic plan for each quarter's registration must be completed by the assigned academic advisor prior to actual registration.

Procedure:

1. All graduate students are assigned a graduate advisor during the admission committee review.
2. All graduate students are required to complete a degree plan with their graduate academic advisor during new student orientation which will include a quarter by quarter plan. For the MAT student, the curriculum is pre-planned (refer to chapter 2 for curriculum plan).
3. All graduate students will be advised each quarter by their assigned Academic Advisor in the SHS department. All MAT students must see one of the designated faculty members within the MAT program (PD, CEC, and other faculty as designated).
4. Registration will be completed using the student planning system (Eagle Net). The student will work with the Academic advisor to create a plan within this system. Eagle Net contains the student's progress in the MAT program, the course listings, as well as other pertinent information. It is the responsibility of the student review the information in Eagle Net and to make an appointment with their academic advisor during **weeks 7 through 10**. Students can either email the academic advisor for an appointment time or use the sign-up form (located at faculty member's office).
5. It is the responsibility of the student to complete the schedule adjustment form, obtain the advisors signature (approval) of course selection as well as any other forms required for registration (proposal forms etc.) for courses that cannot be registered for via Eagle Net.
6. It is recommended that graduate students seek advice on the following areas: evaluating progress toward degree and career goals, understanding policies, SAP, certification, research, individual study options, and practical experience. If the student needs tutoring, personal or psychological counseling, the student will be referred to contact the Student Success Center.

### Registration and Dropping Courses

All graduate students are required to meet with their academic advisor on a regular basis as outlined above. The graduate advisor will be able to assist the student with completion of all necessary forms for any schedule adjustment (registration, and course drop or add). Once the form is completed, the graduate advisor must sign for processing by the Departmental Administrative Assistant, and then student submits the necessary forms at the Student Advocacy Desk.

Dropping courses is defined as removing one or more, but not all, classes currently scheduled. Students

who wish to drop a course after the registration period, must complete the Schedule Adjustment form, see academic advisor for signature and form processing through Departmental Administrative Assistant, and submit it to the Student Advocacy Center. If a student does not complete a Schedule Adjustment form to formally drop the course, the student may receive an “I” incomplete, “F” fail, or “NP” no pass grade(s). See the Academic Quarterly/Registrar Webpage for dropped course(s) listed refund schedules and dates (<https://catalog.life.edu/content.php?catoid=7&navoid=1028>). Dropping a course within the MAT program may significantly impact your ability to continue through the program and will delay graduation as the program is on a two-year rotation. Additional policies and procedures are available for academic leave or withdrawal from the University are covered later in this section.

## **Clinical Education Advisement**

The Clinical Education Coordinator (CEC) of the AT program directs all aspects of the clinical education component (e.g., clinical experience), which are reviewed or discussed with the PD. Students will be assigned to meet with the CEC or PD at least twice per year to review the progress through the clinical education component of the AT program. The student is responsible for scheduling these appointments. The CEC and PD will make all clinical education rotation assignments and changes. If there are any problems, concerns, or questions, they should be brought to the attention of the supervising clinical preceptor or CEC *immediately*.

## **Student Support Services**

Students can seek out special services from the Student Success Center (SSC). Thy center provides students with learning opportunities that develop skills and competencies to enrich the individual’s educational experiences and assist them to achieve excellence throughout their career path. The Student Success Center offers academic, emotional and disability support.

Students with documented disabilities may request reasonable accommodations, which will afford them equal access to all educational programs and activities of the University. Requests for reasonable accommodations must be made to the Student Success Center. The University complies with all state and federal regulations regarding the provision of reasonable accommodations to educational programs and services in accordance with the Americans with Disabilities Act, Section 504 Rehab Act and the ADAA. The process and procedures for requesting accommodations can be located in the Catalog under the Student Support Tab. The link is provided below:  
<https://catalog.life.edu/content.php?catoid=8&navoid=286>.

## **Attendance and Punctuality – Classroom and Clinical Education Site**

All graduate students are expected to attend all class sessions as well as all assigned clinical rotations. Attendance policies are listed in each course syllabus. Attendance at all class sessions is a requirement of this institution; however, certain bona fide emergencies may preclude attendance at some class sessions.

The general attendance policy states that a student may not miss more class hours than the equivalent number of weekly contact hours for a course, without presenting an acceptable excuse,  
*Athletic Training Student Handbook • Life University*

or the student will have his or her grade for the course reduced by one letter grade. A student who misses a number of class hour's equivalent to one and one-half times the number of weekly contact hours for the course (e.g., 7.5 hours for a course scheduled for five-weekly contact hours) will receive a grade of "F" in the course, regardless of excuse. Students who are absent from class must make up the missed material prior to the next regular class. No absences may be made up. This includes labs.

It is recommended that the student contact the faculty member or clinical site in a timely manner when an absence is necessary. It is the responsibility of the student to make up all material. It is highly recommended that the student makes up the missed material prior to the next class (if an acceptable excuse). A planned absence requires notification and approval from the program faculty (refer to section 4 and appendix).

### **Examination Attendance**

*All exams must be taken as scheduled unless PRIOR approval is granted or unless certain bona fide emergencies arise. (See acceptable excuses as outlined in the Student Handbook/Catalog: <https://catalog.life.edu/content.php?catoid=8&navoid=412> . Only those situations that have been deemed acceptable by the University will allow a student the opportunity for a make-up exam. It is the responsibility of the student requesting a bona fide make-up exam to contact the instructor within one week of their return to campus to request arrangements for make-up testing. All make up exams are scheduled in the Student Success Center on the following days: Tuesday, Wednesday, or Thursday from 11am to 1 pm with the proper documentation (purple form).*

### **Written Assignments and Program Documents Policy**

Students are expected to produce original work. Proper citations of reference materials must be made at all times. Any student representing another person's work as her/his own will be subject to disciplinary action for plagiarism (see Academic Integrity and Honor Code). Furthermore, students cannot use their written assignments for multiple courses/instructors since this too is considered plagiarism. All written work must be easily readable and meet the course instructor's and/or clinical supervisor's requirements for the assignment.

Students will use APA guidelines for all written assignments for all AT major courses. The book is American Psychological Association (2009). Publication manual of the American Psychological Association (6<sup>th</sup>). APA; which is in the library reference sections. This is the same writing style guidelines that is used in most journal articles and in graduate school.

All written assignments and program documents (including clinical education forms and evaluation forms) are due on the day and at the time assigned by the instructor or program administrators. Even if the student is absent, the assignment is still expected on time. Lateness of assignments will result in lowered grading or 0 points – see specific information on each individual syllabus as well as for Clinical Education Hour documents. It is always advisable to retain a copy of submitted assignments – especially clinical education hours.

## **Professional Development**

The AT program places significant emphasis on students' ability to apply their skills and knowledge during the clinical education component. Attendance, participation, and behavior are expected to meet the standards of professional performance and will be evaluated as such. Professional standards include promptness, cooperation, dedication to learning, presenting oneself appropriately, exemplary oral and written communication, exemplary ethical behavior, and assuming responsibility for one's behavior.

## **Academic Progress and Policies**

A student's progress is tracked both by grades, cumulative grade point average, and completion rate. If a student does not meet the academic policies, the student may be placed on probation or dismissed from the degree program. Degree seeking students who do not maintain "good standing" academically will be affected by the following academic restriction policies or termination. Financial Aid also has a policy regard satisfactory academic progress (refer to the financial aid section of this handbook).

### **Student Performance Evaluation - Grading Policy**

Consistent with graduate level studies, all grades earned will be counted towards calculating the student's GPA. At the Graduate level the following grades may awarded.

A = 90-100

B = 80-89

C = 70-79

F = less than 70

I = incomplete

IP = in progress (requires Faculty approval)

NP = no pass

### ***Academic Probation***

Academic probation is a warning to a student that the quality of his or her academic performance is below acceptable standards. If this situation is not remedied, then the student will not be eligible for advancement to candidacy.

A student is placed on academic probation at the end of any quarter in which his/her cumulative grade point average drops below 3.0. A student who receives an academic probation warning must immediately seek help by contacting his/her advisor to determine a course of action to remedy the situation.

Three consecutive quarters of academic probation or two failing grades (either in the same class or two different classes) will result in termination from the program. Consistent with graduate level studies, all grades earned will be counted towards the students' GPA.

## ***Academic Termination***

Termination will occur for a student who fails to maintain satisfactory academic progress or who demonstrates academic misconduct.

1. Three consecutive quarters of academic probation will result in termination from the program.
2. Any provisional student who does not achieve a GPA of 3.0 during their first 12 credit hours of course work will be removed from the program.
3. A student who receives two failing grades will be subject to termination from the program.

## **Academic Leave /Withdrawal from the University**

Students who wish to withdraw from all classes at Life University should refer to the University Catalog under the Policies and Procedures section for actual procedure to leave or withdrawal from the institution. The student will need to complete the Withdrawal/Hiatus Form from the Registrar's Office and meet with the Program Director and Dean of the Graduate and Undergraduate College. It is important that the graduate student seek out advisement as dropping a course or withdrawal from the University may have an impact on program completion as well as your satisfactory academic standing which ultimately impacts your eligibility for financial aid.

The curriculum in the MAT program is sequential and integrative in nature. The faculty recognizes that various circumstances may result in a student needing to withdraw from the program and reenter at a later date. The student must comply with the Program procedure below in addition to the University procedure:

Procedure:

1. Student must meet and discuss the situation with the Program Director.
2. The student is responsible for completing a student action form to their academic advisor for approval which is then routed to the appropriate individuals. A separate letter must be attached providing the justification for leave, contact information, and expected length of leave.
3. Documentation is also required by the Registrar's Office (withdrawal and hiatus forms).

The catalog link is as follows: <https://catalog.life.edu/content.php?catoid=8&navoid=299>.

## **Student Complaint Procedures**

The University has defined the procedures for student complaints which can be located in the Catalog/Student Handbook student complaint. The link is as follows:

<https://catalog.life.edu/content.php?catoid=8&navoid=297>. Sexual harassment/Discriminatory harassment should contact the Director of Student Conduct or the Title IX Compliance Office. All non-academic matters are handled by the Director of Student Conduct in the Student Support Services Office. All academic matters should be addressed by the instructor/faculty involved.

## **Academic Grievances/Student Action Forms**

The AT program abides by the policies of Life University in cases of academic grievances. It is the policy of the AT program to support each student's right to a fair and impartial evaluation of his/her academic work and to petition for redress of grievances. Please note that the policy below does not apply to grievances concerning sexual harassment.

The Policy of the College of Graduate and UG Studies is as follows: the student should first go to the department first and complete a student action form. This completed form should be presented to the instructor involved. If questions are not satisfactorily handled or the complaint adequately handled, the student should go to the instructor's immediate supervisor (the assistant dean/division chair). The next step in the student complaint process is for the student to go to the associate dean of the college in which the student is enrolled, and then to the dean of the appropriate college if needs are not satisfactorily met through the associate dean. If students wish to appeal the decision of the dean, they should contact the Vice President for Academic Affairs. The Vice President for Academic Affairs will make the final decision

Procedure:

A student wishing to resolve grievances concerning policies or practices in classes, clinical education experiences, final grades, or other issues not covered by other University policies shall proceed as follows:

- Complete a student action form (located within the SHS Department;
- Provide all the required documentation as required on the student action form with a "detailed" written grievance. Make sure you are very clear in your request and provide all information that is requested.
- Follow the chain of command as outlined on the form. Always start with the faculty of record. If it cannot be resolved then it moves through the chain of command: Faculty, Program Coordinator/Clinical Coordinator, Assistant Dean, Dean of College). 4. The student will be notified of the resolution.
- Please note if the grievance is regarding a final grade, you must follow the grade appeal policy and procedure. The link is as follows:
- <https://catalog.life.edu/content.php?catoid=7&navoid=223&hl=policies>

### **Grade Appeal Process**

Only the final course grade may be appealed. The student can file a formal grade appeal for the final course grade no later than 10 calendar days from the date that the final grades are posted by the Registrar's Office. Once the student provides the formal grade appeal to the college dean, the n a Grade Appeal Review Committee will review the appeal.

Grade appeals must be based on problems of process and not on differences in judgment or opinion concerning academic performance. The burden of proof rests on the student to demonstrate that one or more of the following criteria exist:

- administrative error in the calculation and/or assignment of the grade;
- the grading decision was determined on basis other than academic performance and other than as a penalty for academic misconduct;
- the grading decision was based on standards different from those established in written department/division, college or university policies (if specific policies exist);
- the instructor of record departed substantially from his/her previously articulated, written standards, without notifying students, in determining the grade;
- the grade assignment was due to the student being held to more demanding standards than other students in the same course.

Please refer to the catalog under academic policies and information for the actual grade appeal policy and procedures.

## **Student Professional and Academic Conduct - Student Code of Ethics**

Every student is expected to abide by the ethical code established by the National Athletic Trainers' Association (NATA). The ethical code is included in **Appendix III**. It is the student's responsibility to read this document. In addition, students are expected to demonstrate exemplary professional and ethical academic conduct while enrolled in their education program at Life University. Exemplary professional and ethical academic conduct within the AT program includes:

1. Demonstrating honesty and integrity in completing all academic assignments and exams. For example, students are expected to do their own work and appropriately cite the work of others.
2. Respecting the dignity and rights of colleagues, faculty, clinical preceptors, and patients.
3. Conducting oneself in a manner that helps to create and maintain a positive and cooperative learning atmosphere.
4. Demonstrating a commitment to the mission and philosophy of Life University, the College of Graduate and Undergraduate Studies, the Sport Health Science Department, and the AT program.

## **Academic Integrity, Honor Code, Standard of Conduct, Student Rights and Responsibilities**

As stated previously, students are expected to abide by the code of ethics established by the profession and the program guidelines for professional and ethical academic conduct. Refer to the University Student Handbook section IV for the policies and procedures for these areas. The link is as follows: <https://catalog.life.edu/content.php?catoid=8&navoid=292>.

## **MAT Program Requirements**

The MAT graduate student is expected to complete all the required courses as outlined in the degree program with a minimum GPA of 3.0, successfully complete the assessments (schedule of assessments as outlined in chapter 2) which include cumulative and objective structured clinical examination (OSCE), complete a research project, successfully pass the comprehensive exams, and perform 1200 clinical education hours.

### **OSCE and Cumulative Exams Policy**

The cumulative exam for the MAT program will be given in quarters three, four, five, six, and eight. The Objective Structured Clinical Examination will be given during quarters four and seven of the program. These exams are required, and the passing criteria has been set at 80% or better. If a passing score is not achieved, remediation and re-testing is required.

Remediation attendance is mandatory and will occur weeks 6-9. The retake examination (or part of the examination depending on what areas were found to be deficient) will be schedule during week ten. For example, if you did not pass 1-2 rooms, then you will retest on those rooms; however, if failed more than 2 rooms then you will retake the entire exam. If you do not pass on the retake you will not be allowed to continue in the program. You will be allowed to transfer to SIM and complete that program.

### **Research Project Overview**

The ATS will develop and complete a research project related to the athletic training discipline during the second year of study. The student will discuss the process with their academic advisor and review the MSHS 686 process (information packets are available within the department). The student will register for individual study each quarter as follows:

- Summer = 1 credit hour to develop the research question and complete chapters 1-3 of the research proposal working under the direction of a faculty member within the SHS department;
- Fall = 1 credit hour to develop and submit the proposal and necessary forms as required by the Institutional Review Board;
- Winter = 2 credit hours to collect the data as outlined within chapter three of the research proposal once approved by the IRB (please note: you cannot register for this phase of the project until IRB approval has been granted); and
- Spring = 2 credit hours to perform data analysis, complete chapters four and five of the research paper, and conduct a formal presentation (as determined by your supervising professor).

### **Comprehensive Exam Policy**

Each MAT candidate is required to take a written, comprehensive examination. The examination will be drawn from all the required courses in the MAT program of study. The Written Comprehensive Examination is designed to measure the student's ability to analyze, synthesize, evaluate, and apply the knowledge acquired through the program. For the MAT candidate, the exam will be given in two parts:

**Part I – CORE.** Exam questions will be focused on the three fundamental core courses such as exercise physiology, kinesiology, and research methods; and

**Part II – AT Specific.** Exam questions will be focused on all AT related courses that have been completed up to and including the winter quarter.

### **Eligibility Requirements**

1. Completion of Comprehensive Application
2. Completed all core courses (exercise physiology, kinesiology, and research methods) for part I of the comp exam;
3. Completed all MAT courses through the winter quarter with no IP's except for MSHS 6860 (winter quarter only) for part II of the comp exam;
4. Minimum cumulative GPA of 3.0; and
5. All required application materials are on file.

### **Procedure**

1. To be eligible to take the Written Comprehensive Examination, the student must complete an application with the SHS Department which has been approved by the student's advisor and the Assistant Dean of the Sport Health Science Department. This application must be filed with the department no later than **week 6** of the quarter before the comprehensive exam will be completed.
2. Once approval has been granted, the student will be registered for MSHS 6990 and the application will also be forwarded onto the registrar's office. The deadline for registration is **week one** of the quarter. At this time, the student must report to the registrar's office for an exit interview.
3. The exam is offered on Friday from 9 am to 1pm, the 4<sup>th</sup> week of every quarter. Report to the Harris Assessment Center no later than 8:45 am on exam day.
4. The exam will then be graded by all faculty members who teach in the graduate programs in Sport Health Science and have the expertise in the subject matter. The faculty members are given at least two-three weeks for reading and grading.
5. The student will be notified by mail the outcome of the comprehensive exam.
6. Grading is pass/fail. If a student fails a particular part, the student is allowed one retake of that section. Whether or not a student passes requires a majority agreement of the Sport Health Science Faculty. A student may retake the examination only once. Example of retake format and procedure: if the student fails the research section but passes the exercise physiology/kinesiology question then the student only retakes the research section.

## **Exam Format**

The examination questions are prepared by all faculty members who teach in the graduate programs in the Sport Health Science Department. The examination, which is composed of a battery of questions from all coursework, is scheduled for two – two-hour exams in the Harris Assessment Center.

### Part I – Core Courses:

The student will be presented with two questions from the research area (MSHS 6800). The student will select one of the two questions to answer. One hour is allotted to answer the research question. The student will then be presented with one question from exercise physiology (MSHS 6000) and one from kinesiology (MSHS 6700). The student will select one of those questions and will be allotted one hour to formulate an answer.

### Part II – Athletic Training Specific Courses:

The student will be presented with five questions from all the AT courses completed through winter term of second year. Two hours will be allotted to answer two of five questions from the MAT specific courses.

## **Comprehensive Exam Policy**

# **Graduation Requirements**

## **Advancement to Candidacy**

Admission to Life University does not imply advancement of a student to candidacy for a degree. Advancement to candidacy is contingent on the approval of the Assistant Dean of the Department and the Dean of the College of Graduate and Undergraduate Studies after the student has met the formal requirements and has demonstrated sufficient proficiency to attain the graduate competencies required for this degree.

Advancement to candidacy requires:

1. All acceptance (admission materials) requirements must be fulfilled.
2. Successful completion of the MAT course work with a minimum grade point average of 3.0 on a 4.0 scale;
3. Successful completion of the written comprehensive examination; and
4. Successful completion of a research project as deemed by the program.

## **Graduation Criteria**

The following is a list of the requirements for graduation:

1. A minimum cumulative 3.0 (“B”) grade point average on a 4.0 scale;
2. Successful completion of all academic requirements;
3. Advancement to candidacy status;

4. Payment of all fees;
5. Filing of a petition to graduate (completion of the application for graduation form);
6. Completion of both the Administrative and Student Records Reviews.
  - a. Registrar's Office- completion of a formal academic records review
  - b. Financial Aid Office - exit interviews with a Counselor
  - c. Student Accounting – “Perkins” exit interview and rectification of account balance

## **Participation in Graduation Ceremonies**

Graduate students may participate in the graduation ceremonies during the quarter in which the student is registered and has taken part II of the comprehensive exam is scheduled. Graduation ceremonies are held twice a year in June and December. For example, March graduates and potential June graduates will be eligible to participate in the June ceremony and the September graduates and potential December graduates will be eligible to participate in the December ceremony.

## **Financial Aid**

Most financial aid is awarded on the basis of financial aid eligibility and the student's academic record. All students seeking financial aid must complete the Free Application for Federal Student Aid (FAFSA). This form is available online from the Financial Aid website. Upon the student's admission to the University (i.e., admission into the AT program) and the University's receipt of the FAFSA, the financial aid office will determine the student's financial aid award and notify the student in writing with an official financial aid award letter. For information regarding other available scholarships and federal assistance, students should contact the Life University Student Financial Aid Office. February 1 is the date in which students should file the necessary paperwork to receive federal financial assistance.

All graduate students must be in good academic standing to maintain aid and meet the federal requirements.

## **Satisfactory Academic Progress Policy**

Effective July 7, 2011 (supersedes all former policies)

The United States Department of Education and most agencies providing financial assistance require students to maintain Satisfactory Academic Progress (SAP) in their course of study to continue receiving funding. Failure to maintain SAP will result in the loss of Federal Title IV financial aid as well as State and other aid.

Federal Title IV financial aid includes the Pell Grant, Supplemental Education Opportunity Grant (SEOG), Subsidized Stafford Loan, Unsubsidized Stafford Loan, Parent Loan for Undergraduate Students (PLUS), Graduate PLUS loan and Federal Work-Study. State aid includes the Georgia Tuition Equalization Grant (GTGEG), HOPE Scholarship and Leveraging Educational Assistance Partnership Grant (LEAP).

The student's entire academic history is evaluated to determine whether or not he/she is maintaining SAP. This evaluation is not affected by whether or not aid was previously received or whether a student has changed programs. The Federal Student Aid program regulations make no provision for the concept of academic amnesty or grade forgiveness.

### ***Graduate Program Expectations***

Graduate students will be evaluated at the end of each quarter. Students in the Graduate (GR) program are expected to complete at least 67% of all attempted hours with a minimum cumulative grade point average of 3.0. Graduate students will be evaluated after their first (and subsequent) quarter in the program because of the short duration of the graduate program.

Students not meeting SAP will be placed on financial aid warning for one quarter. If at the end of their warning quarter students are still not meeting SAP, they will become ineligible. Students may regain Federal eligibility by enrolling using their own resources or alternative funding sources until they have met a cumulative 3.0 GPA and completed 67% of their courses.

SAP is measured in three ways:

1. Qualitative Standard (Grade Point Average - GPA):
  - The cumulative GPA is provided by the Registrar's Office and is listed at the bottom of the student's transcript.
  - Graduate students must maintain a cumulative GPA of 3.00 or higher.
2. Quantitative Standard:
  - All students are expected to complete at least 67% of all courses attempted.
  - Attempted courses are defined as those for which one has registered and been charged, in which grades of A, B, C, F, W, WF, I, P, SP, NP, WNP or IP are given.
3. Time Frame

All students are expected to finish their degrees after having attempted coursework not to exceed 150% of their program requirements (measured in credit hours attempted).

### ***Appeals***

If there are extenuating circumstances beyond their control, students have the right to appeal their SAP determination. The appeal must be directly relatable to the academic period for which the student is being evaluated and cannot have been previously submitted for review.

Appeals must be submitted in writing using the SAP appeal form obtained by speaking with the Financial Aid Counselor and MUST include supporting third-party documentation. Appeals without supporting documentation will not be accepted. Students are required to submit a statement regarding why the student failed to make SAP, and what has changed in the student's situation that would allow the student to demonstrate Satisfactory Academic Progress at the next evaluation.

Submitting an appeal does not guarantee approval and if the appeal is denied students will be responsible for paying the Institution any balance owed without Federal funds. The Financial Aid Appeals Committee (FAAC) will consider each appeal on its own merits and the decision of the FAAC committee is final.

During the FAAC review it will be determined if the student can or cannot meet SAP after the next quarter of enrollment. This will be done by looking at the student's current transcript of completed classes and the GPA for all quarters attended at Life University in the appropriate program.

### ***SAP Academic Plan***

Any student who has their SAP decision successfully appealed and cannot meet SAP after the next quarter of enrollment will receive an Academic Plan and be placed on Financial Aid Probation. The Academic Plan will be individualized and specific to each student in order to put the student on track to successful academic progress in no more than four quarters.

If at any time during an Academic Plan a student does not meet the terms of the plan, Federal aid will be lost, and the student will not be eligible to appeal. If, when presented with the Academic Plan, the student chooses not to accept it, the student will need to pay using other resources until meeting the minimum requirements for SAP.

Students who choose not to appeal or have their appeal denied may regain their eligibility for financial aid by enrolling using their own resources or alternative non-Federal funding and bringing their academic performance into compliance with this policy.

Students who separate from the Institution without appealing when not meeting SAP, lose their right to appeal the decision.

Students returning to the Institution and not meeting SAP upon their return will be responsible for using their own resources or using Private loans.

Once the students are meeting SAP, they must self-identify to the Financial Aid Office and request to be reevaluated for Federal aid.

### ***Definitions:***

#### **Financial Aid Probation**

A status assigned to a student who has successfully appealed and has had eligibility for aid reinstated. Probation can only be granted if the school determines the student should be able to meet the school's SAP standards by the end of the subsequent quarter. A student on Financial Aid Probation may receive Title IV funds for one quarter.

#### **Financial Aid Warning**

A status assigned to a student who fails to make Satisfactory Academic Progress and has his/her academic progress evaluated at the end of each payment period and is utilized when an Institution chooses to allow students who fail its progress standards to continue to receive aid.

## Program Expenses and Fees

Athletic Training students will incur some additional fees because of participation in the AT program. The following table contains a list of these costs and is designed to provide a general idea of the additional costs that a student in the AT program may incur compared to other Graduate students at Life University. Students may need to purchase some clothing (i.e., shorts, pants, Life shirt, hat) if they do not have these. At some clinical education sites, the AT students may be given some gear if it is within their budgets. At some point, the AT Students' Association, AT program, or Life AT services may have athletic trainer clothing available for purchase. This information is estimated and is subject to change. Information about common graduate student costs such as tuition, room, and board is available in the Graduate Catalog. NATA student membership is required for all students so that they can access the A-Track website, starting immediately with Clin Ed I (MSHS 6611). Below is a list of some expenses:

Item:	Year 1	Year 2
Tuition plus fees	\$284 per credit \$ 497 fees	\$284 per credit \$ 497 fees
	\$12,212.00	\$11,644.00
AT clothes & misc. supplies/equip	Variable	Variable
ACES – yearly	\$195	\$195
NATA & SEATA (D 9) Student Membership	\$80 (required for A-Track online)	\$80 (required for A-Track online)
Textbooks (required)	About \$800	About \$800
BOC Exam (last quarter)	N/A	~\$365 Application & Exam fee
Student SEATA Conference (Atlanta)	\$130	\$130
Meals and other expenses for sites	Variable	Variable
Criminal Background Check/Drug Test (may be required to repeat in year 2 if sites require it)	About \$78	About \$78 (if needed)
PPD (TB) testing	\$25-50	\$25-50
CPR-PR & AED Certification	\$40-75	
Travel to Off-campus clinical education sites	Variable	Variable

## **Employment Outside of Athletic Training**

The AT program requires full-time attendance. It will be difficult for an AT student to find time for employment while enrolled in the program. With the realization that the AT program can present a financial burden to some students, those who do seek employment must not allow their employment to interfere with the academic or clinical education program. Clinical education and field experience assignments will not be scheduled around a student's work hours.

## **Non-Discrimination Policy & Title IV**

Life University complies with federal and state law, and does not discriminate on the basis of race, color, gender, religion, national origin, age, sexual orientation, disability, medical condition, pregnancy, citizenship or veteran status. The University also prohibits sexual harassment. This nondiscrimination policy applies to all employment practices at Life University, and to the admission, access to, treatment in and employment in LIFE's education programs.

“Life University reaffirms the principle that its students, administration, faculty and staff have a right to be free from harassment. Harassment in any form, including sexual discrimination in the form of sexual harassment by or toward any member of the University community, will not be tolerated. Sexual harassment in any situation is reprehensible. Sexual harassment is unwelcome conduct of a sexual nature. It includes, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature under the following circumstances: submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or a student's status in a course, program or activity; submission to or rejection of such conduct by an employee or student is used as the basis for employment or academic decisions.” – Life University Sexual Offenses and Harassment Policy. [Life University Sexual Misconduct Policy](#).

Sexual misconduct includes all incidents of non-consensual sexual contact as well as sexual exploitation and sexual harassment. More detailed definitions of these terms can be found in the Life University Honor Code and Standards of Student Conduct, found in the Student Handbook.

Resources for Students: <https://www.life.edu/campus-life-pages/student-conduct/sexual-misconduct>.

**Campus Safety:** 770-426-2911

**Title IX Coordinator:** Leigh M. Parker, J.D., M.A. 770-426-1815; [leigh.parker@life.edu](mailto:leigh.parker@life.edu)

**Student Success Center (Counseling):** 770.426.2725

**Cobb County Police Department:** 770.499.3900

**Cobb County Rape Crisis (YWCA):** 770.423.3589

**National Sexual Assault Hotline:** 800.656.4673

Any complaints of sexual harassment should be made immediately after the alleged act of harassment has occurred. Information regarding the filing of complaints can be found in the above cited document. Any student who feels that they have been a victim of sexual harassment during their athletic training clinical rotation should notify their clinical preceptor immediately. If the complaint is against a clinical preceptor, they should notify the PD and CEC immediately. All complaints must be filed with the Title IX coordinator.

## **Hepatitis B, Tuberculosis Screening, and other Immunizations**

All students admitted to the AT program are required to sign the Hepatitis B waiver form indicating that the student either chooses to decline the procedure, has already completed the Hepatitis B vaccination series or is in the process of completing the series. AT students are required to complete an annual tuberculosis (TB/PPD) screening. The Hepatitis form and TB screening must be completed before clinical assignments are given in the professional phase. While Life University does not require vaccinations for students, faculty or staff as part of application, matriculation, or employment at Life University, some external clinical education sites will not accept students without required immunizations. Alternative sites will be assigned to those students.

Procedure:

1. The series of injections must be completed, or the waiver must be signed before the first clinical rotation. The dates of the vaccination series of shots are to be indicated on the Health Form (see **Appendix VI**) or an official immunization form from the student's physician.
2. Six to eight weeks after the last vaccination shot, the antibody test is to be completed. This test will show whether or not the vaccination has been effective. Proof of completion of the surface antibody test and a positive result is to be noted on the Health Form.
3. If a student chooses to decline the vaccination, a written waiver form must be completed and attached to the Physician's Exam Form. Waiver forms may be obtained from the Program Director. All waiver forms must be signed, dated and cosigned by a witness.

## **Immunodeficiencies and Other Communicable Diseases**

For students who have HIV/AIDS, other syndromes associated with immunodeficiency states, or communicable diseases, there is an increased danger from infection due to diseases they may come in contact with in class, in the clinical setting, or in the work place. Students with HIV/AIDS, or anyone else with deficient immunity, are at risk of acquiring or experiencing serious complications from such diseases. Of particular concern is the risk of severe infection following exposure to patients with infectious diseases that are easily transmitted if appropriate precautions are not taken (e.g., tuberculosis or chickenpox).

Procedure:

Students with immunodeficiencies are encouraged to identify themselves as an immunodeficient AT student (**in private**) to their healthcare provider, so that they may receive counseling about potential risks associated with exposure to or taking care of patients with transmissible infections and should continue to follow infection control procedures to minimize their risk of exposure to infectious agents.

#### Financial Responsibility

When an AT student is accidentally exposed to a potentially infectious agent during the course of regular educational activities for the program, the University or program will not be responsible for costs incurred by the student for treatment and follow-up of this exposure. Any financial obligations incurred by an exposure is the student's responsibility.

## Exposure to Potential Health Risks

Students should be aware that they may be exposed to a variety of potential health risks (injury and/or infectious disease) throughout the educational program and clinical practice. These include, but are not limited to:

1. Laboratory sessions in which students work with each other to practice various procedures including exercise, functional activities, physical agents and modalities, manual therapy and the use of assistive and adaptive devices.
2. Clinical experiences in which students perform various procedures including exercise, functional activities, physical agents and mechanical modalities, manual therapy and the use of assistive and adaptive devices.
3. Students may also be exposed to infectious diseases in the clinic settings. Refer to more detailed policies and guidelines in **Appendix VII** – Infection Control Policy and Blood-borne Pathogen Guidelines.

## Physical Exams and Medical History

As part of the application procedures for admission into the AT program, students are required to submit a completed Health form (including immunization records) to the Program Director.

## Health Insurance

Life University only requires international students to have health insurance. Some clinical education sites may require proof of health insurance. Health Insurance is recommended for all MAT students, due to the risk of injury and exposure to blood-borne pathogens. The university is not liable for the associated costs.

## **Liability Insurance**

All Life University athletic training students are covered on a limited basis under a blanket professional liability insurance coverage through Life University. The coverage is for bodily injury and property damage to others caused by the student's actions while involved in official AT educational activities. *Activities outside the AT program are not covered.* For example, students transporting other students or involved in other activities not sanctioned by the AT program are not covered by this liability insurance policy. Students may individually elect to purchase additional insurance to cover these types of experiences. Proof of insurance and the blanket policy needs to be included in the students' program folder, maintained in the SHS office.

## **CPR-PR/AED Certification and OSHA/Bloodborne Pathogen Training**

All students are required to provide proof of current CPR-Professional Rescuer certification and AED training. OSHA/Blood borne Pathogen training will be provided during the first quarter of instruction in the AT program. Students are required to adhere to the Life University OSHA Guidelines as well as related guidelines from any agency in which the student is serving in a clinical experience. For additional information about OSHA, refer to the following website:  
<http://www.osha.gov/SLTC/bloodborne pathogens/index.html>

## **Infection Control Policy and Bloodborne Pathogen Guidelines**

All faculty and students are to comply with infection control guidelines during laboratory sessions and at clinical education sites:

1. Wash hands thoroughly with soap and water before and after each contact.
2. A disinfectant and universal precautions should be used for contact with blood or body fluids.
3. Contaminated materials are to be kept in a covered receptacle.
4. Equipment and materials should be cleaned and disinfected at the end of each use or as is in keeping with established equipment-specific policies.
5. See **Appendix VII** for more detailed and complete procedures.

## **Cleanliness and Organization of the AT Classroom/Lab**

Students and instructors are responsible for keeping the AT classroom/lab (SHS 245) clean and organized. ***All tables, chairs, equipment, supplies, computer, markers, etc. must be placed in their correct position at the end of each class.*** The white board must be erased, and trash/towels put in their appropriate places. Students and faculty can check out equipment from this classroom by completing the appropriate form kept on a clipboard hanging inside the closet door. Students may at times check out AT equipment from the lab with permission from the instructor for a limited time if the faculty has determined that the equipment is not needed for another class during the same time frame. Students and instructors must fill out the appropriate form completely for each item for checking out equipment. Please be specific when describing the item borrowed (i.e., 4" elastic wrap, 12" goniometer, clothe ankle wrap #6). CPR manikins cannot be taken from the labs at any time. Manikins' face and chest must be cleaned after each use; and lungs changed at the end of the quarter/year. If there are any broken or lost equipment in any lab, please notify the instructor and/or PD immediately. If students need access to this class/lab to practice using equipment, they should contact the course instructor or PD.

## **School Closings, Bad Weather and Snow Emergency**

Students are not expected to travel to class or clinical rotations when the University is officially closed or in instances when roads or airports are closed due to poor weather conditions. If the school is closed (for any reason), students are not required to go to their clinical education sites (even if the sports or clinics are still practicing/open).

Procedure:

1. All university closings are announced on local radio, television, university text message, and website.
2. If students cannot make their class and/or clinical rotation for personal reasons (i.e., weather, car troubles), they must contact all of the appropriate instructors and CP immediately by email or phone call (always leave a message with your name, day, and time).
3. Students who are unable to travel to class due to closed roads or airports are to contact the course instructor, clinical instructor, CEC, or PD within a reasonable time period (before or immediately after return). Students can leave a voice message and/or send an email.

Students who are unable to travel to class due to closed roads or airports are to contact the course instructor, clinical instructor, CEC, or PD within a reasonable time period (before or immediately after return). Students can leave a voice message and/or send an email.

## **Student's Program Files and Electronic Records**

The MAT program will maintain program documents of all students in a locked cabinet in the SHS office. Any records maintained electronically are stored on password protected university property.

## **Program and Professional Communication/Attitude**

If at any time students have a concern or request, they should confront and discuss their situation immediately. This may be related to academics or clinical education. All of the faculty and staff at the university have an open-door policy. It is important that students follow proper ATEP Chain of Command (see chapter 1) and act professionally at ALL times.

All students are required to have access to a computer and the Internet. Faculty and CPs will communicate with students via email or may put portions of the courses on-line (i.e., Blackboard). Therefore, students are required to check their email on a daily basis or as often as possible so that they do not miss any announcements and other information. *Students are required to use their LU email account (not other email accounts like yahoo or hotmail) for all program communication.* Emails and Blackboard courses should be checked regularly – even in the summer. The PD will be sending emails in the summer. All emails sent from the PD and CEC must be read carefully and completely to prevent any misunderstanding. These announcements also save a lot of time, so the students do not have to attend too many MAT program student meetings. The program administrators will also try to reply to all communications and help resolve problems. If students have any immediate issues, they must schedule a face-to-face appointment with the faculty member, program administrator or CP to discuss it in their office (not during class time, in the classroom/lab, or at practice). Everyone should always express positive professional and personal behaviors.

MAT students are expected to communicate both verbally and in writing in a professional manner. Athletic training students should make sure that all email addresses, voicemail greetings, and personal websites (i.e., Facebook, etc.) represent them in a professional light to peers, faculty, supervisors and potential employers. AT students should return emails and phone messages from faculty and supervisors as soon as possible. Occasionally, some email messages may go into the Junk Email folder by mistake. Please check this folder daily, along with your email so that students and CPs do not miss anything important.

***NOTE: It is the students' responsibility to contact their course instructors and CP regarding unforeseen or emergency absences PRIOR to the class or clinical education rotation meeting time. All students have access to the CP's office and cell phone numbers for this purpose. Always leave a voice mail with your name, date, time, and brief message.***

## **Blackboard Groups for Athletic Training Program**

The AT Program has Blackboard “courses” (groups) specifically for AT students and all CPs in the AT program. Students will receive announcements, instructions, reminders, documents, and other

miscellaneous items through this program. Students can access the Blackboard group announcements through their email or from the website. The PD and CEC moderate these groups. Since this is a web-based group, all the messages are saved (i.e., archived) on the Blackboard website. If you need assistance, contact the PD or CEC immediately.

Website: [www.blackboard.life.edu](http://www.blackboard.life.edu)

- a. ATS Group: Course = ATEPATS: ATEP-ATStudents
  - i. Login: user name = email address before @
  - ii. Password: student (until the ATS changes it)
- b. CP Group: Course = ATEPCP: ATEP-ClinPreceptors
  - i. Login: user name = email address before @
  - ii. Password: preceptor (until CP changes it)

## **Etiquette and Netiquette – Classroom, Clinical Ed Experiences, and Life**

Etiquette is a code of behavior that influences expectations for social behavior according to contemporary conventional norms within a society, social class, or group. Rules of etiquette are usually unwritten, but aspects of etiquette have been codified from time to time. These rules encompass most aspects of social interaction in any society/group and may reflect an underlying ethical code, or a person's fashion or status (Wikipedia). Students should always be kind, considerate, compassionate, friendly, and helpful. For example, say hello, goodbye, thank you, may I help you, etc. Never talk like you may online or texting instant messages – IDK, BBS, HRU, JK, NP, WB, and W/E.

Netiquette (net etiquette) is using proper manners/etiquette when communicating between two or more people on an online service or the internet. This was established in 1989 with the beginning of the World Wide Web. This can include email, listserv, blogs, forums, or anything else in electronic format. When sending emails and electronic assignments:

1. Include a Subject line that is appropriate to the content
2. If sending an attachment, the Subject line should be the same as the name of your assignment – always put your last name in (...). For example, Clinical Ed Hours (Lastname), EAP (Lastname), CP Evaluation (Lastname), Budget (Lastname). More importantly, please make sure that your name, course, etc. are written IN the document.
3. Professional emails should contain a formal salutation (Dear Dr. or Dear Ms. or Mr.) when indicated and a less formal salutation when needed (the person's name).
4. Emails should be written in complete sentences with correct use of grammar, punctuation, and terminology.
5. Emails should include a brief statement at minimum – Here are my CE hours. Never leave the body of an email blank. Also, never use ALL CAPS – this is shouting.
6. Abbreviations used for text messaging are not appropriate for professional emails.
7. Emails should be closed with the student's name and affiliation if indicated. See below:  
Sally Smith  
Athletic Training Student  
Life University

## **MAT Student Meetings, In-Services, Research, Class Review Sessions, ATSA Activities, and Professional Development**

Attendance for MAT student meetings, in-services, research, and other class-related assignments are mandatory. Students are strongly encouraged to attend class review sessions and professional development (i.e., SEATA, Student SEATA, GATA). Students are excused from their clinical education rotations to attend these meetings. CPs should give students enough time to get to these events on time. Students and/or program administrators will notify CPs of these events in advance. ***Every effort will be made to schedule these events outside of the clinical education hours.*** A prior excuse from these functions is necessary, and only under serious circumstances (i.e. death, wedding, etc.). Any student who misses such meetings must schedule a meeting with the PD within 3 days following the mandatory meeting. Due to the time availability of the PD, this make-up meeting may take place during clinical time. If anticipating an absence, students must complete an Absence Request Form (Appendix VI). If there are any conflicts with the CPs, contact the PD or CEC.

## **Related Athletic Training Experiences**

MAT students are encouraged to attend workshops, national/state and district meetings and seminars when possible. Involvement in summer sports camps is encouraged. Volunteer work with community agencies, hospital clinics, and recreation events can enhance background and increase awareness. Students are also encouraged to assist BOC certified athletic trainers at high school events (i.e., football, basketball, soccer, and track), Special Olympics, bike or running races in Atlanta, and pre-participation physical exams. Students will also be required to observe surgeries, physicians and nurses. Other related medical experiences are being established for the MAT program. ***All of these experiences must be done outside of the academic class schedule unless prior approval by the PD.***

## **BOC Certification and Georgia Licensure - Exam and Application**

In order for students to practice athletic training after they graduate from LU, students must successfully pass the Board of Certification (BOC) exam and/or if intending to practice in other states, perhaps an AT licensure exam. Students are encouraged to take advantage of the educational opportunities available at Life University. ***Research has shown that success on the BOC exam is directly correlated to a student's academic performance - NOT the number of clinical education hours.*** Our MAT program will provide students with the knowledge and skills, provide supervised practice opportunities for these skills and evaluate students on a regular basis. Students are encouraged to utilize the resources available from the PD and university libraries. These resources include educational and exam software and books. Students may also review their previous exams, which are maintained in the student's program folder or in the faculty member's files.

During the last year in the MAT program, students can download the BOC exam applications and instructions from the BOC websites. Only the Program Director can approve a student to sit for these exams. This approval will take place during or after the winter quarter courses.

**Requirements for PD approval to take the BOC Exam prior to complete program completion/graduation:**

- a. Cumulative Exam Average greater than 80% for Quarters 5-7
- b. Pass OSCE (4 & 7th quarters)
- c. Pass Core Comprehensive Exams
- d. Must have a minimum 3.0 GPA
- e. Must truly be in the last term without IP grades (except individual study for winter & spring quarter -data collection/presentation, has registered for and is making progress as determined by the Supervising Professor).
- f. Must be on target to complete 1,000 hours by the end of the 2nd winter term or 1,200 hours by the end of the 2<sup>nd</sup> spring term.
- g. Must not have any outstanding disciplinary forms or behavior issues

***NOTE: CAATE requires 70% BOC Exam pass rate on students' FIRST exam for accreditation. Preparation for these exams does not replace your academic responsibilities. All course exams, research projects, etc. always take priority.***

## **Chapter 4 – Clinical Education**

While academic performance is indicative of the ability to pass the BOC exam, clinical education is imperative to the acquisition of proficiency in the AT psychomotor and affective skills. Commitment to learning and performing in the clinical setting will prepare the student to be an effective AT professional in the future.

### **Criminal Background Check and Drug Screening (\$78)**

All students are required to complete both a criminal background and drug screening prior to the start of clinical education rotations. Students are assigned to clinical experiences at agencies outside of Life University. These agencies require a criminal background check and a drug screening prior to clinical experiences. Life University utilizes the services of Advantage Students to conduct background checks and drug screens. However, the clinical site may require additional requirements that must be fulfilled prior to placement. If the student is prevented from attending clinical experiences at outside agencies due to the results of the background check and or drug screen, the student will be prevented from progressing in the MAT program. Some sites may require the background check and drug test to be completed annually. The website for Advantage Students is: <http://www.advantagestudents.com>.

### **Clinical Education Advisement and Hour Requirements & Policies**

The Clinical Education Coordinator (CEC) of the MAT program directs all aspects of the clinical education component, which are reviewed or discussed with the PD. Students should meet individually with the CEC at the beginning of each quarter or any time needed to review their progress through the clinical education component. It is the student's responsibility to schedule these appointments. The CEC will make all clinical education rotation assignments. If there are problems, concerns or questions, they should be brought to the attention of the supervising CP or CEC immediately.

Clinical education experiences are required each quarter in addition to the course load. Students will complete a minimum of 1,200 hours in two years in a variety of sports and patient-type settings.

Clinical education experiences within the profession of athletic training serve to provide invaluable experiences and contacts that will enhance the students' educational process. Students must meet the following requirements for the clinical education hours:

1. Students are to complete a minimum of 15 hours per week per term at the assigned site (unless approved by CEC)
2. Students cannot exceed 25 hours per week per term as an athletic training student during the clinical educational portion of the MAT program; unless it is a holiday or school is on break.
3. The student must have a minimum of one day per week without clinical experiences.
4. The student is expected to document each day's hours in A-Track.

5. Non-patient care activities may not be counted for clinical education hours (including but not limited to: time spent traveling with a team, meals, unsupervised time, conferences, outside courses or academic hours)
6. Clinical hours completed during winter break or breaks between quarters are optional. Students are NOT required to complete hours during breaks in the academic calendar. However, if a student has the opportunity to complete the clinical learning experience during these timeframes, one cannot earn more than 25% of the clinical hours required for the following quarter. These experiences must be pre-approved by both the clinical preceptor and the program director/clinical education coordinator.
7. Students are not required to complete clinical education hours during finals week.
8. Students must be directly supervised by a clinical preceptor during the delivery of athletic training services. The clinical preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.
9. At no time is the student allowed to function as a first responder.
10. During a clinical rotation, a student is not allowed to perform skills on a patient/client until the skill has been covered in a course and evaluated by the faculty member or clinical preceptor.
11. Students can only obtain clinical hours from a pre-approved site that has completed clinical preceptor training and undergone a clinical site evaluation, submitted all necessary documentation (which may include but is not limited to contract, credentials, licensure, BOC cards, emergency action plan, and equipment documentation). At no time will a student be allowed to obtain hours from a non-approved clinical site.
12. Students may not receive any remuneration for their time or services provided while completing clinical education hours.

## **ATrack Website for AT Students, Clinical Preceptors, & Faculty**

The MAT program has purchased access to the ATrack website (<https://www.atrackonline.com>). This is an online database that manages the AT student, CP and clinical site data.

A-Track is designed to add, edit, and review clinical education hours, evaluation forms, other documents (i.e., ATS Handbook), and course matrix from a computer or browser-enabled device. Instructions can be found in **Appendix VI** on how to use the ATrack system. If you have any trouble joining or accessing A-Track, notify the PD or CEC immediately.

## **Red ATEP Notebooks at Clinical Education Sites**

The AT program has created a red ATEP 3-ring binder/notebook for all clinical education sites on- and off-campus. Students, clinical preceptors, and AT program administrators must have access to these notebooks at all times on a daily basis. Each notebook has the same 5 tabs/sections: (1) ATS Handbook, (2) CP Resources, (3) Absence Request Forms, (4) Disciplinary Action Forms, and (5) Miscellaneous. All of these forms and complete AT Student Handbook (pdf copy) will be available in A-Track and on Blackboard. **Absence Request Forms** in these notebooks should be completed every

time the ATS is going to be absent (planned) from the CE site. CPs must use the **Disciplinary Action Forms** every time an AT student breaks any academic or clinical education policy within this ATS Handbook. Students and CPs should review the other contents within this red book since they are great resources or references for the MAT program and profession.

The Misc. section of the red binder contains examples of the ATS/CP Agreement and Clinical Site Orientation forms. This section also contains the Life University MAT program blood-borne pathogen exposure plan and exposure form, as well as the clinical education site's blood-borne pathogen policy and Emergency Action Plan.

## **Clinical Education Rotation Plan and Schedule**

Students are assigned to their CPs and clinical sites by the CEC based on a clinical education rotation schedule through the various sports categories as well as such considerations as the student's strengths and weaknesses, career interests and goals, and prior experience. Additional factors, such as availability of CPs and physical capacity of the site, are also considered in assignment of students to clinical education sites. In addition, MAT students in the equipment intensive rotation will be scheduled to observe, assist, and compile notes as the physicians perform examinations in the athletic training room. If there is a problem with ANY of these clinical education sites or experiences, notify the CEC/PD immediately.

**Key:** EI = Equipment Intensive (generally football); LE = lower extremity; UE = upper extremity; HS = high school; COL = college

Description and Duration of Rotations:

- Equipment Intensive – may do full rotation during 1<sup>st</sup> summer/fall period but is guaranteed this experience as a full sport rotation the 2<sup>nd</sup> summer/fall period
- High School vs. College Rotation – guaranteed to have a minimum of one experience at each level but will likely have multiple in each category.
- Surgery – One orthopedic surgery observation day (2-3 surgeries = 3-4 hours)
- On- or Off-Campus Rehab – Minimum of 5-week (75 hour) rotation with an approved rehabilitation site
- Functional Neurology – One 2-week clinical rotation in the Life Univ. Functional Neurology Clinic
- Pinnacle Physical Day – One-day event performing PPE/Gen Med skills
- Miscellaneous (Chiropractic, Industrial, other approved) – Minimum of 3 hours under the supervision of an approved CP.

Level	Clin Ed Exper.	Summer Term	Fall Term	Winter Term	Spring Term
<b>1<sup>st</sup> Year MAT student</b>	Sport	EI (possibly); LE or UE; HS or COL (100-150 hrs.)	EI (possibly); LE or UE; HS or COL (150-250 hrs.)	UE or LE; HS or COL (150-250 hrs.)	LE or UE; HS or COL (150-250 hrs.)
	Other				PT/DC Rehab. Clinic
<b>2<sup>nd</sup> Year MAT student</b>	Sport	EI/LE/UE; HS or COL (150-250 hrs.)	EI/LE/UE; HS or COL (150-250 hrs.)	LE/UE; HS or COL (150-250 hrs.)	LE/UE; HS or COL (150-250 hrs.)
	Other			Chiropractic Observation/ Functional Neurology Clinical Rotation	Surgical Observation Pinnacle Physical Day (PPE/Gen Med)

## Criteria for Claiming Clinical Education Hours (on ATrack)

Students must be directly supervised (i.e., within visual AND audible distance) by their CP. This supervision allows for immediate interaction and instruction. Students should record only those CE hours that have been assigned by the CEC and PD, who coordinate all clinical experiences.

While traveling with an athletic team, students should record hours that are spent attending to athletic training duties only. Sitting on a bus or eating does not constitute athletic training duties, unless ATS is administering treatments. Student may only count hours associated with patient care.

Students may not obtain any CE hours:

- a. During the summer (outside of clinical assignments). For example, a summer job in a sports medicine clinic or sports camps are a great experience, but students cannot count any of these hours towards BOC certification or MAT program hours.
- b. Athletic training meetings, in services, or classes.

## Documentation of Daily Clinical Education Hours (on ATrack)

ALL clinical education hours are documented on the ATrack website. Each student should record his/her hours daily or immediately after completing them while they are fresh in memory. All CE hours must be logged by Monday at 8 am for the previous week. At least one supervising CP must approve the ATS's clinical education hours. The student is to round the start and end time to the nearest 5 minutes. The student will enter Date, Time, AM or PM, Site, Location, Event, Activity

Type, CP and Patient Contacts. Students may also enter comments about their experiences, like a personal journal.

The CP will need to approve the hours and enter comments. Correct daily recording of clinical education hours is the responsibility of each individual student. Time spent traveling to and from games and practices or and eating meals is not considered supervised hours and must not be counted toward completion of the student's clinical experience requirement. Any student who is found to be falsifying his or her clinical education hours will be subject to disciplinary action.

## **Clinical Education Opportunities**

To ensure students obtain a complete educational experience while attending this MAT program, they will be required to complete clinical education experiences both on- and off-campus at traditional AT sites and other AT-related sites with patient-type variety. There are opportunities for students to assist with additional high school and special events (i.e., football, basketball, soccer, tournaments and others) with some CPs. As part of classes, students will be required to observe a variety of medical professionals. *All clinical education rotations are coordinated by the CEC and PD – not by your class instructor or CP.* If at any time, a problem or question should arise, please contact the CEC or PD immediately.

## **Relationship/Communication/Social Media Policy**

Life University MAT students must remember that they are graduate students and that they are dealing with college and high school students/student-athletes/patients and are no longer their peers. MAT students must learn to deal with athletes/patients and peers on a professional level. MAT students need to abide by all rules or policies from clinical education sites and the MAT program, treat all patients fairly, and not show favoritism. If MAT students feel there is a discrepancy or feel uncomfortable with a situation, they must report it to the CP immediately and the MAT PD or CEC ASAP.

Personal relationships between MAT students and student-athletes/patients/clinical preceptors may constitute a conflict of interest, appear unprofessional and, in some instances, be illegal.

- A personal relationship between a MAT student and an athlete or patient to whom the student has or may be required to render care is strictly prohibited.
- A personal relationship between MAT students and their CPs is strictly prohibited.
- An intimate personal relationship between fellow MAT students is strongly discouraged.
- MAT students must limit phone, text and email communications with patients to instances directed by the CP for professional matters only.
- MAT students may not engage in social media (ex.: Facebook, Twitter, Instagram, Snapchat, etc.) or personal phone calls/texts with high school/collegiate students/student-athletes.

## **Relationships and Conflicts with Others**

AT students must maintain a good rapport with coaches, patients/athletes, doctors, and support staff. This is essential to ensure a productive working environment.

### **Other Athletic Training Students (Peers)**

It is necessary to have a good working relationship with everyone in the athletic training facility, including your fellow AT students. As with our other staff, do not question or criticize them in front of others. Any criticisms you have should be offered in a constructive manner, and you should be cognizant of the situation and circumstances when discussing differences of opinions. There are as many ways to handle things as there are athletic trainers, so remember that the possibility exists that both parties may both be right.

AT students should provide leadership for other students, but in no way be condescending to another student. Groups of students may wish to socialize together outside the athletic training room, but small group cohesiveness or cliques should not be brought into the athletic training facilities or practice fields. It is the goal of all CPs (staff and graduate assistants) to treat all athletic training students equally and fairly. This goal should be the same for MAT students when dealing with each other.

Students should make every effort to cooperate and give assistance to the entire AT program. If a conflict occurs, the student should remember that the goal of conflict resolution is to resolve the problem between the parties without involving others. One-on-one is the best way; the more people who enter into it, the more complicated it gets. Students should remember that fellow AT students are colleagues and they should act in a professional manner when interacting with others. If this fails, the student(s) should then seek advice/involvement of a CP or AT program faculty member. It is best that personal problems and prejudices remain outside the athletic training facility.

### **Athletic Training Staff, Clinical Preceptors, and Faculty**

The Life University athletic training staff/faculty and graduate assistants are students' immediate supervisors, CPs and mentors. Treat them with respect and they will do the same. Feel free to come to these CPs at any time to discuss anything of importance. An athletic training student may not have an intimate personal relationship with a faculty or staff member who may supervise or otherwise have a working relationship with the student.

The CPs are professionals in their field. Their main priority is taking care of the health needs of the student-athletes and patients. At times there may be conflicts between the student and the supervisor. These conflicts should be handled in a professional manner—one-on-one and in private. Many times, conflicts are a result of miscommunication between the parties and when they are discussed, a resolution can occur. If the parties have attempted conflict resolution and it has not been successful, either party should contact the PD or CEC to intervene.

## **Physicians, Chiropractors, and Medical Specialists**

Use the physicians as a resource. If you have a question about a medical matter, ask the physician, but try not to be a nuisance. Always listen to the physicians and follow their orders. The staff athletic trainers are the liaisons to the physicians and chiropractors. Continue to improve your medical terminology so that you can effectively communicate with physicians and other medical personnel.

## **Coaches**

Coaches must be treated with respect at all times. You must be able to communicate with coaches on a professional level. Do not question a coach's ability. If you feel the coach is jeopardizing the athlete's safety bring it to the attention of the CP.

## **Personal Characteristics**

1. Dependability - When given an assignment, fulfill the assignment without being continually reminded.
2. Loyalty - Be loyal to the Department of Athletics, affiliated clinical sites, coaches, staff athletic trainers and other CPs, medical staff, patients, ATs, and each other.
3. Dedication - Be dedicated to the job/education and those with whom one works. Students may put in many extra hours and may get less respect for their work than other but unfortunately, that is a part of the athletic training profession.
4. Skill - Athletic training involves many skills. Students should constantly be striving to improve their skills which include, but are not limited to the prevention, evaluation, treatment, rehabilitation, education, counseling, and administration of athletic injuries.
5. Professionalism - As a medical professional, MAT students should constantly be improving their knowledge and skills. They must respect the confidentiality of the patients, supervising athletic trainers, coaches and peers. To be treated as a professional, students must first prove they are professionals.
6. Organized. Students must be able to plan and prepare for their academic and clinical education responsibilities, in advance.

## **General Athletic Training Room Policies and Procedures**

**NOTE:** These policies are applicable for all staff athletic trainers, graduate assistant athletic trainers, athletic training students, patients, and coaches. Most of these will apply to all types of clinical education settings, not just athletics or Life University.

1. Everyone – AT Students and Patients
  - a. All coats, backpacks, and other personal items should be stored neatly in a designated area in the athletic training facility.

- b. Horseplay, profanity, or eating will not be tolerated.
  - c. Do NOT lie down on the tables or sit on the counters - unless practicing skills.
  - d. No cleats, spikes, muddy footwear, etc., are allowed in the facilities.
  - e. No food is permitted except during special events or by permission of a staff athletic trainer.
  - f. No tobacco products are permitted at any time at any facility.
  - g. Use of alcohol while on duty (home or away) is not permitted. Use while traveling on official LU trips, attending conferences, workshops, and other functions as a MAT student should be used in moderation. Excessive use could result in disciplinary action against the offender.
  - h. Use of illegal drugs is prohibited.
  - i. Athletic training room telephones are not to be used by patients, without permission for the AT staff member.
  - j. Please respect the privacy of the staff athletic trainer(s) while in his/her office. A knock prior to entrance will be appreciated.
  - k. Use of the facility by persons other than athletic training personnel is strictly prohibited – unless permission is granted by a supervising staff athletic trainer.
2. Patients/Athletes Only
- a. All equipment bags (athletes) are to be left outside of the facilities.
  - b. Patients are not allowed to touch the radio or television without permission from an AT staff member.
3. AT Student Only
- a. Professional appearance is expected at all times and maintain AT student dress code.
  - b. Ask patients to shower off if receiving services after practices or if they are sweaty (if applicable in some settings).
  - c. Falling asleep during the clinical education experience will not be tolerated.
  - d. When a patient comes into the facility, find out what he/she needs and take care of it. Self-treatments and self-taping should be discouraged. In providing treatment:
    - i. Check with staff athletic trainer(s) for appropriate treatment mode.
    - ii. Prepare patient for treatment.
    - iii. Set timer.
    - iv. When treatment period ends clean-up treatment area.
    - v. Rehabilitation is to be closely supervised - personal attention and motivating behavior may help to speed a patient’s recovery and to assure quality care.
  - e. Patients (especially athletes) may attempt to use you. Do not become a “tool”.
    - i. No massages - unless for therapeutic purposes.
    - ii. Doing favors gets you nowhere.
    - iii. You are not a ball boy, stay out of drills.
    - iv. Avoid confrontations. If there is a problem, let a CP know ASAP.
  - f. Respect coaches. Never question, argue or smart off. Inform the supervising CP of the situation or problem. The CP will attempt to resolve the solution.

- g. Decisions regarding medical referrals, treatments and rehabilitation protocols are made by the CP and physician only. Do NOT prescribe treatments and ideas to the patients and coaches without first checking with the CP.
- h. Be attentive to the athletic team at all times; practice is not a social time. If a patient is seriously injured, utilize the skills learned until a CP arrives. Remember, injuries may occur in the opening minutes of practice, be prompt.
- i. Everyone will help with facility responsibilities. The most valuable student is one who can see work without being told. If available, students should review the Daily Task Sheet as work responsibilities are completed. The staff athletic trainer(s) will dismiss students when all treatments and clean-up are completed.
- j. Always notify the staff athletic trainer when leaving the athletic training facility for practice or activity site.
- k. Medical information is private. Anything you see or hear concerning a patient remains confidential. Information on the injury database on the computer is also confidential.
- l. Be familiar with all supplies and emergency equipment, and its location.
- m. Feel free to ask questions at the appropriate time.
- n. Turn off cell phones during clinical rotations and while in athletic training facilities and other medical facilities in general.

## Responsibilities of Athletic Training Students

Student should also refer to the responsibilities listed in Chapter 1.

1. Learn the correct and effective application of all tapings, bandaging, padding, etc. All students will be taught basic skills that are similar so that everyone can be tested on the same performance and expectations. However, over time and through observation of others, you may modify and improve these skills.
2. Learn the correct application of therapeutic modality equipment and the precautions involved. There will be a few restrictions on the use of each modality. Do not use a piece of equipment unless given permission to do so by a CP or until after the student has been cleared to apply a modality through their academic classes (see Application of Therapeutic Modalities, later in this chapter).
3. Be familiar with the proper first aid procedures and emergency care at each clinical site and sport. At NO time, students may be asked to cover an athletic event or practice by themselves. Be prepared for all emergencies (i.e., Emergency Action Plan).
4. Be familiar with general athletic training facility policies and documents (physical examination requirements, medical referrals, emergency procedures, etc.)
5. Assist and cooperate fully at all times with the CPs, physicians, and others.
6. Fulfill daily and weekly cleaning duties - always doing your fair share of the work. A clean athletic training room is the responsibility of **ALL** personnel. Never be satisfied with an unclean facility. It is a medical facility.
7. Fulfill daily and weekly athletic training room duties.
8. Refer all significant injuries to a CP. **This is essential!** With knowledge and experience, students will learn what injuries need referral and what injuries students will be able to

handle. Most importantly, do not overstep one's limitations. If in doubt, take the necessary precautions and refer the injured person.

9. Be familiar with game and practice procedures and carry out the duties with efficiency.
10. Do not leave the athletic training facility unattended. If MAT students must leave, make sure the door is locked. If students do not have a key, do not leave.
11. Be familiar with all policies and procedures of each clinical site and sport. Enforce all rules to the best of one's ability. These are discussed throughout this Handbook.

## Personal Appearance

All athletic training students must practice good hygiene. Hands and fingernails should be kept clean. Students are strongly encouraged to keep fingernails relatively short and trim at all times. Hair should be kept clean, neat and out of the way. Facial hair must be kept neatly trimmed. Athletic training students are expected to use discretion with make-up, perfume, cologne, and jewelry. No attention causing hairstyle or accessories may be worn. Nametags must be worn as described by program policies found later in this chapter. A student's appearance should not detract from his or her professionalism. If a MAT student has any concerns, contact a CP or the CEC immediately.

## Dress Code Policy

**NOTE: If students are not dressed appropriately, they will be sent home to change into appropriate clothing and report back within a reasonable amount of time set by the supervising CP. A Disciplinary Action form will be written up.**

## Athletic Training Facility

Students will either be provided or required to purchase a uniform including apparel such as t-shirts, collared shirts, trousers, shorts, and shoes. Students must be in uniform during all clinical / field experience activities unless otherwise specified by the student's supervisor. In addition, for certain activities such as competitions, the supervisor will specify which uniform the student should wear or whether alternate apparel is required. If a uniform is not provided or required, students should wear clothing that meets the other dress code requirements. Life University apparel worn by an AT student must be officially licensed and be either specific to the sport to which the student is assigned or generic to Life. When rotating at off-campus sites, students should wear trousers, collared shirts and closed-toed shoes or adhere to the off-campus site's dress code. It is extremely important that all athletic training personnel (including students) dress and look professional. Those athletic training students not acceptably attired will be instructed to change into their acceptable uniform or will be asked to leave the athletic training facility without recording their clinical ed hours.

## **General Information about Dress Code**

1. Shirts must be tucked in at all times unless designed to be worn outside the trousers or shorts.
2. The bottom of the legs of shorts should be at or below the point where the finger tips touch the thigh while standing normally.
3. When uniform shoes are not available, athletic training students are to wear closed-toe, comfortable, athletic-type shoes at all times. Shoes of the team sponsoring brand are preferred but not required. For contractual purposes, students may be required to cover logos of non-sponsoring brands.
4. When traveling with athletic teams, athletic training students are expected to adhere to the athletic team's dress code. However, if no dress code exists for the athletic team, athletic training students should keep in mind they are representing Life University, the MAT program, and the athletic training profession.
5. Students may wear clothing with the Life MAT program logo if permitted by the clinical site. Students should not wear Life MAT program logo clothing when working outside of the MAT program and clinical education sites.

## **Prohibited Items**

1. Jeans or jean shorts
2. Cut-off or frayed jeans, pants, and shorts
3. Excessively baggy pants and shorts
4. Excessively tight-fitting clothing
5. Cut-off or mid-drift belly shirts
6. Tank tops, sports bras, and/or spandex worn as outerwear
7. Open-toed shoes, flip flops and sandals
8. Clothing with holes, stains, etc.
9. See-through clothing
10. Vulgar apparel and apparel promoting alcohol, tobacco, sex, and other lifestyles which negatively impact professionalism
11. Apparel promoting non-Life University athletics entities such as other universities, high schools, academic departments, Greek organizations, corporations, and professional teams.
12. Uniform that displays the logos of one clinical site while serving at a different clinical site.
13. No hats should be worn in the athletic training facility or other indoor facilities. However, hats may be worn for outdoor activities, and only if they are Life University logo, NATA, or plain (nothing on them).

## **Game/Event**

Check with the CP in charge. The NCAA does not allow clothing with commercial brand names on display during athletic events. Check with the supervising CP for appropriate dress for game or event coverage. Students should not wear skirts, low cut shirts, or high heels. Travel attire must be consistent with the team's apparel (check with the coach or supervising CP).

## **Injury Reporting and Documentation (Life Univ & Others)**

### **Documentation**

All students are expected to maintain accurate and up-to-date documentation. This includes the daily treatment log, injury reports, daily rehabilitation exercises, and equipment check-out. Accurate record keeping is an important, often overlooked facet of athletic training. It is necessary to protect the patient and ourselves. Medical records on all current LU intercollegiate athletes are kept in the appropriate staff athletic trainer's office and on the computer. NO medical file must leave the athletic training facility. See supervising CP for location and specific procedures on their documentation and records.

### **Injury Reports**

If an injury is evaluated, a report must be filled out regarding that patient by the end of the work day. All reports are to be checked and initialed by a CP and placed in the designated file when completed. Filling out the reports is a necessary learning tool and reduces liability. The injury report is recorded in the patient's file and/or on the computer. Athletic training students must sign the injury report as well as a staff athletic trainer or a physician.

### **Treatment Log**

All patients receiving treatment will be recorded according to the clinical site's procedures.

## **Treatment of Injuries by Athletic Training Students Policy**

### **Student-Athletes and Patients**

NO ATS will begin or administer any treatment of any kind to a patient without first receiving a approval and direction from a CP. The CP must also be within visual and auditory contact at the time of treatment.

### **Non-Athletes**

Any individual who is a non-athlete must have a prescription or diagnosis from a certified athletic trainer, physician, physical therapist, or chiropractor before treatment can be given by the athletic training staff or ATS. Non-athletic injuries or illnesses should be referred to an appropriate medical center for disposition. Only staff ATs can see patients from outside of the normal facility population. In these cases, students are encouraged to observe these experiences.

## **Application of Therapeutic Modalities Policy**

Athletic training students must be under the direct supervision of a staff athletic trainer or CP when using therapeutic modalities. *After the AT students have successfully completed the competency*

***check-off for a specific modality within the AT curriculum (regardless of their personal education and clinical experiences), they may use the therapeutic modality under direct supervision.*** A staff athletic trainer must approve all treatment protocols before the MAT student applies the treatment. MAT students may not independently change and/or modify therapeutic modality treatments. All precautions and contraindications must be followed at all times. Proper operating instructions and safety protocols must be followed at all times. If a modality is not working properly, please do not use it and report it to the CP immediately. When applying therapeutic modalities, students should give the patients a thorough explanation of the treatment procedure, including sensation(s), as well as patient education.

### **Self-Treatment or Treatment by Patients**

Patients are not allowed to perform self-treatment or treat other patients. With proper education and demonstration, the only exception is ice massage.

### **Doctor's Visit**

1. Daily assessments are made by staff athletic trainers (including graduate assistants).
2. Referral to physicians or other specialists are approved by staff athletic trainers or physicians ONLY.

The team physicians for Life University's Department of Athletics have approved the "Standing Orders" for athletic training services. To delineate the responsibility of the various individuals who work on the Athletic Care Team at Life University, the following definition applies: "An athletic injury or illness shall be defined as any trauma or sickness resulting from participation in athletics that causes a modification of the affected individual's normal way of living. All injuries or illnesses will be evaluated by a staff athletic trainer or a physician."

### **Medication Policy**

1. Limited supplies of various over-the-counter (OTC) medications may be stocked in the AT facility.
2. The team physician may stock a few prescription items. These medications are not to be given out by anyone other than the physicians.
3. MAT students should have no prescription medications unless it is being held for a specific patient. The container should be clearly marked as to what the drug is, and to who it belongs.
4. OTC drugs should not be given out without the approval of a staff ATC or CP.
5. Any medication that is dispensed should be recorded. Write the patient's name, date, and the medication issued on the appropriate form.
6. Care should be taken that all medications or supplements being taken by a patient should be safe and not restricted by the NCAA or the governing body of that sport.

## **Transportation of Patients to Medical Facilities**

Occasionally, a MAT student may be asked to transport patient(s) to medical facilities. These should be very educational experiences. However, students must not allow patients to take advantage of these opportunities since it is not a taxi service. Student drivers should have a valid driver's license and auto insurance if transporting patients. MAT students are not permitted to transport minors.

## **Medical Examination and Clearance to Participate**

All patients must have on file in the athletic training facility an approved physical examination and medical history to participate in interscholastic/intercollegiate sports. A questionnaire to detail the medical history is obtained through the athletic training staff. Approval for participation is based on a thorough review of the patient's health status, by the following criteria:

1. He/she has submitted a complete Medical History Questionnaire and Physical Examination form.
2. That form has been reviewed by the athletic training staff and team physician.
3. Additional consultation has been obtained, if needed.
4. The physician has approved participation.

## **Release of Medical Information**

Regarding catastrophic injury situations, a spokesperson will be chosen. This spokesperson, usually the Athletic Director, certified athletic training staff, or the Director of Media Relations will then communicate with the media/press regarding such situations. This relieves students from any conflict.

No medical records or information will be released without written authorization from the patient. If the patient is a minor, then his/her parent or guardian must give written authorization. HIPAA authorization should be on file.

## **Confidentiality – Academic and Clinical**

The MAT program and the Office of the Registrar maintain academic and personal records on all students. Except under legal compulsion, information contained in such records, with the exception of name, address, dates of attendance and degrees obtained, will not be released to agencies outside the University without written consent of the student. MAT students are also protected to have personal and professional information remain confidential. Please read and practice all of the following: NATA Code of Ethics, Georgia AT Licensure Laws (i.e., Ethical Practice), and Family Education Rights and Privacy Act (FERPA).

Any information about a patient's medical condition or treatment that a student may acquire in locker rooms, athletic training facilities, physician's offices or otherwise is considered confidential.

MAT students have a unique opportunity to observe and participate in intercollegiate athletics as a healthcare professional. At no time is a MAT student to make a statement or give information of any type to a member of the media. Questions regarding injuries, health status of patients, or team activities should be directed to the supervising athletic trainer or the sports information director. A MAT student should also not discuss a patient's medical information with other patients, friends, acquaintances, or anyone else except for qualified medical personnel who need to know the information in order to provide care. Medical information is considered confidential unless a patient signs a written release of such information. At no time should students take photos, video, or other copies of patients or their records.

MAT students are required to attend an orientation at all clinical education sites and may be required sign a confidentiality agreement form to observe patients and healthcare workers. Students also sign a form for the MAT program. MAT students who violate confidentiality policies and procedures maybe liable for criminal prosecution. Furthermore, the professional rapport MAT students establish with patients, coaches, and physicians is jeopardized by the lack of discretion and violation of this ethical conduct.

## **Practice and Game Procedures (General) (check with site/sport)**

### **Practice Field**

Choose an advantageous position on the field (close to the action but not in the way). One's eyes should always be kept on the action to witness mechanisms of injuries. Always carry scissors, gauze pads, band aids, tape, gloves, etc. in pants or shorts pockets or fanny pack. Do not stand in a group with other athletic training students - full field coverage is important. The proper equipment (athletic trainer's kit, ice, water, etc.) should be in the proper location and in good working order.

### **Game or Event Conduct**

Be on time and in uniform. Do not make critical comments regarding an athlete's performance or an official's call. Only comments of a positive or encouraging nature should be made to an athlete.

## **Typical Duties for a Sport's Practice (check with site/sport)**

### **Pre-Practice Preparation**

1. Be appropriately dressed.
2. Be present in sufficient time to care for all athletes and ready necessary equipment. (check with supervising staff athletic trainer)
3. A staff athletic trainer's request for help from an AT student supersedes any other duties that were being performed.
4. Prepare:
  - a. Water coolers and ice chests; Towels
  - b. Splints, crutches, forms, clipboard, etc. necessary for practice.

- c. Anything else needed for practice or directed by staff athletic trainer.

### **Practice Coverage**

1. Students are expected to be present at all practices and events during their assignment to that sport. If they must be absent, an Absence Request Form must be completed.
2. Set-up equipment at usual working area.
3. Be attentive and alert to coach's requests and the needs of the patients. Students should NOT perform any managerial tasks. Remember, MAT students are there to learn and practice their "medical" skills.
4. Refill the fluid containers as needed.
5. Record all appropriate information necessary for the daily injury report.
6. If an injury necessitates transport to the athletic training facility, call if no vehicle is available. If an emergency, refer to the site's emergency action plan.
7. Observe practice at all times. Attention to the activity means studying should be kept to a minimum if at all, unless it is extremely slow, and permission is given by the CP.
8. When an injury occurs, the most upper-class student will lend assistance with evaluation and take appropriate action, while other students watch the resuming practice.

### **Post-Practice Clean Up**

1. Return to the athletic training facility as quickly as possible once practice is completed.
2. Be available for follow-up work on patients after they have showered. Because practice is over, doesn't mean that the MAT students are finished.
3. Thoroughly clean all containers and dirty articles.
4. Record treatments and injuries of the day.
5. Restock athletic training kit.
6. Never leave a patient being treated alone in the athletic training facility.
7. Students may leave only if:
  - a. They have class or pre-approved appointment.
  - b. They check with the CP in charge.
  - c. All patients that need assistance have been cared for.
  - d. All cleanup duties are complete.

### **Travel Procedures**

Students may only travel if the CP is also traveling. Classes may not be missed for travel, unless pre-approved by the PD/CEC and course instructor. As mentioned earlier, the ATS must follow the dress code established by the coach or CP.

### **Office and Phone Usage**

AT staff offices are not to be used as a personal lounge. Nor are they to be used for homework or studying. The phone is only to be used by permission from a CP. **No Exceptions.** When answering the phone, remember the athletic training facility is a medical facility. Please answer, "Athletic Training facility (or services). This is (your name). How may I help you?" Make sure to

take an accurate message, including: name (check the spelling), phone number, business, time of call, and the student's initials. Repeat the message back to the caller for confirmation.

## **Keys Usage - Athletic Training Room**

Keys to the athletic training facilities are issued to the full-time staff athletic trainers and graduate assistant athletic trainers. The keys are NOT to be loaned to any person outside of the athletic training personnel. In some instances, an athletic training student may be given a key(s) for a special event (early or late practice, weekend event, etc.). All policies that apply to the athletic training staff will also apply to the athletic training student. When using the keys, the following rules must be strictly adhered to:

- a. Any key that is lost or stolen must be reported immediately to the CP.
- b. No Life University key is to be duplicated.
- c. If a building is closed, do not use the AT keys for access to the building for personal use of facilities or equipment. AT students should only enter the building or facility for athletic training services.
- d. All keys are to be returned at the end of the school or sport assignment.

## **Nametags for MAT Students**

Nametags are required for all clinical rotations. They will be provided by the program administrators. These nametags have the student's name and "Athletic Training Student" on them so that people can easily identify the student and what professional "medical" program the student is representing. Because of these purposes, students are required to always wear their nametags during any clinical education experience. If you lose a nametag, contact the CEC or SHS Administrative Assistant immediately for a replacement.

## **Cell Phones, Other IM/Media Devices, Internet, and iPods**

Students are not allowed to use cell phone (other IM/email/internet devices), other media devices, and iPods for personal reasons in classes and clinical education rotations. During normal times, they must be turned OFF – not in silent/vibrate or other mode. Students must not answer incoming calls or text (or other mode of communication) during class or clinical education times. During any class exams, students must not bring any devices or technology to class for any reason. The exception to this policy would be if it were an emergency situation (i.e., EMS, family emergency) or if instructed by the course instructor or CP. These devices are to be turned off and put away before entering the classroom. Furthermore, students cannot take any photos, video, or other media of any patients, since this is in violation of HIPAA and confidentiality, without written consent of the patient. During slow times in clinical education rotations or during classes, students must not misuse this policy; rather they should be more assertive and engage in or start educational experiences. When asked to show or collect these devices by the appropriate authority, students must cooperate completely. Students who misuse these items disrespectfully will be given a disciplinary form, lose class points, and/or receive a 0 grade on that exam.

## Taking Photos or Videos of Injuries/Patients

There may be times when an athlete or patient has sustained an injury or is going through rehabilitation, which may be educational for a class assignment. Before any photos or video is taken, the student (or CP) must get permission from the patient/athlete. Furthermore, every effort should be taken to not get the patient's face in the images. Students and CPs can take these photos or video with their cell phone, MAT program digital camera, or MAT program's digital video camcorders. A signed consent form is required for each individual who gets photographed.

## Disciplinary Action Policy

The MAT program adheres to the university standard of conduct and honor code policies. Any violation of these will result student disciplinary actions. The procedures for disciplinary actions are outlined in the catalog. The link for this is as follows:

<https://catalog.life.edu/content.php?catoid=8&navoid=296>. The University has a clearly defined process for handling these issues which range from informal & formal resolutions to hearings with the Administrative Hearing Office and Conduct Review Board.

In addition to these standards, there are several situations that may warrant disciplinary action such as: unexcused tardiness and/or absence for clinical assignment and or other ATEP activity, dress code violations, failure to meet assigned deadlines, and other actions as determined by the MAT faculty or AT staff or as specified in the MAT program policies and procedures, and at affiliated CE sites.

### Disciplinary Action Procedures

In the event that an ATS commits any of the above-mentioned offenses or any other offense(s) as determined by a faculty or staff member or CP, they may be disciplined with one or more of the following actions:

- Verbal Warning – 1st time ONLY
- Written Disciplinary Incident Report Form – this is REQUIRED for each instance after the first Verbal warning (see form in **Appendix VII** and in the red ATEP Notebooks at each clinical site) and filed with Conduct Officer or representative within Student Services. The University procedure for disciplinary action will be followed.

## Absence Request Policy (for Clinical Site and Classes)

Any athletic training student who wishes time off, for any reason, must complete the Absence Request form. These forms are available in the red ATEP notebooks at each site or in the Blackboard folder. Once the ATS completes the form, it should be submitted to the supervising CP, the CEC and any affected faculty members for signatures. Once signatures are completed, the form must be submitted to the PD two weeks prior to the date requesting off. Students must follow university policies for missing classes (see Graduate Catalog). See **Appendix VII**.



# **Appendix I**

## **Student and Professional Organizations**

Every athletic training student (ATS) is encouraged to become a member of and be active in professional organizations. All ATs are required to become entry-level student members of the NATA. Such organizations are continuously upgrading and refining the profession. The National Athletic Trainers' Association (NATA) is the national organization dedicated to the advancement, encouragement, and improvement of the athletic training profession. Membership empowers athletic trainers with the resources that they need to provide superior healthcare to the physically active and ensure their own continued growth and success as sports healthcare practitioners.

Students are a critical part of ensuring the current and progressive provision of athletic training services in the changing healthcare systems. Students have the opportunity for participation in ongoing educational opportunities such as in-services, state, district and national meetings and conferences and publications. Throughout the year, there are also student symposiums or workshops for students to attend. Please watch for advertisements from the Program Director regarding such opportunities.

Applications for membership in the National Athletic Trainers' Association, district associations within the NATA and state athletic training associations are available from the department.

## Websites

1. National Athletic Trainers' Association (NATA)

Webpage: <http://www.nata.org>

2. Southeast Athletic Trainers' Association (SEATA) – District 9

Webpage: <http://www.SEATA.org>

3. Georgia Athletic Trainers' Association (GATA)

Webpage: <http://gat3a.roundtablelive.org>

4. Commission on Accreditation of Athletic Training Education (CAATE)

Webpage: <http://www.caate.net>

5. NATA Executive Committee for Education

Webpage: <http://www.nata.org/access-read/public/executive-committee-education-ecce>

## **Appendix II**

### **Professional Certification and Licensure**

Students graduating from a CAATE accredited athletic training program are eligible to sit for the national certification examination. The Board of Certification (BOC) administers the certification examination. The examination is administered multiple times during the year.

Each student is responsible for knowing the state requirements to practice athletic training. Rules and regulations governing the practice of athletic training vary from state to state. State regulations may be in the form of certification, registration, licensure, or exemption.

Information regarding State of Georgia licensure, or another state legislation, is available from the Program Director.

Each BOC Certified Athletic Trainers (ATC) is required to submit continuing education units (CEUs) every three years. To maintain certification, an ATC must meet the requirements established by the BOC and state licensing board.

### **Webpages**

1. Board of Certification (BOC)

<http://www.bocatc.org>

2. Georgia Athletic Training Licensure Information

<http://sos.georgia.gov/plb/trainer/#>

3. Other State Regulatory Agencies

<http://www.bocatc.org>

(click on State Regulation – State Map)

**Appendix III**  
**NATA Code of Ethics**

## **Preamble**

The National Athletic Trainers' Association Code of Ethics states the principles of ethical behavior that should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession. The principles do not cover every situation encountered by the practicing athletic trainer, but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails.

### **1. MEMBERS SHALL PRACTICE WITH COMPASSION, RESPECTING THE RIGHTS, WELFARE, AND DIGNITY OF OTHERS**

1.1 Members shall render quality patient care regardless of the patient's race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity.

1.2. Member's duty to the patient is the first concern, and therefore members are obligated to place the welfare and long-term well-being of their patient above other groups and their own self-interest, to provide competent care in all decisions, and advocate for the best medical interest and safety of their patient at all times as delineated by professional statements and best practices.

1.3. Members shall preserve the confidentiality of privileged information and shall not release or otherwise publish in any form, including social media, such information to a third party not involved in the patient's care without a release unless required by law.

### **2. MEMBERS SHALL COMPLY WITH THE LAWS AND REGULATIONS GOVERNING THE PRACTICE OF ATHLETIC TRAINING, NATIONAL ATHLETIC TRAINERS'**

## **ASSOCIATION (NATA) MEMBERSHIP STANDARDS, AND THE NATA CODE OF ETHICS**

- 2.1. Members shall comply with applicable local, state, federal laws, and any state athletic training practice acts.
- 2.2. Members shall understand and uphold all NATA Standards and the Code of Ethics.
- 2.3. Members shall refrain from and report illegal or unethical practices related to athletic training.
- 2.4. Members shall cooperate in ethics investigations by the NATA, state professional licensing/regulatory boards, or other professional agencies governing the athletic training profession. Failure to fully cooperate in an ethics investigation is an ethical violation.
- 2.5. Members must not file, or encourage others to file, a frivolous ethics complaint with any organization or entity governing the athletic training profession such that the complaint is unfounded or willfully ignore facts that would disprove the allegation(s) in the complaint.
- 2.6. Members shall refrain from substance and alcohol abuse. For any member involved in an ethics proceeding with NATA and who, as part of that proceeding is seeking rehabilitation for substance or alcohol dependency, documentation of the completion of rehabilitation must be provided to the NATA Committee on Professional Ethics as a requisite to complete a NATA membership reinstatement or suspension process.

### **3. MEMBERS SHALL MAINTAIN AND PROMOTE HIGH STANDARDS IN THEIR PROVISION OF SERVICES**

- 3.1. Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity, or services.
- 3.2. Members shall provide only those services for which they are qualified through education or experience and which are allowed by the applicable state athletic training practice acts and other applicable regulations for athletic trainers.
- 3.3. Members shall provide services, make referrals, and seek compensation only for those services that are necessary and are in the best interest of the patient as delineated by professional statements and best practices.
- 3.4. Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge and shall complete such educational requirements

necessary to continue to qualify as athletic trainers under the applicable state athletic training practice acts.

3.5. Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.

3.6. Members who are researchers or educators must maintain and promote ethical conduct in research and educational activities.

**4. MEMBERS SHALL NOT ENGAGE IN CONDUCT THAT COULD BE CONSTRUED AS A CONFLICT OF INTEREST, REFLECTS NEGATIVELY ON THE ATHLETIC TRAINING PROFESSION, OR JEOPARDIZES A PATIENT’S HEALTH AND WELL-BEING.**

4.1. Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.

4.2. All NATA members, whether current or past, shall not use the NATA logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.

4.3. Members shall not place financial gain above the patient’s welfare and shall not participate in any arrangement that exploits the patient.

4.4. Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try and influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling

4.5. Members shall not provide or publish false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA office.

September 2005, Revised 2016

## **Appendix IV**

### **Evaluation Documents**

All electronic copies of AT program's Evaluation Tools are available and being developed on the ATrack website:

<https://www.atrackonline.com>

Forms

User Menu

- Dashboard
- View/Edit My Profile
- My Portfolio

Preceptor Menu

- Score Proficiencies
- Approve Hours

Forms & Documents

- Available Forms
- Manage Forms
- Manage Documents

User Management

- Show Users
- Find / Add Users
- View All Logged Hours
- Assign Student to Prec.

Course Matrix

- View Matrix by Comp.
- View Matrix by Course
- Update Course Matrix
- Update Departments
- Update Courses

Configuration

- Update Configuration
- Update Newsflashes
- Update Scenarios
- Update Locations
- Update Events
- Update Classifications
- Update Score Ratings

Help

- Documentation
- How To Videos

Contact

- Technical Support Email

You have a maximum of 4 hours to complete this form.

AT Student Evaluation by Preceptor (Mid- & End-Rotation) <span style="float: right;">*Required Fields</span>											
*Student's Name	Select User: <input type="text"/>										
*Date (mm/dd/yy)	<input type="text"/>										
*Clinical Ed Class	Choose One <input type="text"/>										
*Facility Type	Choose One <input type="text"/>										
*Sport / Rotation	Choose One <input type="text"/>										
*Clinical Preceptor	Select User: <input type="text"/>										
*Evaluation Time	<input type="radio"/> Mid <input type="radio"/> End										
<p>Instructions. The following questions are extremely helpful in the continued improvement of our AT program. It is only through your honest evaluation that we can make the student better. Clinical preceptor (CP) must complete the entire form and provide score, which will be used for grading purposes. The value for each End-Rotation (End) is greater than the Mid-rotation (Mid) forms - please see course syllabi. Place the appropriate score/rating (<b>0-10, with decimals</b> preferred) for each applicable content area. If one does not apply, enter NA (not applicable). All clinical instructors must fill in the comments sections, which explain the scores and provide much better feedback for the student, program administrators and accreditation - the boxes below have unlimited space available and it will automatically wrap for you. <b>Due Date:</b> within 3 days following the 5th and 9th week of each CE rotation.</p>											
<b>A. General Knowledge of Skills and Duties</b>											
<b>1. The ATS understands theory/rationale of AND demonstrates skills in:</b>	<b>10</b>	<b>9.5</b>	<b>9.0</b>	<b>8.5</b>	<b>8.0</b>	<b>7.5</b>	<b>7.0</b>	<b>6.0</b>	<b>5.0</b>	<b>Practice</b>	<b>Not Performed</b>
a. Anatomy, physiology, & kinesiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Prevention: taping, wrapping, bracing, & equipment fitting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Evaluation of injuries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Immediate care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Therapeutic modalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Therapeutic exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Exercise physiology, strength & conditioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Signs, symptoms & mechanisms of injuries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Administration & professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Medical conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Pharmacology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Others</b>	<b>10</b>	<b>9.5</b>	<b>9.0</b>	<b>8.5</b>	<b>8.0</b>	<b>7.5</b>	<b>7.0</b>	<b>6.0</b>	<b>5.0</b>	<b>Practice</b>	<b>Not Performed</b>
2. The ATS knows & implements appropriate practice & game procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ATS accepts criticism from others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ATS gives constructive feedback to other ATSs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. ATS takes part in maintaining a clean AT room & sports med facility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. ATS is a good critical thinker & problem solver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. ATS is able to research a topic, critically assess research, & practice evidence-based medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
*8. Comments for Section A above (REQUIRED)	<div style="border: 1px solid black; height: 40px;"></div>												
<b>B. Professional &amp; Personal Qualities</b>													
<b>Scale</b>	<b>10</b>	<b>9.5</b>	<b>9.0</b>	<b>8.5</b>	<b>8.0</b>	<b>7.5</b>	<b>7.0</b>	<b>6.0</b>	<b>5.0</b>	<b>Practice</b>	<b>Not Performed</b>		
1. ATS is firm with & has good report w/ patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
2. ATS has appropriate interaction w/ coaches & administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
3. ATS has appropriate interaction w/ AT staff & medical personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
4. ATS has a positive, enthusiastic, attitude towards the clinical experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
5. ATS is alert during the CE rotation & practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
6. ATS follows instructions & accepts tasks assigned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
7. ATS behaves in an ethical & moral fashion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
8. ATS is punctual & dependable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
9. ATS demonstrates initiative, drive, & ambition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
10. ATS shows confidence in skills & knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
*11. Comments for Section B above (REQUIRED)	<div style="border: 1px solid black; height: 40px;"></div>												
<b>C. Other Feedback and Comments- REQUIRED</b>													
*1. Overall Strengths for this ATS (considering level in AT program )	<div style="border: 1px solid black; height: 40px;"></div>												
*2. Suggestions for noted Weaknesses (for any score less than 9.0 ).	<div style="border: 1px solid black; height: 40px;"></div>												
<p><b>D. Enter the Date Preceptor is meeting with the AT student. By clicking the boxes below, you are signatures below indicate that the preceptor has reviewed and discussed this form with the ATS. The signature of the student does not indicate that he/she agrees with this evaluation; but simply that he/she has discussed this with the preceptor. The Student's Digital Signature is the 3 initials that are typed in by the Student during this interview/review of evaluation - this is a CAATE requirement. The purpose of this evaluation is to improve the student as well as the AT program.</b></p>													
*Date (mm/dd/yy)	<input type="text"/>												
*Student's Digital Signature	This will be available in the portfolio of the person you select above.												
*Preceptor's Digital Signature	This will be available in your portfolio after form is submitted.												
*Clinical Coordinator or PD Signature	This will be digitally signed by an administrator.												

Forms

User Menu

- Dashboard
- View/Edit My Profile
- My Portfolio

Preceptor Menu

- Score Proficiencies
- Approve Hours

Forms & Documents

- Available Forms
- Manage Forms
- Manage Documents

User Management

- Show Users
- Find / Add Users
- View All Logged Hours
- Assign Student to Prec.

Course Matrix

- View Matrix by Comp.
- View Matrix by Course
- Update Course Matrix
- Update Departments
- Update Courses

Configuration

- Update Configuration
- Update Newsflashes
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Help

- Documentation
- How To Videos

Contact

- Technical Support Email

**You have a maximum of 4 hours to complete this form.**

Clinical Preceptor & Site Evaluation by AT Student (End-Rotation) <span style="float: right;">*Required Fields</span>											
*Clinical Preceptor's Name	<input type="text" value="Select User:"/>										
*Date (mm/dd/yy)	<input type="text"/>										
*Clinical Ed Class	<input type="text" value="Choose One"/>										
*Facility Type	<input type="text" value="Choose One"/>										
*Sport / Rotation	<input type="text" value="Choose One"/>										
*Facility/Location Name	<input type="text"/>										
<p><b>Instructions.</b> The following questions are extremely helpful in the continued improvement of our AT program. It is only through your honest evaluation that we can make the clinical preceptor (not course instructor) a better educator and mentor in the clinical ed. setting. Your evaluation will help improve the quality of the clinical education component of the AT program and future students. Please keep in mind that you are NOT evaluating this clinical preceptor with respect to: (a) athletic training skills, (b) classroom teaching, or (c) personal friendship. Furthermore, remember that no CP is perfect and that everyone has room for improvement. Your name is completely anonymous. Student feedback is required - the boxes below have unlimited space available and it will automatically wrap for you. Place the appropriate score/rating (<b>0-10, with decimals</b> preferred) for each applicable content area. If one does not apply, enter NA (not applicable). All clinical instructors must fill in the comments sections, which explain the scores and provide much better feedback for the student, program administrators and accreditation - the boxes below have unlimited space available and it will automatically wrap for you. <b>Due Date:</b> within 5 days following the 9th week of each CE rotation.</p>											
<b>A. Clinical Instructor Behavior</b>											
<b>The Preceptor:</b>	<b>10</b>	<b>9.5</b>	<b>9.0</b>	<b>8.5</b>	<b>8.0</b>	<b>7.5</b>	<b>7.0</b>	<b>6.0</b>	<b>5.0</b>	<b>Practice</b>	<b>Not Performed</b>
1. Explains expectations to AT students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Has orientation for ATS at beginning of CE rotation & clinical site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Is approachable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Is accessible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Has a genuine desire to educate the ATS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Demonstrates tactfulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Demonstrates an openness to change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Demonstrates good time management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Demonstrates patience & respect for ATS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Demonstrates patience & respect for patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Demonstrates patience & respect for coaches & administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Demonstrates enthusiasm & motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Foresees & utilizes teachable moments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Provides continual feedback to the ATS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Helps ATS recognize his/her own errors or weaknesses in a constructive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Assists ATS in seeking alternatives to decisions	<input type="radio"/>										
17. Has good interpersonal skills, communication, & diplomacy	<input type="radio"/>										
18. Accepts constructive criticism & new Ideas from ATS	<input type="radio"/>										
19. Is organized	<input type="radio"/>										
20. Encourages ATS to ask for help w/ respect to learning	<input type="radio"/>										
21. Gives ATS guidance w/ new &/or difficult situations	<input type="radio"/>										
22. Exhibits flexibility when ATS has a personal problem or concern	<input type="radio"/>										
23. Uses a variety of teaching skills & methods	<input type="radio"/>										
24. Challenges the ATS to think critically & solve problems	<input type="radio"/>										
25. Assists ATS in applying classroom/research into clinical application	<input type="radio"/>										
26. Is a professional & ethical role model for the ATS	<input type="radio"/>										

\*Comments for Section A above (REQUIRED)

**B. Clinical Ed. Site Evaluation (Indoor AND Outdoor Facilities)**

The Site (not CP):	10	9.5	9.0	8.5	8.0	7.5	7.0	6.0	5.0	Practice	Not Performed
1. Site provided me w/ a stimulating learning environment.	<input type="radio"/>										
2. Supplies & equipment at site were adequate to meet the demands & expectations placed upon me.	<input type="radio"/>										
3. Site provided me w/ challenges in which I could utilize my skills.	<input type="radio"/>										
4. The experience I encountered during my CE rotation reinforced the information & skills I learned in my course work/lab.	<input type="radio"/>										
5. The protocols & procedures of the CE site were explained to me adequately & in sufficient time to implement them effectively.	<input type="radio"/>										
6. Proper OSHA guidelines were used at my CE site.	<input type="radio"/>										
7. Prescribed guidelines of the governing body for athletics (NCAA, NAIA, high school, etc.) in regards to the treatment of athletes/patients were used at my CE site.	<input type="radio"/>										
8. The AT program should continue to use this CE site.	<input type="radio"/>										
9. The AT program should continue to use this clinical preceptor.	<input type="radio"/>										

\*Comments for Section B above (REQUIRED)

**C. Enter the Date the student will finish this clinical ed rotation/site (if known). By clicking the box below, you are signature below indicate that you have reviewed and agree to the content on this form before submitting it. Clinical preceptors will not get feedback on the form until there are a MINIMUM of 3 student evaluations; and they are not returned immediately following the students' CE rotation. The purpose of this evaluation is to improve the clinical preceptor/site as well as the AT program.**

Date (mm/dd/yy)

\*Student's Signature  Yes

# 2<sup>nd</sup> Year Athletic Training Student's Evaluation of the ATEP

## Life University

PLEASE Type or PRINT in ink

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Instructions:** Personal information (i.e., your name, etc.) goes on the last page ONLY. The feedback you provide will be given to the administrative assistant to type, summarize, and return to the AT Program Director. Therefore, I encourage you to be as open and honest in ALL your answers. In addition, please be very SPECIFIC in your descriptions or explanations. Your input is the MOST valuable feedback I need to meet your needs and improve the quality of this athletic training educational program. Thank you for your time, honesty, and interest in the assessment of the UF Athletic Training Program.

### **Course Content and Competencies in Athletic Training**

*How do you feel the Course Content listed below has prepared you for the BOC examination? Please use the following scale:*

1 = Strongly disagree    2 = Disagree    3 = Neutral    4 = Agree    5 = Strongly agree    0 = Did not complete course content

<i>Pathology &amp; Etiology of Injuries/Diseases</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>First Aid &amp; Emergency Care</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Prevention of Injuries</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Taping &amp; Wrapping</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Bracing &amp; Athletic Equipment (fitting &amp; removal)</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Documentation (SOAP &amp; Progression notes, etc.)</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Evaluation Fundamentals</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Evaluation of Injuries (Upper Extremity)</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Evaluation of Injuries (Lower Extremity)</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Evaluation of Injuries (Head &amp; Spine)</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Evaluation of Injuries (Thorax &amp; Abdomen)</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Medical Conditions</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Physical Agents &amp; Modalities</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Therapeutic Exercise</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Sports Nutrition</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Principles of Strength &amp; Conditioning</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Exercise Physiology</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Biomechanics</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Human Anatomy</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Human Physiology</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Psychosocial Aspects of Sport/Injury</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Pharmacology &amp; Substance Abuse</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Personal Health or Wellness</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Administration in Sports Medicine/Healthcare</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Research Methods</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Reading Research Articles</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Statistics</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Professional Development</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Reading Diagnostic Images (x-ray, CT, Bone Scan, etc.)</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Medical Terminology (writing &amp; speaking)</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>CPR for Professional Rescuer &amp; AED Training</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Research Project</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Clinical Education I</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Clinical Education II</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Clinical Education III</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Clinical Education IV</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Clinical Education V</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Clinical Education VI</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Clinical Education VII</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>
<i>Clinical Education VIII</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>0</i>

## **Appendix V**

### **Medical Forms for AT Students**

**Athletic Training Education Program  
Life University**

**HEALTH FORM / PHYSICIAN'S EXAMINATION**

**PART ONE: MUST BE COMPLETED BY THE STUDENT PRIOR TO THE EXAM!**

*Immunization Data and tests results (dates, type of test, etc.) should be obtained from the physician or clinic administering the immunizations or tests. If the physician doing the examination has all of the necessary records, the student is not responsible for supplying the immunization data.*

**General Information:**

Name: \_\_\_\_\_ Sex: \_\_\_\_ Age: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

**History:**

Do you have, or have you had any of the following illnesses or conditions?

Asthma	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Diabetes	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
High Blood Pressure	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Heart Disease	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Cancer	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	TB	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Seizures	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Hepatitis	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Other serious illness or condition <u>currently</u>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>					

Details of any "Yes" answers from above:

---

Previous Injuries: \_\_\_\_\_

Previous Surgeries: \_\_\_\_\_

Allergies: \_\_\_\_\_

Current Medications: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>REQUIRED:</b>	<b>Date Completed/Given</b>	<b>Result</b>	<b>Recorder</b>
<b>Primary DPT series completion</b> <b>Tetanus Booster</b> (within last 10 years)	_____ _____		
<b>MMR</b> <b>Born before 1/1/57</b> or <b>Vaccine- Dose # 1</b>  <b>Dose # 2</b>	_____ _____ _____		
<b>Hepatitis B Vaccine</b> First Injection  Second Injection: (1 month after first injection)  Third Injection: (5 months after second injection)  Surface Antibody Test: (6-8 weeks after last injection)	_____ _____ _____ _____	_____	_____ _____ _____
<b>PPD (tuberculin skin test)</b> Step 1:  Step 2: (7-14 days after step 1)  Step 3: (1-year follow-up)  <b>If PPD (+), CXR (within last year)</b>	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
<b>Varicella</b> Varicella titer  or  Vaccine- Dose # 1  Dose # 2	_____ _____ _____ _____	_____	_____ _____ _____

**PART TWO: TO BE COMPLETED BY THE PHYSICIAN**

**Physical Examination:**

Vital Signs: Ht: \_\_\_\_\_ (inches) Wt.: \_\_\_\_\_ (lbs.) BP \_\_\_\_\_/\_\_\_\_\_ Pulse \_\_\_\_\_

	Normal	Abnormal	Deferred	Comments
General Appearance				
HEENT				
Lungs				
Breast (if indicated)				
Heart				
Abdomen				
Pelvic (if indicated)				
Rectal (if indicated)				
Back				
Extremities				
Neurologic				

Are there any conditions, physical and/or emotional, which may interfere with functioning as a health professional student in the classroom or clinic?

Yes  No If yes, please describe on a separate sheet.

Physician's Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Physician's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix I**

**Consent:**

I understand that a copy of this exam form, including laboratory results will be sent to my assigned clinical centers and coordinators.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Practitioner Contact:**

If you are currently in treatment for any condition, physical or emotional, may we contact your practitioner in an emergency? Yes  No

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If yes, please provide us with the following information:

Practitioner's Name: \_\_\_\_\_ Specialty: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

**Hepatitis B Vaccination Consent/Refusal Form**  
**Athletic Training Program**  
**Life University**

**Introduction**

I understand that, due to my occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring Hepatitis B Virus (HBV) infection. Hepatitis B is a potential cause of morbidity. There is no specific treatment for this disease. In the clinical environment, Hepatitis B Virus is transmitted primarily through exposure to blood and certain other body fluids. Health care providers with exposure to blood and other body fluids are considered to be at risk for acquiring the Hepatitis B infection. The Hepatitis B vaccine, which is the single most important preventative method, is indicated for immunization of persons at risk of infection from the Hepatitis B Virus. Currently this immunization is not a requirement for health care personnel.

**Consent/Refusal Section**

\_\_\_\_ I, the undersigned, hereby do not consent and therefore decline Hepatitis B vaccination at this time. By refusing this immunization my potential of developing Hepatitis B is increased in the event of exposure to the disease. The most common potential effects of this disease may include loss of appetite, nausea, jaundice and lethargy. Additionally, although much less common, are the potential effects of severe liver damage, gastrointestinal bleeding and permanent cirrhosis of the liver or death. If in the future, I want to be vaccinated with Hepatitis B vaccine, I can receive the vaccination series.

\_\_\_\_ I, the undersigned, have already completed a Hepatitis B Vaccine Program and will submit a record of this to Life University Athletic Training Program Director.

\_\_\_\_ I, the undersigned, am presently participating in the Hepatitis B Vaccine Program at \_\_\_\_\_ and will submit a record of this to Life University's Athletic Training Program Director.

\_\_\_\_ Antibody testing has revealed that I have immunity to Hepatitis B virus. (NOTE: attach a copy of record to this page)

\_\_\_\_\_  
Student's Name (please print)

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**Appendix VI**  
**Miscellaneous Documents**

**Athletic Training Student Handbook  
Informed Consent**

**Athletic Training Program  
Life University**

I hereby affirm that I have reviewed the Life Athletic Training Student Handbook with the revision date of 20\_\_\_\_. I have read, and I understand the contents of the handbook and I agree to abide by the rules and regulations set forth in this document. I understand that failure to adhere to any and all verbal or written policies contained in the Life University's Athletic Training Student Handbook will result in disciplinary action that may include a reprimand, grade reduction, suspension, or dismissal from the program.

---

**Student's Name (please print)**

---

**Date**

---

**Student's Signature**

## **Confidentiality Agreement**

### **Athletic Training Education Program Life University**

I understand that during my time as a candidate and athletic training student within the Life University Athletic Training Education Program (ATEP) I may be privy to confidential medical information at a variety of clinical sites. By signing below, I agree that I will not discuss any medical or personal information pertaining to an athlete or other patient with anyone outside the ATEP including, but not limited, to coaches, other athletes/patients, scouts, or parents. I understand that failure to abide by the rules of confidentiality may result in my dismissal from the ATEP.

\_\_\_\_\_  
**Student's Name (please print)**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student's Signature**

## **Training and Procedures for AT Students (Part I)**

### **Life University Master of Athletic Training Program**

The Life University Master of Athletic Training Program requires students to completed training to learn the policies, procedures, and skills for the following items:

#### **1. Emergency Action Plan (EAP)**

- a. This training was provided during Athletic Injury Care (MSHS 6410).
- b. These procedures are found in the AT Student Handbook.
- c. All sites must have a venue-specific written EAP that is based on well-established national standards or institutional offices charged with institution-wide safety (i.e., position statements, operational safety office, police, fire and rescue).
- d. Students must have access to site-specific training, review, and practice the EAP with the preceptor before patient care is provided at that site.
- e. Students must have immediate access to the plan in an emergency situation (postings/Red Binder).

#### **2. Student Liability Insurance**

- a. Students must have liability insurance that is documented through policy or other legally binding documents.
- b. The SHS department provides this annual insurance to the AT students.

#### **3. Communicable Disease Policy**

- a. This training was provided during Athletic Injury Care (MSHS 641).
- b. These procedures are found in the AT Student Handbook.
- c. Students with immunodeficiencies are encouraged to identify themselves as an immunodeficient AT student (**in private**) to their healthcare provider, so that they may receive counseling about potential risks associated with exposure to or taking care of patients with transmissible infections and should continue to follow infection control procedures to minimize their risk of exposure to infectious agents.

#### **4. Program Admission, Retention, Degree Completion Requirements, and Advising**

- a. This training was provided during Orientation and Athletic Injury Care (MSHS 6410).
- b. These procedures are found in the AT Student Handbook and Graduate Catalog.
- c. Students will meet with Dr. Caron or Karen Pfeifer for advising and enrolling into classes each term.
- d. Students must meet all program admission, retention, and graduation requirements.

I have read, fully understand, and accept the student responsibilities mentioned above.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
AT Prog. Director/Clin. Coordinator

\_\_\_\_\_  
Date

## Training and Procedures for AT Students (Part II)

### Life University Master of Athletic Training Program

The Life University Master of Athletic Program requires students to complete training to learn the policies, procedures, and skills for the following items:

#### 1. Bloodborne Pathogen (BBP) or Post-Exposure Training and Skills

- a. This training was provided during Athletic Injury Care (MSHS 6410).
- b. These procedures are found in the AT Student Handbook.
- c. Students were taught and assessed on proper wound care with appropriate BBP barriers and control measures at all clinical sites/sports with their preceptors.
- d. Students learn specific BBP equipment and location during the initial orientation with his/her clinical preceptor at each clinical rotation.
- e. The post-exposure plans are consistent with federal standard and approved by each clinical site.
- f. A detailed post-exposure plan is posted or readily available in all locations that possible exposure exists and is immediately accessible to all students and preceptors.
- g. Students must have access to and use of proper sanitation precautions (i.e., hand washing) at all sites.

#### 2. OSHA Training and Skills

- a. This training was provided during Athletic Injury Care (MSHS 6410).
- b. These skills were taught, practiced, and assessed as part of CPR-PR.
- c. Students must have access to and use of proper sanitation precautions (i.e., hand washing) at all sites.

#### 3. Life University HIPAA Training

- a. Students complete this training online through Blackboard during Clinical Education I (MSHS 6611)
- b. When students are finished with the training, they complete the google form confirmation for the university and PD/CEC.

#### 4. CPR – Professional Rescuer Training and Skills

- a. This training was obtained independently as a requirement for Athletic Injury Care (MSHS 6410).
- b. This training is good for 2 years through the American Red Cross/American Heart Assoc.
- c. Students may be retested on the written exams and skills exams on an annual basis.
- d. The BOC exam requires students to be CPR-PR certified.

I have read, fully understand, and accept the student responsibilities mentioned above.

---

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_ AT Prog. Director/Clin. Coordinator \_\_\_\_\_ Date \_\_\_\_\_

**Athletic Training Student (ATS) Clinical Education Site Orientation  
Master of Athletic Training (MAT) Program**

At the beginning of each clinical education rotation, the Clinical Preceptor (CP) is required to have an orientation with the ATS. Orientation must include the following tasks:

- |   | <u><b>Date Completed:</b></u> |
|---|-------------------------------|
| 1. Review all Emergency Action Plans for facilities the ATS will utilize.   | _____                         |
| 2. Review the Blood-borne pathogen (BBP) exposure plan and location of related equipment and supplies.                                  | _____                         |
| 3. Review communicable and infectious disease policies.   | _____                         |
| 4. Give tour of facilities, including equipment/supply and red notebook locations.  | _____                         |
| 5. Review documentation policies and procedures.  | _____                         |
| 6. Review patient privacy and confidentiality protection procedures.  | _____                         |
| 7. Introduce ATS to pertinent site staff.   | _____                         |
| 8. Discuss goals for the ATS and CP.  | _____                         |
| 9. Discuss expectations of the ATS and CP (including but not limited to professional conduct, dress code and communication procedures). | _____                         |
| 10. Instruct ATS on the use of the specific modality equipment (if present).  | _____                         |
| 11. Other (TBD by CP and ATS discussion)  | _____                         |
| 12. All preliminary questions from the ATS and CP have been answered.   | _____                         |

**All orientation steps have been completed. \***

Clinical Site: \_\_\_\_\_

ATS name (Print): \_\_\_\_\_

ATS Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

CP name (Print): \_\_\_\_\_

CP Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

CC/PD Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

# Disciplinary Action Form

## Athletic Training Program Life University

Student Name \_\_\_\_\_ ID# \_\_\_\_\_

Incident Location \_\_\_\_\_ Incident Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Witnesses \_\_\_\_\_

### Reason for Report:

- |   |   |
|---|---|
| <input type="checkbox"/> Insubordination or defiance            | <input type="checkbox"/> Falsifying Records         |
| <input type="checkbox"/> Unprofessional Behavior                | <input type="checkbox"/> Academic Dishonesty        |
| <input type="checkbox"/> Breach of Duty                         | <input type="checkbox"/> Substance Abuse            |
| <input type="checkbox"/> Unexcused Absences                     | <input type="checkbox"/> Dress Code Violations      |
| <input type="checkbox"/> Chronic Tardiness                      | <input type="checkbox"/> Theft / Vandalism          |
| <input type="checkbox"/> Sexual Harassment                      | <input type="checkbox"/> Inappropriate Relationship |
| <input type="checkbox"/> Conduct Unbecoming an Athletic Trainer | <input type="checkbox"/> Confidentiality or HIPPA   |
| <input type="checkbox"/> Other (please specify) _____           |   |

Incident Description \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is the student's \_\_\_\_\_ incident (any type) since admitted into the ATEP.

Action Taken: Meeting with CP Meeting w/ PD & CC Probation Withdrawal

I, the undersigned, understand that my signature below **IS NOT** an admission of guilt, but rather an acknowledgement of the report. Each deficiency report will be reviewed on a case-by-case basis. I also understand that any refusal to sign this document by the aforementioned athletic training student will be considered an admission of guilt and subsequent disciplinary action will be taken.

AT Student Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Staff / Faculty AT Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Reviewed By: \_\_\_\_\_

Comments/Remarks:

Reviewer Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

# Absence Request Form

## Athletic Training Program Life University

Any athletic training student (ATS) who knows of a specific date that he/she wishes OFF from clinical education responsibilities must formally submit this form to his/her supervising Clinical Preceptor and both MAT program administrators. This form must be submitted one to two (1-2) weeks in advance and it is the responsibility of the student to seek a replacement if applicable. Any student who fails to complete this form will receive a Disciplinary Action Form (no exceptions).

**NOTE:** Incomplete forms will NOT be approved – all content below is required.

**Please PRINT**

**Student's Name:** \_\_\_\_\_

**Date(s) and Day(s) requesting OFF:** \_\_\_\_\_

**Time(s) requesting OFF:** \_\_\_\_\_

**All Class Codes Missed (or none):** MSHS \_\_\_\_\_

**Detailed Reason for Absence:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Student Replacement (print):** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Replacement's Signature:** \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_

-----  
**Decision:**      **Approved ( )**      **Disapproved ( )**

**Clinical Preceptor's Signature:** \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Course Instructor's Signature(s):** \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Clin Coordinator's Signature:** \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Program Director's Signature:** \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_

## **Appendix VII**

**Infection Control Policy, Bloodborne Pathogen Guidelines,  
Bloodborne Pathogen Exposure Policy and Exposure Form**

# Infection Control Policy

The purpose of this infection control policy is to establish and implement procedures relating to the control of disease hazards to which those working in the athletic training field may be exposed. While no guarantee exists, that infection will be eliminated, the prudent adherence to these procedures should protect those individuals providing healthcare to patients.

## Identification of Exposure Category

- A. Risks Tasks
  - 1. Illness/Injury Management
    - a. CPR
    - b. Mouth-mouth resuscitation
    - c. Open Wounds
    - d. Compound fractures/dislocations
    - e. Blister care
    - f. Epistaxis/emesis
  - 2. Environmental Management
    - a. Soiled linen/uniforms
    - b. Tables/countertops
    - c. Mats
    - d. Whirlpool
    - e. Disposal of biohazard bag/needles

## Universal Precautions

- A. Blood and body fluids are considered potentially infectious. Prudent practices should be followed routinely.
  - 1. When the possibility of exposure to blood or other fluids exists, appropriate barrier precautions to prevent skin and mucous membrane exposure should be followed. LATEX GLOVES should be worn for touching blood and body fluids or non-intact skin and for handling surfaces soiled with blood or body fluids. Gloves should be changed after contact with each patient, turned inside out and properly disposed of in a biohazard container.
  - 2. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or body fluids. Hands should be washed after removal of gloves.
  - 3. Sharp items should be considered potentially infectious and handled with extreme care. After use, syringes, needles, scalpel blades should be placed in sharp's box and not bent or broken by hand.
  - 4. To minimize infection potential from saliva, mouthpieces, resuscitation bags, and mouth-mouth ventilation devices should be used. Proper disposal and clean-up procedures should be followed including the washing of hands.
  - 5. Staff members, who have lesions, open weeping dermatitis and other potential infectious skin conditions should refrain from direct patient care and/or wear proper protective barriers.

### **Bio-Hazardous Waste Management**

A red bio-hazardous trash bag should be placed in a covered container located in each athletic training room. On the field a red bag should be found in each medical kit. Contaminated materials containing blood, exudates, secretions, body fluids or other infectious materials shall be placed in this bag. Grossly soaked towels will also be discarded. When the container is full, the staff athletic trainer will contact the Risk Management office, who will make plans for removing this waste.

### **Environmental Control**

- A. Towels that have been used and are stained with blood or body fluids are soaked for a minimum of 10 minutes in a 10% bleach solution and then placed in a laundry bag. Laundering should be done in hot water with bleach if necessary. Care should be taken if the bag becomes bloody.
- B. All tabletops, countertops and mats having spilled blood or body fluids should be cleaned with a 1:3 bleach to water solution or Nonoxynol-9. Surfaces should be left to dry.

### **Education and Training**

Those persons at risk, athletic trainers, athletic training students and managers should be aware of the modes of transmission of the infectious pathogens. Risk-tasks should be defined, proper protective equipment stored or supplied, and safe handling of contaminated materials understood. A copy of this infection control policy shall be distributed to each athletic training student and the opportunity given to discuss it. If a student(s) feel that they are at risk of exposure, they may decline to treat a patient.

I have read the above policy, and am aware of the risks, and agree to abide by the procedures recommended to control the risk of infection.

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# Blood-Borne Pathogens Guidelines

**Athletic Participation:** Decisions regarding the participation of patients infected with blood-borne pathogens in athletic competitions should be made on an individual basis, following the standard or appropriate procedures generally followed with respect to health-related participation questions, and taking into account only those factors that are directly relevant to the health and rights of the patient, the other participants in the competition, and the other constituencies with interests in the competition, the athletic program, the patients and the sponsoring schools or organizations.

The following are examples of factors that are appropriate in many settings to the decision-making process:

1. The current health of the patient.
2. The nature and intensity of the patient's training.
3. The physiological effects of the athletic competition.
4. The potential risks of the infection being transmitted.
5. The desires of the patient.
6. The administrative and legal needs of the competitive program.

**Education of the Physically Active:** In a rapidly changing medical, social and legal environment, educational information concerning blood-borne pathogens is of particular importance. The athletic trainer should play a role with respect to the creation and dissemination of educational information that is appropriate to and particularized with respect to that athletic trainer's position and responsibilities.

Athletic trainers who are responsible for developing educational programs with respect to blood-borne pathogens should provide appropriate information concerning:

1. The risk of transmission or infection during competition.
2. The risk of transmission or infection generally.
3. The availability of HIV testing.
4. The availability of HBV (hepatitis B) testing and vaccinations.

**Athletic trainers who have educational program responsibility should extend educational efforts to include those, such as patients' families and communities, who are directly or indirectly affected by the presence of blood borne pathogens in athletic competitions.**

**Blood-Borne Pathogens at Athletic Events:** The risk of blood-borne pathogen transmission at athletic events is directly associated with contact with blood or other body fluids. Athletic trainers who have responsibility for overseeing events at which such contact is possible should use appropriate preventive measures and be prepared to administer appropriate treatment, consistent with the requirements and restrictions of their jobs, and local, state, and federal law. These measures will include, but not be limited to:

1. Pre-event covering of existing wounds cuts, and abrasions.
2. Provision of the necessary or usual equipment and supplies for compliance with universal precautions, including, for example, latex gloves, biohazard containers, disinfectants, bleach solutions, antiseptics, sharps containers, masks, and eye shields.
3. Early recognition and control of a bleeding patient, including measures such as appropriate cleaning and covering procedures, or changing of blood-saturated clothes.
4. Requiring all patients to report all wounds immediately.
5. Insistence that universal precaution guidelines be followed at all times in the management of acute blood exposure.
6. Appropriate cleaning and disposal policies and procedures for contaminated areas or equipment.

7. Appropriate policies with respect to the delivery of lifesaving techniques in the absence of protective equipment.
8. Post-event management including, as appropriate, re-evaluation, coverage of wounds, cuts, and abrasions.
9. Appropriate policy development, including incorporation, with necessary legal and administrative assistance, of existing OSHA and other legal guidelines and conference or school rules and regulations.

**Athletic Training Student Education:** Education of and involvement of the athletic training student in educational efforts involving blood-borne pathogens. These educational efforts will include the following items:

1. Education and training in the use of universal precautions and first aid for wounds.
2. Education regarding the risks of transmission/infection from the participants that they care for.
3. Education on the availability of HIV testing.
4. Education on the availability of HBV vaccinations and testing.
5. Education of parents or guardians regarding the students' risk of infection.
6. Education in basic and clinical science of blood-borne pathogens.
7. Discussions regarding the ethical and social issues related to blood-borne pathogens.
8. The importance of prevention programs.
9. Education concerning the signs and symptoms of HBV and HIV, as consistent with the scope of practice of the athletic profession and state and local law.

**Medical Records and Confidentiality:** The security, record-keeping, and confidentiality requirements and concerns that relate to patients' medical records apply equally to those portions of patients' medical records that concern blood-borne pathogens.

**Infected Healthcare Professional:** An allied healthcare worker infected with a blood-borne pathogen will be able to practice their profession, taking into account all professionally, medically, and legally relevant issues raised by the infection. Depending on individual circumstances, the infected healthcare worker will or may wish to:

1. Seek medical care and ongoing evaluation.
2. Take reasonable steps to avoid potential and identifiable risks to his or her own health and the health of his or her patients.
3. Inform, as or when appropriate, relevant patients, administrators, or medical personnel.

**HIV and HBV Testing:** Athletic trainers should follow federal, state, local and institutional laws, regulations, and guidelines concerning HIV and HBV testing. Athletic trainers should, in appropriate practice settings and situations, find it advisable to educate or assist patients with respect to the availability of testing.

**HBV Vaccinations:** Consistent with professional requirements and restrictions, athletic trainers should encourage HBV vaccinations for all employees at risk, in accordance with OSHA guidelines.

**Withholding of Care and Discrimination:** It is unethical and illegal to withhold care or to discriminate on the basis of medical conditions.

## **Bloodborne Pathogen Post-Exposure Policy Sport Health Science Department**

The Sport Health Science (SHS) Master of Athletic Training (MAT) Program provides training on bloodborne pathogens and personal protective equipment during the first quarter of the program in course MSHS 641/6410 (Athletic Injury Care) and then again in MSHS 661.15/6615 (Clinical Education V) during the second-year summer quarter.

The MAT student will always assume that blood/bodily fluids, non-intact skin and mucous membranes have the ability to transmit either a pathogen or infection. The students are to use the appropriate personal protective equipment as needed: gloves, gown/aprons, mask or eye protection, and CPR masks to create a barrier to prevent coming in direct contact with blood or bodily fluids. The SHS Department has provided all MAT students a kit to use while at all clinical sites. Within this kit, it contains first aid items as well as CPR masks and gloves.

**Hand washing:** All students have been trained to wash hands frequently. All students must wash hands or use hand sanitizer before and after each patient encounter. The students have been made aware that hand washing is critical in the prevention of the spread of illness and/or infection.

**Gloves:** Each clinical site will provide gloves for student use. Each student is encouraged to refresh their assigned kit, including gloves, on regular basis. Gloves are also necessary to create a barrier between the clinician and patient/athlete. The student will use gloves when there will be contact with mucous membranes, non-intact skin, and all bodily fluids (blood, body fluids, secretions or excretions). When using gloves, the student must: remove or cover sharp jewelry, wash hands before, double glove (if necessary), dispose of gloves in proper receptacle, and wash hands after removal of gloves.

**Gowns and/or Aprons:** This type of protective garment should be worn by the student when there is a risk of blood or bodily fluids that would soil clothing. If needed, the student should remove the gown/apron immediately after care and properly disposed of in the biohazard containers. (provided by appropriate sites)

**Mask and Eye Protection:** The mask or eyewear is to be used when there is a risk of blood or bodily fluids spraying or splashing during care. (provided by appropriate sites)

**CPR Mask:** must be used when performing mouth to mouth ventilations during CPR. CPR masks have been provided to the students and is part of the first-aid fanny pack.

**Additional Training:** Each clinical site has a student orientation that will identify the location of such equipment as well as how to dispose of soiled equipment. All clinical sites have EAPs, sharps containers (if necessary) and biohazard bags. All students have a personal kit and reusable pocket mask (provided by SHS Dept.)

All students are aware that should they be exposed or have an incident, one must complete Life University MAT incident report form. Post-Exposure incident is one that a student is exposed to contaminated blood or bodily fluids during the care of a patient.

### **Procedure:**

- The student should immediately wash the area with soap and water or flush or irrigate the area affected such as the nose, eyes, and or mouth.
- The incident report must be completed immediately following the incident and filed with the clinical site and Life University.
- The PD/CEC must be notified immediately.
- If needed, the student will be referred to the medical director, and/or to the nearest emergency medical facility.
- Confidentiality regarding exposure, incident, and student will be maintained at all times.

## Bloodborne Pathogen Exposure Incident Report Form – MAT Program

### Student Information

Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

DOB: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Email: \_\_\_\_\_

### Incident Information

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Location of Incident: \_\_\_\_\_ Type of Incident: \_\_\_\_\_

Name of Preceptor present: \_\_\_\_\_

Detailed Description (be specific): \_\_\_\_\_

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Action/Care provided during/after incident by Preceptor: \_\_\_\_\_

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Action taken by the PD/CEC: \_\_\_\_\_

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Signatures of MAT student, Preceptor, PD/CEC:

\_\_\_\_\_  
MAT Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Preceptor

\_\_\_\_\_  
Date

\_\_\_\_\_  
PD/CEC

\_\_\_\_\_  
Date

## **Appendix VIII**

### **ATrack User Guide for Students and Clinical Preceptors**

# ATrack Online User Guide

## Life University

### Student Users

#### First-time use of new ATrack system:

1. Go to [www.ATRackonline.com](http://www.ATRackonline.com).
2. Click on “Login” in top banner of intro. page.
3. Email address = your email address that you used to register for NATA
4. Click on “Forgot your password?” button.
5. Complete change password process.
6. Login
7. Please update your profile by clicking on “My Profile” to make sure we have your current contact and emergency information.

#### Logging Clinical hours:

1. Go to [www.ATRackonline.com](http://www.ATRackonline.com).
2. Login w/ email address and new password.
3. Go to “Hours” section at bottom of Dashboard page or click on “Hours” in left-hand column or “Hours” in the top icon banner.
4. Enter ALL information for the hours you are logging:
  - a. Date
  - b. Time in & out – to the closest 5 minutes
  - c. Supervising Preceptor
  - d. Site
  - e. Location
  - f. Event (treatment/rehab, specific sport, etc.)
  - g. Activity Type (Clinic Therapy, Sport Practice, Sport Game, Sport Therapy)
  - h. Comments (not required)
5. If you have completed hours at a site that is not your assigned site for the quarter, you need to email the Clinical Education Coordinator the information so that it can be logged for you.
6. **Hours must be logged by Monday morning at 8:00 am for the previous week.**

#### Completion of CP/Site Evaluations:

1. Go to [www.ATRackonline.com](http://www.ATRackonline.com).
2. Login w/ email address and new password.
3. Click on “My Portfolio” in the left-hand column or in the top icon banner.
4. Click on the pencil icon next to “Clinical Preceptor & Site Evaluation by AT Student (End-Rotation)”
5. Complete all of the information on the electronic form, including comments.
6. Sign the evaluation electronically.
7. If you need to update any previous evaluations, they appear in the right-hand column. Click on the pencil icon to the right of the evaluation you want to edit and complete the update

## **Clinical Preceptor Users**

### **First-time use of new A-Track system:**

1. Go to [www.atrackonline.com](http://www.atrackonline.com).
2. Click on “Login” in top banner of intro. page.
3. Email address = your email address that you provided to Life University
4. Click on “Forgot your password?” button.
5. Complete change password process.
6. Login
7. Please update your profile to make sure we have your NATA # (if applicable), your work address and contact phone number by clicking on “My Profile” in left-hand column.

### **Approval of AT Student hours:**

1. Go to [www.atrackonline.com](http://www.atrackonline.com).
2. Login w/ email address and new password.
3. Click on “Hours” in left-hand column or “Hours” in the top icon banner.
4. Your student’s hours will appear in the list below. Look them over and make sure they are correct.
5. Click on the small box to the right of the hours you want to approve.
6. Click on the Green highlighted checkmark icon at the top of the column to complete your approval.
7. If you want to approve all of the hours in the list, you can check the small box above the Green highlighted checkmark and then click the Green highlighted check mark to complete the approval.
8. If you believe any of the hours are incorrect, please discuss it with your student to determine the source of the error.
9. You or the student can edit the log by clicking on the pencil icon in the far-right column next to the log line you want to edit.
10. If a student fraudulently logs hours, please complete a Disciplinary Action Form.
11. Students are required to log hours by Monday morning at 8:00 am for the previous week, so it would be best for CPs to approve the hours weekly as well.

### **Completion of AT Student Evaluations:**

1. Go to [www.atrackonline.com](http://www.atrackonline.com).
2. Login w/ email address and new password.
3. Click on “My Portfolio” in the left-hand column or in the top icon banner.
4. Click on the pencil icon next to “AT Student Evaluation by Clinical Preceptor (Mid- and End Rotation)”
5. Complete all of the information on the electronic form, including comments.
6. Meet with your student to discuss evaluation.
7. Sign the evaluation electronically.
8. If you need to update any previous evaluations, they appear in the right-hand column. Click on the pencil icon to the right of the evaluation you want to edit and complete the update.