



Charleston Southern University

Master of Athletic Training

Student Handbook

2023-2024



“No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.” Hebrews 12:11

NOTICE

This handbook was created to inform the athletic training student (ATS) of policies and procedures of the Athletic Training Program (ATP) at Charleston Southern University. The overall intent of this handbook is to ensure a quality educational experience for each student, and to ensure safe and efficient operation of all athletic training facilities. To achieve the goals of the educational program, each student must be thoroughly familiar with the policies and procedures listed herein. If you feel that a particular policy needs to be reviewed, you should bring it to the attention of the ATP Director. Policies and procedures may be updated, but not ignored.

The information in this handbook is not all-inclusive. This handbook should be used as a guide throughout your progression in the ATP. As needed, the handbook will be updated as policies and procedures are modified, added, or deleted. Any alterations to the handbook will be announced and made available to all students, faculty, and preceptors.

This handbook and other essential documents (e.g., clinical evaluations, clinical hour forms, emergency action plans) for the operation of the ATP will be accessible through the “Athletic Training Major” Blackboard course. Students are required to know how to locate and access these documents as updates are made for use in the ATP.

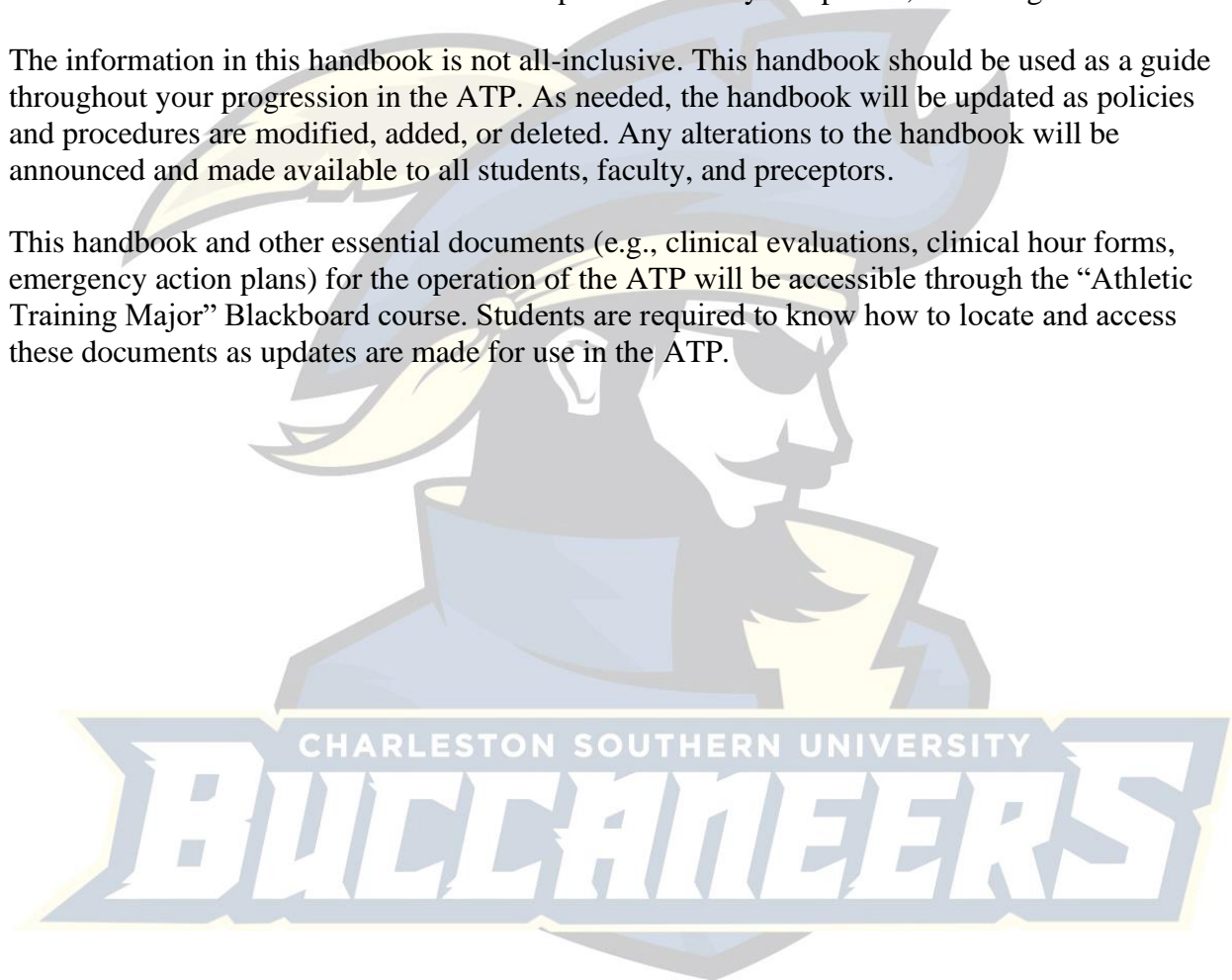


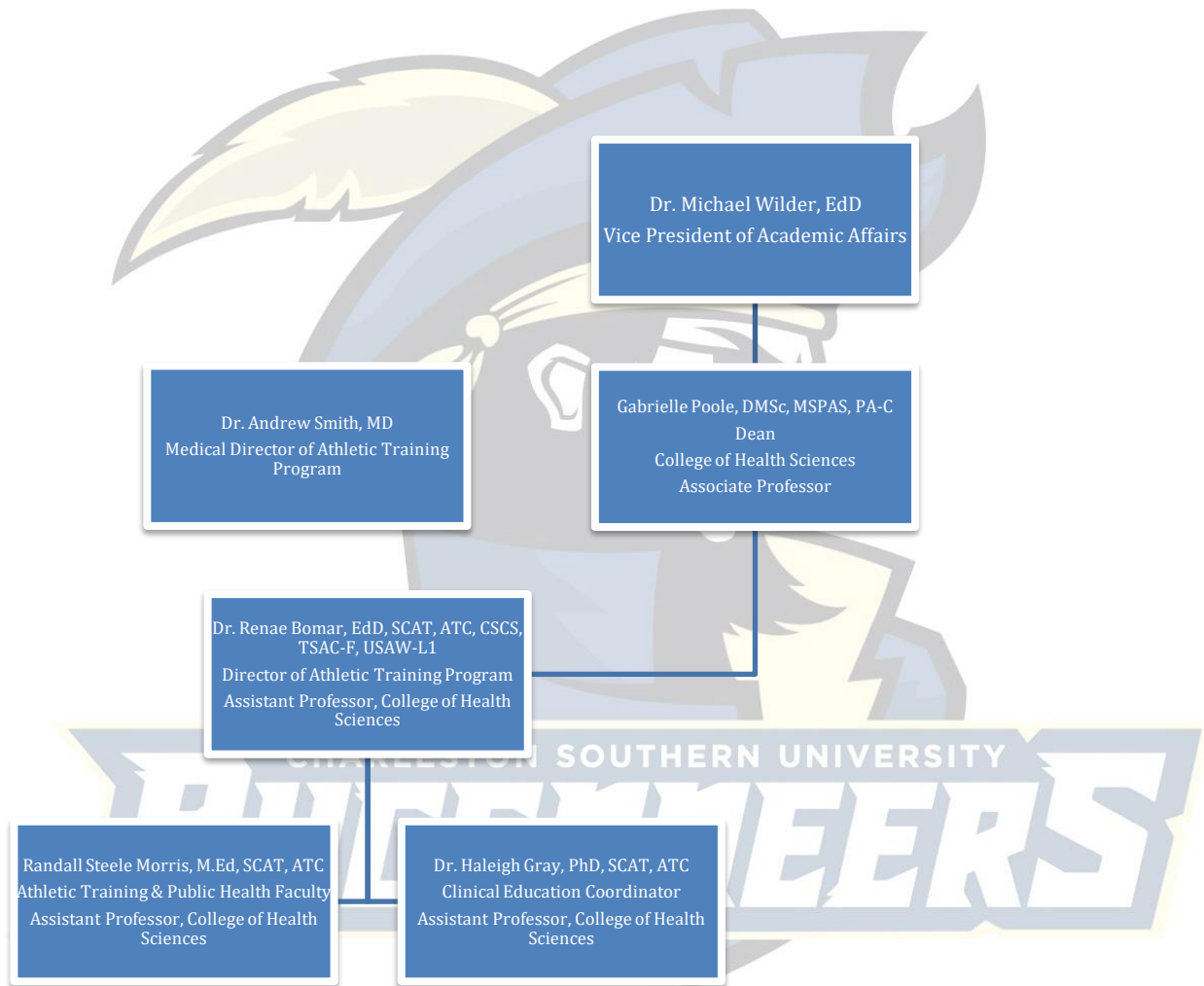
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PREAMBLE

College of Health Sciences and Athletic Training Program Organizational Chart



ATP PROGRAM ADMINISTRATION AND MEDICAL DIRECTOR

Michael Wilder, EdD
Vice President of Academic Affairs
Phone: 843-863-7504
Email: mwilder@csuniv.edu

Gabrielle Poole, DMSc, MSPAS, PA-C
Dean, College of Health Sciences
Associate Professor of Physician Assistant
Phone: 843-863-7452
Email: gpooles@csuniv.edu

Rena Bomar, EdD, SCAT, ATC, CSCS, TSAC-F, USAW-L1
Director, Athletic Training Program
Assistant Professor, College of Health Sciences
Phone: 843-863-7397
Email: rbomar@csuniv.edu

Haleigh Gray, PhD, SCAT, ATC
Clinical Education Coordinator
Assistant Professor, College of Health Sciences
Phone: 843-863-7399
Email: hgray@csuniv.edu

Randall Steele Morris, M.Ed, SCAT, ATC
Public Health & Athletic Training Faculty
Instructor, College of Health Sciences
Phone: 843-863-7424
Email: rmorris@csuniv.edu

Andrew Smith, M.D.
Medical Director, Athletic Training Program
Roper St. Francis Healthcare
Phone: 843-789-1840
Email: Andrew.smith@rsfh.com

PRECEPTORS

Preceptors	Phone #	Email	Clinical Assignments
Charleston Southern University			
Scott Yurcisin, SCAT, ATC	(330) 507-1865	Scott.yurcisin@rsfh.com	Football
Leanna McMillen, SCAT, ATC	(330)401-1276	Leanna.mcmillen@rsfh.com	Football
Leroy Cooper, SCAT, ATC	(724)518-6635	Leroy.cooper@rsfh.com	Football/Softball
Joel Gatchell, SCAT, ATC	(717) 501-3855	Joel.gatchell@rsfh.com	Cross Country/Track and Field
John DeBruhl, MS, SCAT, ATC	(803) 917-9513	jdebruhl@csuniv.edu	Women's Basketball, Women's Golf
Alanie Rhodes, SCAT, ATC	(336) 214-1133	arhodes@csuniv.edu	Volleyball, Cheer, Dance
Sara Steckman, SCAT, ATC	(321) 525-1237	ssteckman@csuniv.edu	Baseball
TBD			Men's Basketball, Men's Golf
Kaitlyn Adams, SCAT, ATC	(209) 834-7194	kadams@csuniv.edu	Soccer/Tennis
The Citadel			
Jenna Byrd, SCAT, ATC	(843) 557-2269	jbyrd2@citadel.edu	Cadets and Athletics
Summerville High School			
Scott Little, SCAT, ATC	(843) 873-4350	slittle@dorchester2.k12.sc.us	All
TBD			All
R.B Stall High School			
Amanda Moon, SCAT, ATC	(706) 266-3426	Amanda.moon@rsfh.com	All
Cane Bay High School			
Laren Siefken, SCAT, ATC	(843) 670-8524	siefken@bcstdschools.net	All
TBD			All
Amanda Gainey, SCAT, ATC	(843) 312-2448	amandamgainey@gmail.com	All
Fort Dorchester High School			
Danielle Greenman, SCAT, ATC	(989) 513-0765	danielle.greenman4@gmail.com	All
TBD			
Pinewood Prep Academy			
Alecia Good, SCAT, ATC	(843) 640-1504	agood@pinewoodprep.com	All
Hanahan High School			
Alyssa Thorpe, SCAT, ATC	(940) 631-0456	pheasant@musc.edu	All
Stratford High School			
Ashley Chrestman, SCAT, ATC	(901) 569-1407	ChrestmanA@bcstdschools.net	All

Porter Gaud High School			
Lauren Frick, DAT, SCAT, ATC	(843) 402-4783	LFrick@portergaud.edu	All
TBD			All
South Carolina Stingrays			
Jacqui Gutierrez, MS, SCAT, ATC	(208) 631-4339	gutierja@musc.edu	Professional Ice Hockey (ECHL)
Charleston Battery			
Bobby Weisenberger, SCAT, ATC	(843) 693-7553	weisenbe@musc.edu	Professional Men's Soccer (USL)
Federal Law Enforcement Training Center (FLETC)			
Al Hawkins, SCAT, ATC	(843) 822-8653	Alexander.hawkins@fletc.dhs.gov	Law Enforcement
Chad Perkins, SCAT, ATC	(843) 990-3421	Chad.perkins@fletc.dhs.gov	Law Enforcement
South Carolina Sports Medicine and Orthopedic Center			
Amberle Phillips, SCAT, ATC	(630) 542-9001	amberetrinder@gmail.com	Physician Practice
Lowcountry Orthopedics and Sports Medicine			
Christen Anderson, SCAT, ATC	(843) 296-5912	Christen.anderson@lowcountryortho.com	Physician Practice
Larkin Zimmerman SCAT, ATC	(803) 528-1818	Larkin.zimmerman@lowcountryortho.com	Physician Practice
MUSC Health and Wellness Institute			
Michael Sole, MS, SCAT, ATC, CSCS	(843) 985-0814	Sole@musc.edu	Health & Wellness

TERMINOLOGY

In effort to promote professionalism and standard nomenclature within the athletic training profession it is imperative that students, faculty, and preceptors use the most up-to-date terminology to reflect current educational practices.

The terms “trainer,” “training room,” and “student trainer” are strictly prohibited within the CSU ATP.

The recommend and proper nomenclature is “athletic trainer or AT,” “athletic training facility/clinic,” and “athletic training student or AT student.”

Athletic trainers need to conduct themselves as health care professionals, including behaviors both verbal and written.

- A. **The Standards for Accreditation of Professional Athletic Training Programs: Core Competencies:** knowledge, skills, and clinical abilities to be mastered by students enrolled in professional athletic training programs.
- B. **Athletic Training Faculty:** core faculty that teaching specific athletic training content in the program who are also athletic trainers.
- C. **ATS, Athletic Training Student, Student:** CSU student admitted to the athletic training program.
- D. **BOC Inc.:** Board of Certification for Athletic Training, certification body for athletic training
- E. **CAATE:** Commission on Accreditation of Athletic Training Education, accreditation body for athletic training program

- F. **Clinical Education:** formalized learning experience through direct patient contact
- G. **Clinical Education Coordinator:** administrator over the clinical portion of the program
- H. **Clinical Integration Proficiencies, Proficiencies (CPSC):** athletic training skills and abilities utilized and assessed during direct patient care.
- I. **Clinical Practice Course (clinical education portion):** course that connects didactic learning to clinical practice. All clinical education requirements are managed through these 6 courses.
- J. **Clinical Site/Rotation:** where students conduct clinical practice under supervision
- K. **Core Courses (didactic course):** required athletic training coursework.
- L. **Direct Patient Contact/Care:** the application of athletic training services directly to a patient (hands-on) as part of their care
- M. **Direct Supervision:** Supervision of the athletic training student during clinical experience. The Preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.
- N. **DHEC-AT:** Department of Health and Environmental Control – AT, regulatory body for athletic training in the State of South Carolina
- O. **Education Competencies, Competencies:** athletic training knowledge, skills, and abilities formally evaluated by course instructors (core faculty)
- P. **NATA:** National Athletic Trainers Association
- Q. **Preceptor:** clinical supervisor (athletic trainer or other health care professional at clinical site)
- R. **Program Director, Director:** administrator over the entire athletic training program
- S. **SCAT:** State Certified Athletic Trainer, South Carolina

ACCREDITATION

The M. AT program is accredited by the Commission on Accreditation of Athletic Training Education until 2027-2028.





SECTION I: Introduction

- Introduction
- Mission Statement
- Discrimination Policy
- Disability Services

SECTION I: INTRODUCTION

INTRODUCTION

National Athletic Trainers' Association

“Athletic training is practiced by athletic trainers, health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities.”

For more information about the profession of athletic training:

www.nata.org

The Charleston Southern University Athletic Training Program (ATP) is accredited through the Commission on Accreditation of Athletic Training Education (CAATE) through the 2027-2028 academic year.

The athletic training student (ATS) is a person who is engaged in a professional program of study that may lead to national certification as an athletic trainer by the Board of Certification (BOC), Inc. (<http://www.bocatc.org>). The Athletic Training Program (ATP) is an intense, demanding, and rewarding program of study. The ATP prepares students for successful completion of the BOC examination and for future careers in athletic training. A student's progress in a specific course sequence, in addition, students are engaged in various clinical education experiences that provide the student with practical learning designed to strengthen both professional preparation and career placement. A Christian worldview is woven throughout both the academic and clinical portions of the program, which provides students a Christ-centered perspective of this service profession.

Upon completion of the degree, including clinical requirements and granted endorsement by the program director, students will be eligible for the BOC, Inc. Examination for Athletic Training. *(Students must also comply with state practice acts prior to practicing the profession of athletic training.)*

Being an ATS at CSU is a significant opportunity and responsibility. While you are responsible for assisting in the health care of the athletes and patients within your clinical assignment, you also represent the entire ATP and CSU in all that you do. Any misconduct that compromises the image or integrity of the ATP, CSU, or puts the health of your athletes at risk is grounds for placed on probation or being dismissed from the ATP. The policies and procedures of the ATP are clearly outlined in the pages following. Violations of these policies and procedures will be treated as described in the handbook sections below.

It is the intention of every athletic training faculty member and preceptor that your experiences with this program be enjoyable and educational. We will attempt to provide you with the opportunity to gain the knowledge and skills necessary to be an outstanding athletic trainer. We ask for and expect your cooperation, dedication, loyalty, and enthusiasm in return.

Acknowledgment is given to the National Athletic Trainers' Association (NATA) and the CAATE for the resource materials contained within this handbook. The ATP realizes the

importance of fostering a positive clinical learning environment, and encourages students, faculty members and preceptors to use their collective talents to promote clinical excellence in learning, thereby optimizing the clinical education experience.

MISSION STATEMENT

The mission of the CSU ATP is to provide an educational setting and opportunities that demonstrate dedication to the preparation of servant leaders that excel in the field of athletic training grounded on an evidence-based approach. The program encourages the academic and personal development of its students to prepare them for a career in which biblical truths and evidence-based practice guide their thoughts and actions as a medical professional.

Program Goals	Objectives/Student Learning Outcomes
1. Program Graduates will develop the necessary knowledge, skills, and abilities of a highly qualified health care professional in the field of athletic training with the ability to effectively work in a variety of clinical settings.	1. Describe the requisite information and knowledge (by program level) of injury prevention and management, clinical examination and diagnosis, and therapeutic interventions necessary to treat injuries to the physically active population.
	2. Demonstrate the requisite knowledge, skills, and abilities necessary to provide exceptional health care as an entry-level certified athletic trainer.
	3. Comprehend and demonstrate when possible the use of modern equipment and technology utilized in the field of athletic training.
	4. Demonstrate effective communication (verbal and written) with a variety of health care practitioners and other members of the health care team.
2. Program Graduates will develop the skills and attitudes of a life-long learner through on-going professional development utilizing evidence-based practice that will directly impact the quality of their patient care.	5. Become critical consumers of research and other publicly disseminated information by examining the scientific method and the role of research in developing knowledge in the area of athletic training.
	6. Demonstrate the use of evidence-based practice techniques by analyzing and applying current research in the field of athletic training.
3. Program Graduates will develop the characteristics of an ethical clinician utilizing a servant-leader approach in an effort to impact the lives around them through the profession of athletic training	7. Comprehend and demonstrate the rationale for professional continuing education in the field of athletic training.
	8. Articulate the attributes of servant leadership in their role as a healthcare provider.
	9. Demonstrate professional behavior consistent with the NATA Code of Ethics and the BOC Inc. Standards of Professional Practice.

**Continual improvement of the ATP will evolve through the consistent evaluation measures employed by the program in which effectiveness of the program as a whole and student outcomes relative to program goals will be measured. The ATP understands the ever-changing scope of medical care, technology, and educational processes, and strives to stay abreast of new developments to become a leader in the preparation of competent certified athletic trainers.*

DISCRIMINATION POLICY

The CSU ATP does not discriminate on the basis of race, religion, national or ethnic origin, sex, age, marital status, or disability in the administration of admission and educational policies.

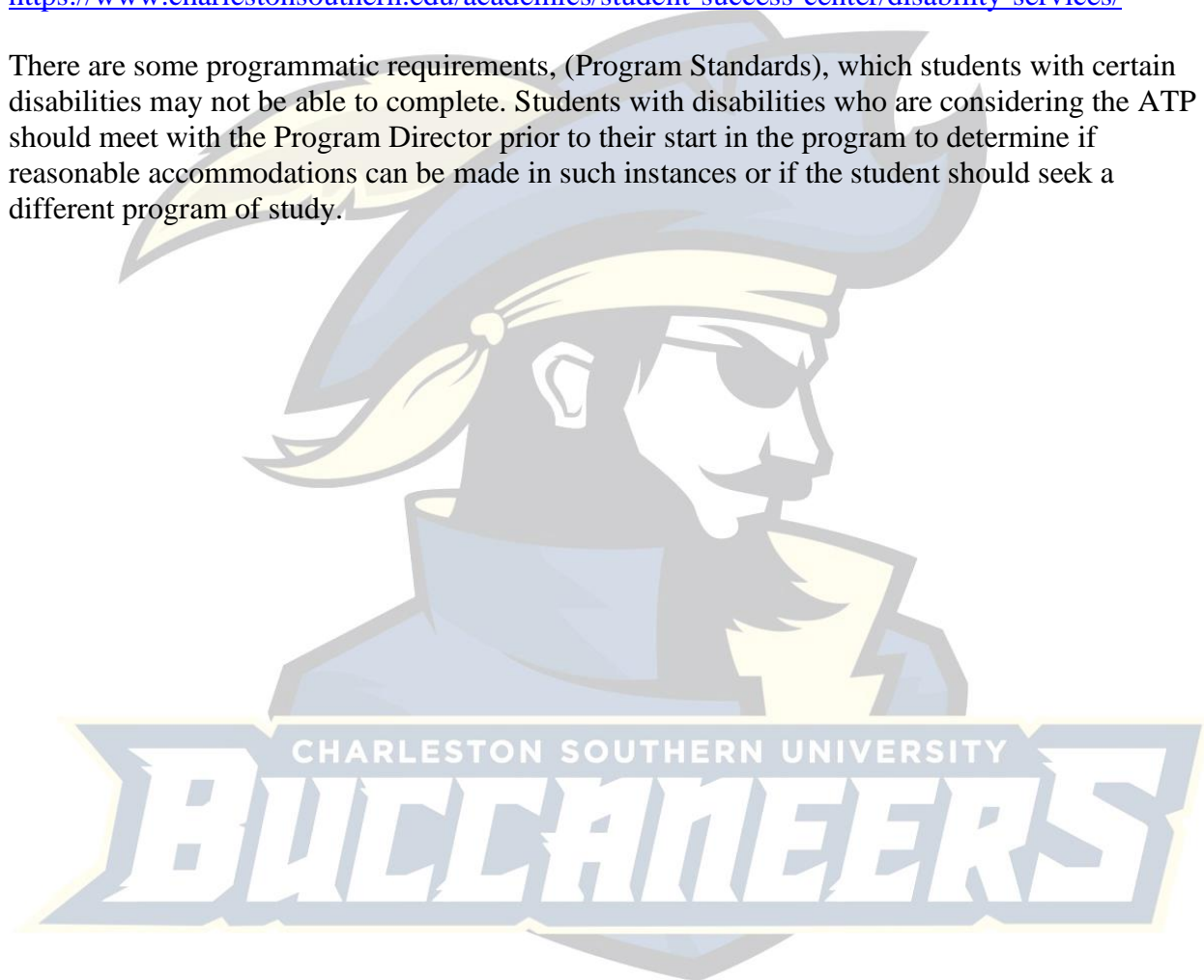
DISABILITY SERVICES

The ATP works collaboratively with the Student Success Center, Disability Services to make accommodations for students with disabilities, if needed. The student is responsible for providing appropriate documentation to the Student Success Center in order for the faculty to be made aware of the disabilities and need for accommodation at the earliest opportunity.

Below is the webpage for the CSU Disability Services, which can be accessed through the CSU website

<https://www.charlestonsouthern.edu/academics/student-success-center/disability-services/>

There are some programmatic requirements, (Program Standards), which students with certain disabilities may not be able to complete. Students with disabilities who are considering the ATP should meet with the Program Director prior to their start in the program to determine if reasonable accommodations can be made in such instances or if the student should seek a different program of study.



Section II: Admissions and Curriculum

- Admission Requirements and Procedures
- Appeals Process and Grievance Policy
- Vaccinations Policy
- Substance Abuse Policy
- Drug Screen Policy
- Criminal Background Check Policy
- Program Standards
- Student Professional Liability Insurance
- Personal Health Insurance Coverage
- Tuition and Program Costs
- Scholarship Opportunities
- Financial Aid
- Curriculum Content Areas

SECTION II: ADMMISSION AND CURRICULUM

ADMISSION REQUIREMENTS AND PROCEDURES

Admission Pre-requisite Requirements

Regular Admission requires that the student has met ALL of the following requirements:

1. The student has completed the application through [ATCAS](#) with an application for admission by February 15th (priority admission may be granted if a student submits their application and supportive paperwork on or before November 15th)
Please also note that the rolling admission deadline is May 1st (if spots are still available in the incoming cohort)
2. Cumulative undergraduate GPA of 3.0 on a 4.0 scale
3. Prerequisite Coursework
 - Anatomy and Physiology with lab (8 units total)
 - Kinesiology or Human Movement Analysis course (3 units)
 - Physiology of Exercise (3 to 4 units)
 - Personal and Community Health (or equivalent) (3 units)
 - Nutrition (3 units)
 - College Algebra or higher (3 units or higher)
 - General Psychology course (3 units)
 - College-Level Chemistry with lab (4 units)
 - College-Level Physics with lab (4 units)
 - General Biology with lab (4 units)
7. Current and valid CPR/AED for the Professional Rescuer and First Aid certifications (see [Board of Certification](#) at for a list of acceptable providers).
8. Two letters of recommendations
9. Resume (can be attached to application)
10. Official transcripts from ALL institutions attended
11. Due to difference in graduate program curriculums no graduate transfer credit will be accepted from another institution

Selection into the Athletic Training Program

Upon a successful virtual (i.e., Facetime, Zoom meeting, etc.) or in-person interview, a student will be notified of his/her conditional acceptance into the degree program. Furthermore, students are selected on a competitive selection process, individual candidate credentials, materials submitted and the evaluation of the student during the virtual or in-person (if local) interview by the selection committee. If not selected, students may reapply the following year.

Official Acceptance

Students are granted official acceptance by demonstrating the following:

1. Provide proof of personal health insurance
2. Provide proof of professional liability insurance (this insurance is purchased for the student, as part of the student's fees, by CSU)
3. Verification of criminal background check (performed by CSU prior to start of program)
4. Signed Program Standards (see below) form (personal verification of the ability of the student to meet the Program (Technical) Standards during participation in the ATP with no compounding risks to oneself and/or others within the health care environment)

5. Provide proof of personal vaccinations (immunization record), which must include MMR, Varicella, Hepatitis B, Tetanus-diphtheria, Polio.

Students Selected into the Athletic Training Program

ATs will participate in a structured educational setting emphasizing CAATE standards and guidelines. Students will become proficient in entry-level athletic training competencies, through formal classroom instruction and clinical practice within the clinical education settings.

Completion of all ATP coursework and a rich clinical education experience serves to prepare students for successful completion of the BOC certification examination, additional graduate-level education, and entry-level athletic training or related health care positions. While CSU cannot guarantee BOC certification, the ATP strives to adequately prepare students to be successful in the certification process as well as all of their professional endeavors.

APPEALS PROCESS and GRIEVANCE POLICY

**For Students Not Accepted and/or Dismissed from the ATP*

Students denied admissions into the Master of Athletic Training Program and/or dismissed from the ATP may appeal the decision. The ATP will comply with CSU Academic Policy R-51, which provides a complete description of the appeals process for student dismissal from a program. The academic policy in its entirety can be located on the CSU website, on the Registrar page, under academic policies (<https://www.charlestonsouthern.edu/wp-content/uploads/2019/08/Policy-R-51.pdf>).

A brief overview of the process is stated below:

1. Students may request a written explanation for denial and/or dismissal within ten (10) days of receiving notification of the action taken. All information will remain confidential to the student and the selection committee.
2. A written letter of appeal may be submitted to the ATP Director.
3. Each appeal will be reviewed by an appeals committee comprised of the ATP Director and two additional faculty members of the Director's choice.
4. Upon review of the appeal, the Appeals Committee may request input from the selection committee and the student may request an open discussion with the committee to explain the rebuttal.
5. The Appeals Committee will submit a written document to the student and the ATP Director, regarding the decision on the student's status.
6. All Appeal Committee decisions remain confidential and final.

VACCINATIONS POLICY

Personal immunizations required are: M.M.R., Tetanus-diphtheria, Polio, Varicella, Hepatitis B. Your healthcare provider must sign all completed immunization forms. Proof of immunizations must be returned (prior to May 31st) before a student will be granted official ATP acceptance.

SUBSTANCE ABUSE POLICY

The use of illicit and/or illegal substances is grounds for immediate dismissal from the ATP. All students are expected to comply with the substance use/abuse policies as outlined in the CSU Student Handbook (<http://www.charlestonsouthern.edu/docs/studenthandbook.pdf>.) Students taking any substance; illegal, legal, or medically prescribed, that has the potential to impair judgment, alertness, mental status, physical capacities, or otherwise reduce professional performance, should report this use to the athletic training program director and the student's preceptor immediately. This will assist the staff in ensuring a safe environment for the athletes and clients receiving services at all of the clinical education sites.

DRUG SCREEN POLICY

Student Drug Screen Policy and Procedure

CSU and the ATP are committed to protecting the safety and health of its students as well as people who they may come in contact with during clinical learning experiences. Use of substances that interfere with the judgment and/or motor coordination of students of the ATP pose unacceptable risk for their clients/patients, CSU, the faculty, and health care agencies.

The University prohibits the illicit use, possession, sale, distribution, or knowingly being in the presence of any narcotic, marijuana, stimulants, hallucinogens, or other similar drugs and/or chemicals on or off campus.

CSU states its policy in the Student Code of Conduct in the *Student Handbook* (<https://www.charlestonsouthern.edu/wp-content/uploads/studenthandbook.pdf>) regarding the use and misuse of alcohol and illegal drugs. The policy serves as the basis for individual and group decision-making and as a standard of behavior. The procedures and consequences for handling violations are also discussed in the *Student Handbook*. Every student at the University, "by virtue of enrollment, has agreed to abide by and uphold the policies of this institution."

Random Drug Screens

A random drug screen may be requested by the ATP and/or a clinical education facility at any time during the student's enrollment in the program. The cost of the random drug screen will be incurred by the student.

CRIMINAL BACKGROUND CHECK POLICY

In compliance with the affiliation agreements between CSU, ATP, and clinical education facilities/agencies, a criminal background check is required for all athletic training students participating in clinical education experiences. The enforcement of this policy is in conjunction with the facilities/agencies' compliance with the **Joint Commission on Accreditation of**

Healthcare Organization [JCAHO] Standards that require criminal background checks on anyone providing care, treatment, or services.

The purpose of this policy is to:

1. Promote and protect patient/client safety;
2. Comply with clinical affiliates that may require a student background check as a condition of their contract; and,
3. Promote early submission by students of petition for a review of convictions in order to continue in the Athletic Training Program.

Conduct of Criminal Background Check

All ATSs will be required to have a criminal background check prior to starting the clinical education experience. Students who are chosen for admission into the ATP following the interview process will be asked to sign a consent form for the completion of the criminal background check. The information provided on the consent will be directed to the campus official responsible for administering background checks on new university employees. This information will include the full legal name of the ATS, social security number, and date of birth. Students will incur no cost for completion of the criminal background check.

Results of the criminal background checks will be made available to the ATP Director by the university official performing the criminal background checks. The ATP Director will make the results available to the individual student if requested. The ATP Director or designee(s) will validate to the clinical facilities/agencies that the student has passed a criminal background check.

Unsatisfactory Results

Failure to pass a criminal background check may prevent a student from enrolling and/or continuing in the ATP. A student with a significant criminal background screen will be required to withdraw from the ATP.

A significant criminal background screen means a conviction for any matter identified by the ATP Director or by a clinical affiliate as unacceptable for clinical practice.

Students should note that criminal history may preclude them from becoming nationally certified as an athletic trainer. State legislation may also prevent them from becoming licensed or certified as an athletic trainer at the state level.

Record Keeping

Student Accounts within the Business Office at CSU will keep the results of all criminal background checks in a confidential file for at least seven years.

Contact Student Accounts

Email: studentaccounts@csuniv.edu

Local Phone: 843-863-8058

Toll free: 1-866-248-0445

Student Rights

If a student believes his/her background information is incorrect, he/she will have an opportunity to demonstrate the inaccuracy of the information to the investigating agency. The search of court records and documents is the responsibility of the student in question. The student will not be able to participate or enroll in the ATP until the matter is resolved.

PROGRAM STANDARDS

The ATP at CSU is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The program standards set forth by the ATP establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (CAATE). The following abilities and expectations must be met by all students admitted to the ATP. In the event a student is unable to fulfill these program standards, the student will not be admitted into the program.

Compliance with the program's program standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for selection to the ATP must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm;
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients;
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;
4. The ability to record the physical examination results and a treatment plan clearly and accurately;
5. The capacity to maintain composure and continue to function well during periods of high stress;
6. The perseverance, diligence and commitment to complete the ATP as outlined and sequenced;
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the ATP will be required to verify they understand and meet these program standards or that they believe that, with certain accommodations, they can meet the standards.

The CSU Student Success Center, Disabilities Services will verify whether or not a student requires accommodation based on documentation provided to them by the student and kept in a secured file within the Student Success Center.

If a student states he/she can meet the program standards with accommodation, then the University will determine whether it agrees that the student can meet the program standards with reasonable accommodation; this includes a review of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

The CSU Student Success Center, Disabilities Services will verify whether or not a student requires accommodation based on documentation provided to them by the student and kept in a secured file within the Student Success Center.

All students must read and sign the Program Standards form prior to beginning any clinical experiences associated with the ATP.

STUDENT PROFESSIONAL LIABILITY INSURANCE

Through the course of providing athletic training services through the clinical education process ATs will be exposed to a certain level of professional liability. While performing within the general operating policies, procedures, and other guidelines as a part of providing services to CSU athletes, students, and staff and providing services while representing CSU, staff and ATs will be provided liability insurance coverage under the University's general liability policy. The yearly cost of the professional liability insurance is approximately \$16/student and will be added to the student's university fee bill. However, it is strongly recommended that staff and students purchase or otherwise obtain individual professional liability insurance.

*Please note if an ATs provides first-responder services, outside of the educational requirements for the ATP the student is "on their own" and will need to purchase professional liability (www.hpsoc.com)

PERSONAL HEALTH INSURANCE COVERAGE

It is strongly recommended that every ATs provide proof of personal health insurance prior to beginning the clinical education experiences related to the ATP. It is strongly recommended that every ATs maintain health insurance at all times. Copies of current insurance cards will be turned into the ATP Director before the clinical education experience for that year begins. The costs associated with the personal health insurance policy are the sole responsibility of the student.

TUITION AND PROGRAM COSTS

Tuition for the M. AT program can be found on the CSU website (<https://www.charlestonsouthern.edu/admissions/financial-aid/tuition-and-costs/>). Tuition for graduate programs at CSU are on a per unit basis. The M. AT program does charge a clinical lab

fee in order to purchase and maintain equipment needed didactically and clinically. Below is a list of tuition and fees for the M. AT program: *Note: subject to change

Tuition

\$525 per unit (65 units x \$525 per unit = \$34,125)

Textbooks

\$500 (approximately), the least expensive access to textbooks (typically a digital copy) is included in the tuition fee. A student may choose to rent or purchase a hard copy of textbook for an additional fee.

Clinical Lab Fee

\$500 per academic semester (4 academic semester x \$500 per semester = \$2,000)

Typhon (online student tracking system) Fee

\$90

Facemask (tentative)

\$15.00

Professional Development Conference-Registration Fee (if a student chooses to attend)

\$300 (approximately)

Professional Liability Insurance

\$16.00 annually ($\$16.00 \times 2 = \32.00)

Vehicle Permit

\$50.00 annually ($\$21.00 \times 2 = \100.00)

Graduation Fee

\$115.00

Transcript Fee (once a student passes the BOC exam, they will have to provide an official transcript to the BOC)

\$10.00

CPR certification renewal (if needed)

\$50.00 (approximately)

TB re-test (after first year in the program)

Varies depending on where the student gets tested at

Outside of the above, ATs can expect to incur the following expenses as a student in the ATP:

- Transportation to clinical site (gas, mileage, etc.) varies (AT student is responsible for transportation to and from their clinical education site)
- NATA Athletic Training Student Membership \$90.00

- Clothing (professional shorts, pants, business attire) \$300.00 (approximately-depending on student preference)
- Computer (desktop or laptop) with a working camera, speakers, and sounds \$500-\$1000 (depending on the computer)

SCHOLARSHIP OPPORTUNITIES

CSU does award an annual scholarship:

THE JOSEPH A. CALANDRA SCHOLARSHIP

Dr. Joseph Calandra has established a scholarship at Charleston Southern University in honor of his father, Joseph A. Calandra. His father had always taken care of the sporting injuries his friends, fellow athletes, and Dr. Calandra would sustain before there was an official “ATC” designation. His compassionate care is what inspired and motivated Dr. Calandra to the enter medical profession.

The provisions of this document are to guide the University and the Master of Athletic Training (M. AT) program in awarding this scholarship.

1. The name of the scholarship is the, “Joseph A. Calandra Scholarship” and shall be listed in appropriate University publications and lists of scholarships. Scholarships awarded shall be known as the Joseph A. Calandra Scholarship.
2. The scholarship will be funded by Dr. Joseph Calandra. An amount of \$1,000 annually will be given to the University in order to award the recipient.
3. Administration of the Joseph A. Calandra Scholarship shall be by the Financial Aid Office. All requirements and procedures which govern the normal processing of financial aid awards will be followed. The Master of Athletic Training faculty shall determine the recipient.
4. To be eligible for consideration for this scholarship the donor requires a student meet the following criteria:
 - a. Be currently enrolled in the M. AT program.
 - b. Completed the first year in the M. AT program.
 - c. Have the highest GPA, as determined by the registrar’s office, from the student’s first year in the M. AT program.
 - d. Be in good standing within the M. AT program (i.e. currently not on probation), the University and the administration.
 - e. In the event of a tie, the scholarship will be awarded to the Master of Athletic Training student with the best clinical education evaluations from his/her first year in the M. AT program.
 - f. This scholarship is available to both male and female Master of Athletic Training students.
 - g. All recipients must apply to be considered for the scholarship.

5. The donor will be provided with name(s) of the students awarded the scholarships annually.

Other scholarship opportunities are available through South Carolina Athletic Trainers' Association (SCATA), Mid-Atlantic Athletic Trainers' Association (MAATA), and the NATA. Many require the student to be a member of the NATA and are competitive, merit-based awards. Information and eligibility requirements can be found on the websites for each of the above professional organizations or from the ATP Director. Occasionally, other awards are available from outside organizations. Eligibility requirements for these awards vary and information will be distributed to the ATs when received by the Program Director.

FINANCIAL AID

All financial aid information (FAFSA) and website site links can be found on the CSU website (<https://www.charlestonsouthern.edu/admissions/financial-aid/tuition-and-costs/>).

PROFESSIONAL PROGRAM

The Master of Athletic Training (M. AT) degree program is a professional master's degree for the profession of athletic training. The degree program will be 22 months in duration, totaling 65 academic credits. The curriculum will include 14 didactic courses, seven clinical practice courses and one clinical residency course in athletic training. The program plans to admit a maximum cohort of 16 students annually. The curriculum will be mostly a face-to-face model (residential graduate program) with some online courses. During the last semester of the program, if eligible, a student will be to sit on the BOC exam. Passing of this exam is needed to be able to be employed as a certified athletic trainer.

CURRICULUM CONTENT AREAS

As part of the criteria to meet the Standards and Guidelines for accreditation by CAATE, the ATP is required to document where all curricular content (educational competencies) are taught throughout the curriculum. All educational competencies are published in the 2020 Standards for Accreditation of Professional Athletic Training Programs. A complete listing of the curricular content (educational competencies and clinical proficiencies) and where they are introduced in the curriculum can be found in the office of the ATP Director. The curricular content is categorized in the following domains:

1. Interprofessional Practice and Interprofessional Education
2. Quality Improvement
3. Health Care Informatics
4. Professionalism
5. Patient/Client Care
 - a. Care Plan
 - b. Examination, Diagnosis, and Intervention
6. Prevention, Health Promotion, and Wellness
7. Health Care Administration

(CAATE- 2020 Standards for Accreditation of Professional Athletic Training Programs)

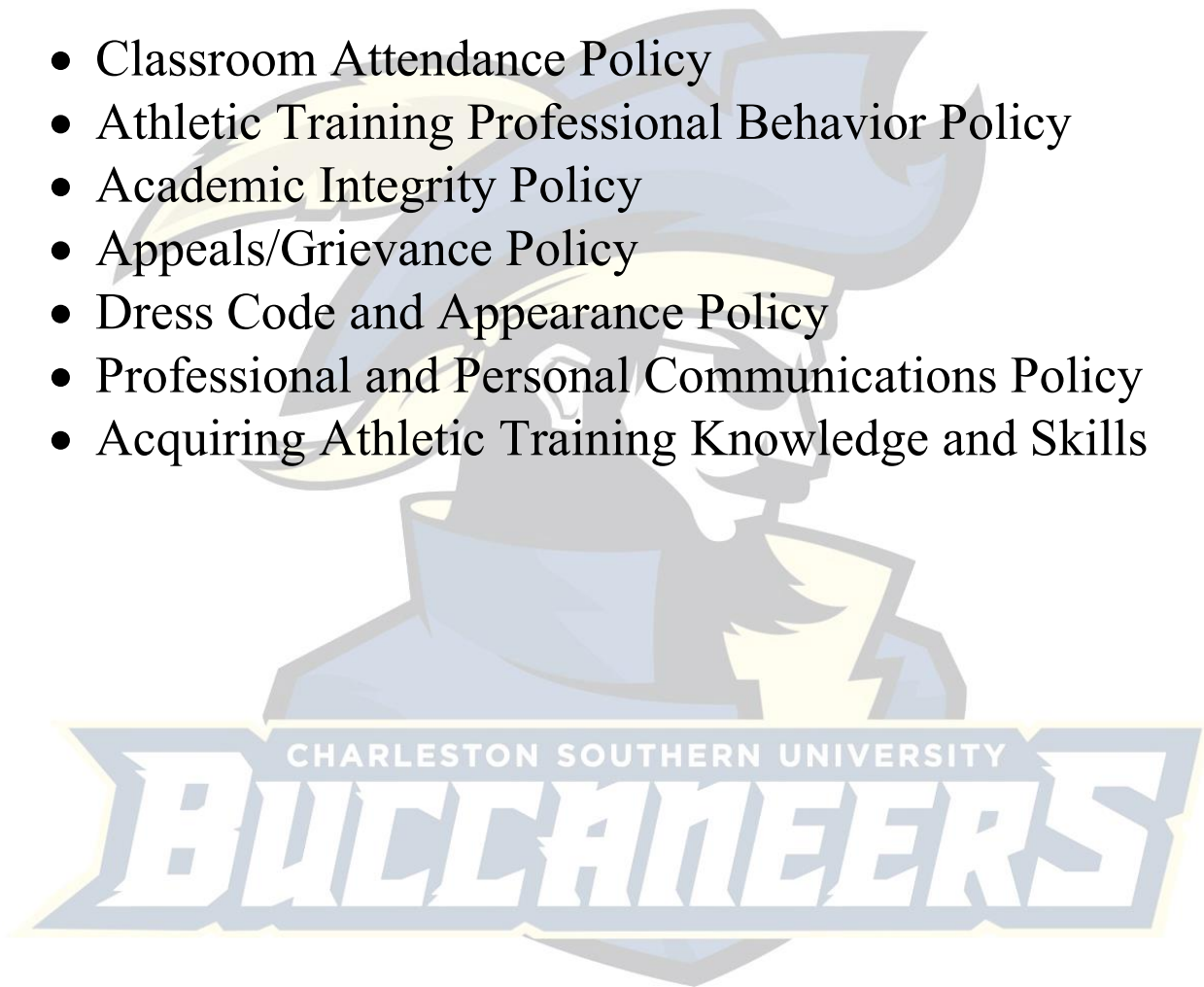
M. AT in ATHLETIC TRAINING (2022-2023 CATALOG)

(65 units required for graduation; Overall GPA 3.0 required)

1 st Year		2 nd Year	
Summer		Summer	
Course	Hours	Course	Hours
ATPP 500-Principles of Athletic Training and Emergency Care	3	ATPP 625-Therapeutic Exercise	3
ATPP 510-Fundamental Skills in Athletic Training	3	ATPP 640-Clinical Practice in Athletic Training V	3
ATPP 515-Medical Terminology and Patient Care Documentation in Athletic Training	2	ATPP 610-Clinical Diagnosis and Therapeutic Intervention III	3
Total Hours	8	Total Hours	9
Fall		Fall	
ATPP 520-Prevention Strategies in Athletic Training	2	ATPP 630-Diagnostic Imaging and Medical Testing	2
ATPP 560-Clinical Diagnosis and Therapeutic Intervention I	3	ATPP 650-Fitness and Nutrition Prescription for Wellness and Performance	3
ATPP 540-Clinical Practice in Athletic Training I	3	ATPP 660-Clinical Practice in Athletic Training VI	3
ATPP 550-Therapeutic Modalities	3	ATPP 670-Research and Evidence-Based Practice II	3
ATPP 570-Clinical Practice in Athletic Training II	3	ATPP 680-Clinical Practice in Athletic Training VII	3
		ATPP 690-Professional Issues in Athletic Training	2
Total Hours	14	Total Hours	16
Spring		Spring	
ATPP 580-Clinical Diagnosis and Therapeutic Intervention II	3	ATPP 691-Immersive Clinical Practice in Athletic Training	3
ATPP 590-Clinical Practice in Athletic Training III	3	Total Hours	3
ATPP 600-Research and Evidence-Based Practice I	3		
ATPP 530-Psychosocial Aspects of Injury Management	3	Total hours for degree completion	65
ATPP 620-Clinical Practice in Athletic Training IV	3		
Total Hours	15		

Section III: Didactic Education and Transition to Clinical Practice

- Classroom Attendance Policy
- Athletic Training Professional Behavior Policy
- Academic Integrity Policy
- Appeals/Grievance Policy
- Dress Code and Appearance Policy
- Professional and Personal Communications Policy
- Acquiring Athletic Training Knowledge and Skills



SECTION III: DIDACTIC EDUCATION AND TRANSITION TO CLINICAL PRACTICE

CLASS ATTENDANCE POLICY

An ATS is expected to be an active learner and have accountability for his/her education. An ATS is expected to be present and actively engaged in every classroom session. If an ATS is going to be absent from any classroom session the ATS must communicate, through an email, with the AT faculty member(s) at least 48 hours prior to the class session. This email does not guarantee that the ATS absence will be approved, or accommodation will be provided. Exception to this policy would be any unforeseen circumstance (i.e., illness, death in the family, etc.) but email communication still needs to occur.

ATHLETIC TRAINING STUDENT PROFESSIONAL BEHAVIOR POLICY

ATSs are expected to demonstrate the following qualities:

- a. **Dependability** – Fulfilling obligations, assignments (academic and clinical), and maintaining consistency within the general practices of the athletic training facilities.
- b. **Loyalty** – Loyal to the ATP and the University. Maintaining integrity of self and the community. It is your responsibility not to participate in gossip or negative conversations.
- c. **Dedication** – You must demonstrate dedication to the clinical and didactic opportunities. Preparation within both aspects will enhance the learning environment for both student and instructor.
- d. **Teach-ability** – Students should always be willing to learning from a variety of sources, which may include both positive and negative learning environments. Students should have a “mindset” of a “life-long-learners”.
- e. **Professionalism** – Encompassing all other characteristics, professionals dress appropriately, are prompt, consistent, respectful to others, and organized. Professionals are not perfect and may make mistakes, yet a professional will learn from mistakes. In order to earn the respect as a professional, one must prove to emulate the characteristics of a professional.

ACADEMIC INTEGRITY POLICY (Per Charleston Southern University Student Handbook)

As a liberal arts university committed to the Christian faith, CSU seeks to develop ethical men and women of disciplined, creative minds and lives that focus on leadership, service and learning. The Honor System of CSU is designed to provide an academic community of trust in which students can enjoy the opportunity to grow both intellectually and personally. For these purposes, the following rules and guidelines will be applied.

HONOR PLEDGE

All CSU students are bound by the Honor Pledge, Article VII of the Student Government Association. The Honor Pledge is as follows:

“I do hereby pledge to uphold the honor of CSU by refraining from giving or receiving academic material in a manner not authorized by the instructor, from illegally appropriating the property of others and from the deliberate falsification of facts. I shall do all in my power at all times to

create a spirit of honesty and honor for its own sake, both by upholding the Honor System and by helping others to do so. I understand the Honor System and realize that a plea of ignorance will not be accepted.”

ACADEMIC DISHONESTY DEFINITIONS

Academic Dishonesty is the transfer, receipt, or use of academic information, or the attempted transfer, receipt or use of academic information in a manner not authorized by the instructor or by university rules. It includes, but is not limited to, cheating and plagiarism as well as aiding or encouraging another to commit academic dishonesty.

Cheating is defined as wrongfully giving, taking or presenting any information or material borrowed from another source - including the internet - by a student with the intent of aiding himself or another on academic work. This includes, but is not limited to, a test, examination, presentation, experiment or any written assignment, which is considered in any way in the determination of the final grade.

Plagiarism is the taking or attempted taking of an idea, writing, a graphic, music composition, art or datum of another without giving proper credit and presenting or attempting to present it as one’s own. It is also taking written materials of one’s own that have been used for a previous course assignment and using it without reference to it in its original form.

Students are encouraged to ask their instructor(s) for clarification regarding their academic dishonesty standards. Instructors are encouraged to include academic dishonesty/integrity standards on their course syllabus.

PROCEDURE

- It is the responsibility of an instructor to certify that academic assignments are independently mastered sufficiently to merit course credit. The responsibility of the student is to master independently academic assignments, refrain from acts of academic dishonesty, and refuse to aid or tolerate the academic dishonesty of others.
- If an instructor determines that the student is guilty of academic dishonesty, the instructor informs the student either in person or by email. In the event the instructor cannot reach the student, such as when the student has gone home at the end of a semester, the instructor may choose to assign a grade of “I” (Incomplete) until the matter of academic dishonesty can be discussed. The instructor then completes the Academic Violation Form, which should include evidence and other necessary documentation. The instructor will determine the appropriate penalty: either to assign a grade of zero on the assignment in question or a grade of “F” for the course. The student will designate whether he/she accepts the penalty for the violation of the dishonesty policy or wishes to appeal the instructor’s decision. If a student elects to appeal, the “appeal due date” line will be completed on the Academic Violation Form by the Registrar’s office upon receiving the form. See the Appeals section below for more information regarding the appeals process.
- Upon completion, the instructor will forward the Academic Violation Form to the Registrar’s office for placement in the student’s academic records. The Registrar will forward copies of the Academic Violation Form to the student, the faculty member, department chair, academic dean, Dean of Students, provost or VPAA, and president. Not appealing when the form is first completed or by the appeal due date will be taken as an admission of guilt, except under compelling circumstances to be determined at the sole discretion of the provost or VPAA.
- If upon receipt of the Academic Violation Form the Registrar determines this is the second offense committed by the student, then a grade of FD (Failure Due to Academic

Dishonesty) will be assigned by the Registrar for the course regardless of the penalty specified on the Academic Violation Form. Assigning the FD is to be done by the Registrar when the second Academic Violation Form is placed in the student's record, and the Registrar will notify all parties in writing. The student is then permanently disbarred from membership in any honorary society and is permanently ineligible for any CSU honor list. The student may petition the Academic Integrity Appeals Committee to have the dishonesty notation removed from the transcript after one year or upon graduating from the university if no additional dishonesty offenses occur and the student satisfactorily completes the Academic Integrity Program as approved by the Faculty Senate. The grade of F remains on the transcript. Upon receipt by the Registrar of a third offense, the Registrar will assign the grade of FD and then notify all parties. After all appeals are exhausted, if the third offense still stands, then the student will be permanently expelled from the university. The notice of expulsion will be forwarded to the student, department chair, appropriate academic dean, Dean of Students, provost or VPAA, and president. A copy of the final report with the three offenses will become a part of the student's permanent record. The university reserves the right to expel the student after a first or second offense, depending on the circumstances and at the sole discretion of the provost or VPAA.

Minimum Sanction for Academic Dishonesty

- First Offense: Disciplinary probation (one full semester or four months). For all students, the convicted person will not be able to represent CSU as an office holder, club member, musician, ministry participant or in any other extracurricular activity for a period equal to two-tenths (20 percent) of the semester's scheduled events. For athletes, this means the convicted person will not be able to represent CSU on the field of play for a term equal to two-tenths (20 percent) of the season's schedule. This suspension will be in effect for consecutive games, meets, matches or tournaments.
- Second Offense: Disciplinary probation of at least one academic year. *For all students, this means the convicted person will not be able to represent CSU as an office holder, club member, musician, ministry participant or in any other extracurricular activity for a period equal to one-half (50 percent) of the semester's schedule of events. This suspension will be in effect for consecutive events. For athletes, this means the convicted person will not be allowed to represent CSU on the field of play for a term equal to one-half (50 percent) of the season's schedule. This suspension will be in effect for consecutive games, meets, matches, or tournaments.
- Third Offense: The student will be permanently expelled from the university.

APPEALS/GRIEVANCE POLICY (Per Charleston Southern University Student Handbook)

- Appeals
 - The student who wishes to appeal an academic violation charge should submit his or her appeal in writing by mail or email to the Registrar's office by the appeal due date indicated on the Academic Violation Form, which is normally within 10 regularly scheduled class days after the received date of the Academic Violation Form by the Registrar. This statement should contain the reasons for which the student is appealing the instructor's decision. The burden of proof lies with the student in such a

- case to show that an error or malfeasance has occurred. Within 10 regularly scheduled class days of receiving the written appeal, the department chair will notify in writing the instructor, the student, and the Registrar of the chair's decision. If the department chair is also the instructor who files the Academic Violation Form, then the student must appeal to the appropriate academic dean.
- When, in the opinion of the department chair or dean, the student fails to show reasonable cause for further investigation, the chair or dean may deny the appeal. When, in the opinion of the department chair or dean, a student's appeal raises reasonable doubt as to whether a mistake or malfeasance has occurred, the chair or dean will meet with the faculty member and with the student and render a decision within 10 regularly scheduled class days of the receipt of the appeal. If the decision favors granting the student's appeal, the department chair or dean will request that the Registrar remove the Academic Violation Form from the student's record. The chair or dean will notify both the student and the instructor of this action. If the student appeal is received during Maymester, Summer I, Summer II or during final exam week of the Fall or Spring semesters and if the instructor, department chair, or dean is not available during that time, all of the foregoing time requirements begin to run with the first day of class in the next major term (Fall or Spring semesters). In extreme or unusual circumstances regarding the timeliness of the appeals process, the provost or VPAA will make the final determination.
 - Any student who has exhausted the remedies open under the procedures outlined above may appeal the entire matter to the Academic Integrity Appeals Committee in writing within 10 regularly scheduled class days of receiving the response from the department chair. The appeal should be turned into the Registrar's office. Upon receipt of the appeal, the Academic Integrity Appeals Committee will review the matter and issue a decision within 15 regularly scheduled class days. If the appeal to the Academic Integrity Appeals committee is submitted during Summer I, Summer II or during final exam week of the fall or spring semesters, and if members of the Committee are unavailable, the due date for a decision shall be within 15 days from the beginning of the next major semester (fall or spring). The Academic Integrity Appeals Committee has the authority to deny the appeal, reduce the penalties in the event of extenuating circumstances, or direct the Registrar to remove the record of the Academic Violation Form from the student's permanent record. The results of the Academic Integrity Appeals Committee are final.
 - All results from the proceedings of the Academic Integrity Appeals Committee should be reported to the appropriate academic dean, Dean of Students, provost or VPAA and president as information.
 - The Academic Integrity Appeals Committee will be composed of five members: three faculty and two students. Faculty members must be full-time faculty and are elected by the general faculty: one from the College of Humanities and Social Sciences, one from the College of Science and Mathematics and one from the Professional Schools. Faculty members are elected for three-year terms. Service dates are staggered, so only one position is up for election each year. The two student members are appointed by the Student Government Association officers for one-year terms. Students who have been found guilty of an academic misconduct violation may not serve on the Academic Integrity Appeals Committee. If a member of the Academic Integrity Appeals Committee is unavailable, is involved in the

matter being appealed, or feels that he/she must excuse himself/ herself, then that member will be replaced. If the member being replaced is a faculty member, then the provost or VPAA will select the replacement. Similarly, if the member being replaced is a student, then the Student Government Association officers or Dean of Students will select the replacement. The Academic Integrity Appeals Committee is distinct from the Faculty Appeals Committee that hears appeals of final grades as defined in policy R-45 of the CSU Policy and Procedure Manual. Note: During the appeals process, the student may continue to attend the class in which the violation occurred.

DRESS CODE AND APPEARANCE POLICY

An important part of professional conduct is appearance. ATSs should be aware that academic class meetings and clinical rotations require specific professional attire. **ATSs who do not comply with the dress code will be excused and expected to return promptly in the appropriate attire.** An ongoing pattern of inappropriate dress may be grounds for being placed on professional behavior probation. ATSs at all academic class meetings and clinical sites (on-campus and off-campus) will be expected to comply with these guidelines. If the clinical rotation event (i.e. practice and/or games) requires attire that is “dressier” than the standard uniform, students will be expected to dress appropriately. At no time should worn clothing, excessively tight clothing, or clothing that exposes any mid-drift be worn. The clothing worn must allow the student to perform functions required of an athletic trainer appropriately, while never exposing any undergarments or skin around the mid-drift. Open-toed shoes or high heels are not appropriate at any time during the academic class meetings or clinical education experiences. Attire of ATSs should be professional, functional, and modest, and should not draw attention to the student.

General guidelines are as follows:

Athletic Training Students

- Professional dress is ALWAYS expected which may include:
 - Appropriate pants (e.g., no leggings, excessively tight, etc.) or shorts (often khaki in color); shorts must be at least “middle fingertip” length **OR** have a 5” inseam (and not be excessively tight).
 - CSU ATP Polo, CSU ATP T-shirt, or **current** Clinical Site Polo or T-shirt
 - Business dress (when appropriate or requested)
 - Proper footwear (closed toe shoes, neutral-colored socks)
- Each clinical site may require different professional dress.
- Per CAATE Standard 26A, in order for a patient/client to differentiate an ATS from a credentialed provider, each ATS **MUST** wear his/her student ID issued by CSU while engaging in all aspects of the professional program (didactically and clinically). This ID card must be in a clear badge holder and be in plain sight for everyone to see.

The following types of clothing will NOT be permitted during the academic class meetings or the clinical education experiences (unless stipulated by your professor or preceptor):

- open-toed shoes, slip-on shoes, flip-flops or sandals
- jeans (unless a “theme” day is implemented)
- cut-offs
- running shorts

- sweat pants/wind pants
- tank tops
- “work out” clothing (unless otherwise instructed)
- faded or torn clothing
- bandanas or “do-rags”
- other clothing deemed inappropriate by the AT faculty or preceptors

Personal hygiene and clean-cut grooming are essential for health care providers. ATs should maintain a neat and professional appearance at all times during academic class meetings and clinical rotations. Appearance of the ATs should not distract from the professional image they are trying to develop. Extremes of appearance are to be avoided during academic class meetings and the clinical education experiences. Remember, how you look, and dress is not only a reflection on you, but on the entire ATP and CSU. Untidiness or sloppiness will not be tolerated during academic class meetings and the clinical education experiences. The following is expected:

- Appropriate grooming
- Earrings should be small and should not hang from any visible body part. Furthermore, no body piercings should be “visible” through a student’s outwear at any time (classroom or clinical)
- Facial hair will only be permitted if it appears professional and well-kept
- Fingernails should not be excessive and not interfere with a student providing simulated or actual patient care. Fingernails should also not draw attention with excessive length or colors. Acrylic nails are not permitted due to the increased risk of spreading bacteria

PROFESSIONAL AND PERSONAL COMMUNICATIONS POLICY

Conducting oneself as professional involves every aspect of life. ATs should pay close attention to the image they project via personal communications, including (but not limited to): email messages/addresses, text messages, voice mail, voice recordings on cell/dorm/home phones, ring tones, personal websites, Facebook pages, Twitter (see Social Media policy). With the majority of the above being public domain, athletic training students should very closely monitor the contents and methods of their personal communications. Any inappropriate content or communications noticed or brought to the attention of the ATP faculty will be addressed immediately. ATs will be asked to rectify the situation by whatever means necessary (depending on the content/ communication type). Failure of the student to correct the issue in a timely, appropriate manner may result in further disciplinary action at the discretion of the program director and others with authority over the academic program.

Students should always maintain professional means of communication. Students should call or email as the first rule of communication. Texting and/or immediate forms of communication should only be utilized in emergency situations or by the “approval” of the individual receiving the text message. Please avoid texting faculty and course instructors unless it is an emergency situation that requires their immediate attention.

ACQUIRING ATHLETIC TRAINING KNOWLEDGE AND SKILLS

Education Competencies

The Standards for Accreditation of Professional Athletic Training Programs: Core Competencies comprise the knowledge and skills that should be taught in an accredited program necessary to prepare students to become an entry-level athletic trainer. The Core Competencies are categorized by content area or domains:

1. Interprofessional Practice and Interprofessional Education
2. Quality Improvement
3. Health Care Informatics
4. Professionalism
5. Patient/Client Care
 - a. Care Plan
 - b. Examination, Diagnosis, and Intervention
6. Prevention, Health Promotion, and Wellness
7. Health Care Administration

In addition to the Education Competencies clinical practice requirements include Clinical Integration Proficiencies (CIP). The CIPs will also be organized by content areas within the curriculum.

Education Competencies (knowledge and skills) will be taught and assessed throughout the curriculum in specific academic courses organized by content areas. For example, the majority of the Education Competencies for Therapeutic Modalities will be initially taught and assessed in ATPP 550. These Education Competencies will be assessed in many different ways and may include but not limited: written quizzes and examinations, presentations, research/term papers, various homework assignments, course projects, group assignments, etc.

Education Competencies that are skill orientated (also known as Competencies at CSU) are also taught and evaluated by the instructor in a classroom or laboratory setting as a part of the same academic course. The instructor will assess each skill through a practical examination or other method of assessment. This assessment process is to evaluate the student's aptitude to perform that skill as a NOVICE CLINICIAN related to the practice of athletic training.

Education Competency Completion

To "complete" a competency, each student will be required to physically demonstrate a required skill. Each skill will be formally assessed by a peer prior to final assessment by the course instructor (this may require outside of class time for evaluation). For each assessment process all subset skills (i.e. steps) for that competency should be performed accurately and in a professional manner. Each competency must be signed and dated by the peer on the day of completion. Following this initial assessment, the course instructor will assess the student's performance on each skill during a practical examination or other method of skill assessment. If a skill is not properly performed or completed, the student must obtain an additional assessment by a "skill expert" (upper-level peer or preceptor) prior to requesting a second instructor assessment. For the

instructor assessment the student must earn a score of 3 or higher to be considered COMPETENT and to have completed this step in the learning process. Scores from each competency will be included in the student’s final grade in each course. Failure to “complete” a competency may require additional remedial instruction for the STUDENT which may include repeating a course.

Competency Rating Scale:

4	Good	Above average performance with no prompting
3*	Competent	As expected, performs skill accurately with minor verbal prompting (Novice Clinician)
2	Marginal	Not up to expectations, is able to perform the skill with physical guidance
1	Deficient	Poor performance, needs considerable physical guidance and verbal prompting

* 3 = minimum passing score

The rating is based on the expert judgment of the assessor (peer and instructor). As indicated above, a 3 or higher must be earned to receive a “passing” score for each competency. A 3 (competent) score indicates that the student has demonstrated the skill as expected, accurately, minimally competent, and safely but may need some verbal or non-verbal prompting (cueing). A 4 (good) score indicates that the student has demonstrated the skill above expectations, accurately, and safely without prompting, but may be uncertain and untimely. Individual scores from competency assessment will directly impact the student’s course grade.

Completing (3 or higher) a competency simply means that the student has reached the minimum “aptitude” level required to perform that skill and has reached the NOVICE CLINICIAN (or higher) level for that competency. Once completed, the student is permitted to perform that skill as part of patient care under the direct instruction and supervision of the preceptor as part of their clinical education. The preceptor will continue to evaluate the student’s performance both informally and formally including clinical education performance evaluations.

It is essential for the student, preceptor, and patient that the student DOES NOT perform a particular skill on a patient prior to being formally assessed by the course instructor. However, it is under the preceptor’s discretion, in limited situations, to ask the student to perform a skill prior to formal instructor assessment. This circumstance will require the preceptor to provide direct instruction and supervision of the student regarding that skill. (Example: The preceptor tells the student how to perform the skill, what precautions should be reported, and observes and assists as the student performs the skill).

Clinical Integration Proficiencies

Because CIPs are based on the Education Competencies (knowledge and skills) in a particular content area (domain), students must demonstrate a command of these knowledge and skills in a specific area (e.g., Therapeutic Exercise) before demonstrating their aptitude of the CIPs (rehabilitation of a patient).

CIPs (i.e., proficiencies) are evaluated as part of each clinical practice course in the semester following the classroom instruction and assessment of specific Education Competencies. Each clinical practice course is designed to provide the student with “authentic” clinical experiences to engage the student in utilizing the Education Competencies in the practice of athletic training. The clinical practice course will spend time preparing each student for the integration of these skills in patient care which may include reviewing specific knowledge and skills (competencies)

taught and assessed in previous academic courses. This may be accomplished through mock scenarios including “paper patients” and “standardized/simulated patients” in an effort to continue student learning and clinician development by integrating these competencies as proficiency in direct patient care.

“In most cases, assessment of the CIPs should occur when the student is engaged in real client/patient care and may be necessarily assessed over multiple interactions with the same client/patient. In a few instances, assessment may require simulated scenarios, as certain circumstances may occur rarely but are nevertheless important to the well-prepared Clinician” (NATA, 2011).

Clinical Integration Proficiency Completion

Throughout each clinical practice course and corresponding clinical education experience, the student should be consistently incorporate and utilizing skills, which they have already been formally evaluated on within the ATP, according to the student’s level in the program. To complete a clinical proficiency the student must complete a Clinical Proficiency Evaluation form and Clinical Proficiency Scenario Challenge form for each proficiency group or domain related to each clinical practice course.

The Clinical Proficiency Scenario Challenge Form is completed by the student as evidence of their involvement in a “real” clinical case. This form allows the student to provide the preceptor with evidence regarding their ability to complete the proficiency on a “real-life” patient. Each CIP has a specific form that will reviewed during the Clinical Practice in Athletic Training course or Clinical Residency/Internship in which the CIP is assigned. Some forms are to be completed as a SOAP Note Documentation (simulated medical document) insuring patient confidentiality, void of patient name and personal information. Finally, the preceptor is asked to rate the student’s SOAP note (as needed) and overall performance on the proficiency as noted on the continuum from NOVICE to APPRENTICE to ENTRY-LEVEL Clinician.

5	ENTRY-LEVEL	Clearly outstanding, requiring no rehearsal, mirrors a professional response of a Certified Athletic Trainer (timely, accurate, confident)
4	APPRENTICE	Above average performance with no prompting, nearing entry-level but lacks one aspect of a professional response (timely, accurate, confident)
3	NOVICE	Performs accurately with minor verbal prompting, completes process, but lacks more than one aspect of a professional response (timely, accurate, confident)

Finally, the preceptor should sign the Clinical Proficiency Scenario Challenge form. This will document all proficiencies the student has successfully completed.

All proficiency forms will be filed in the program directors office at the completion of each clinical practice course.

Clinical Practice Process

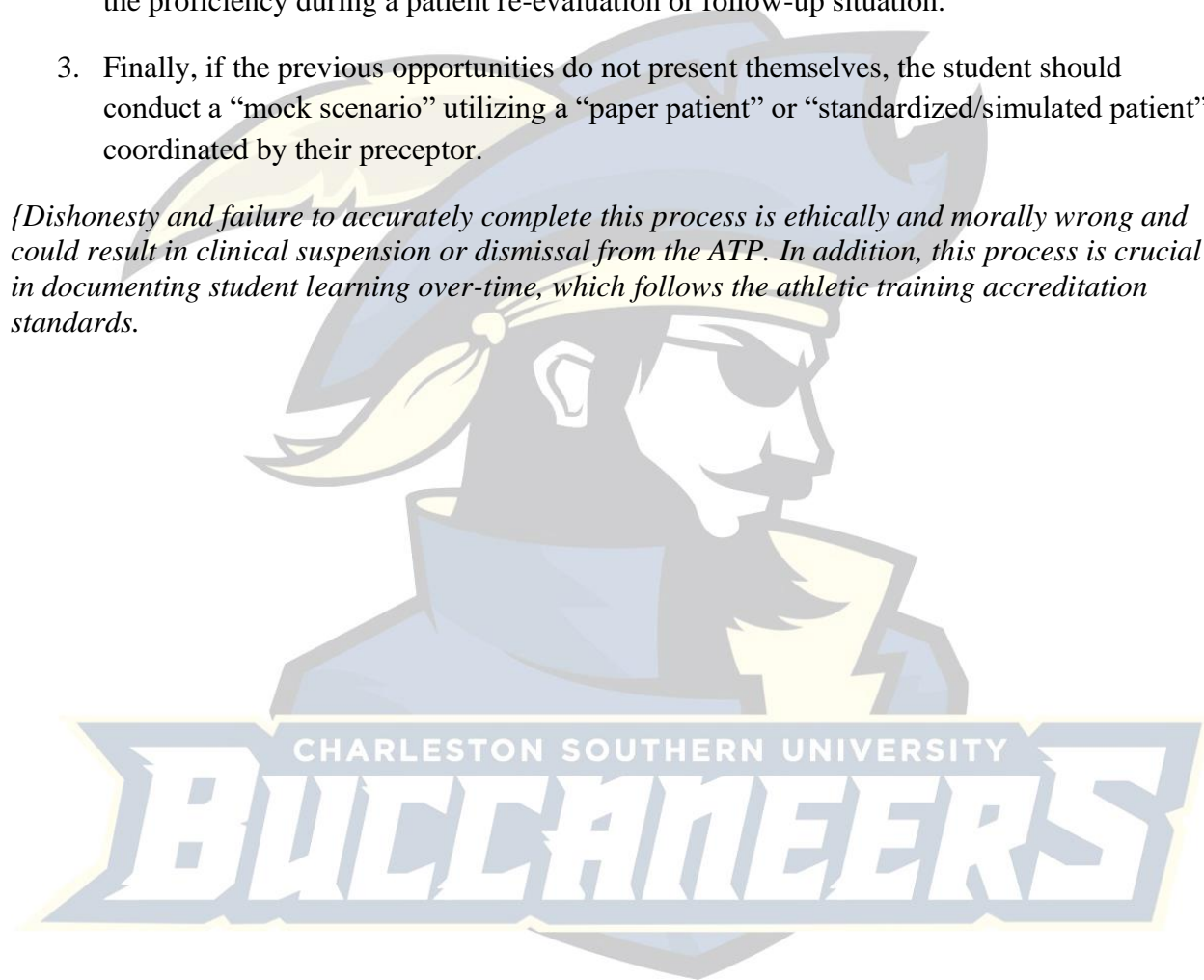
The ATS should attempt to seek “authentic” patient exposures during their clinical education experiences. Under the direction supervision of their preceptor, each student should incorporate their knowledge and skills gained in the classroom into clinical practice. For this learning

process to take place we encourage all our preceptors to institute an “athletic training clinical practice teaching model” permitting students to engage in true “clinical practice” on “real-life” patients encountered during their clinical education.

The student should seek the following opportunities to complete each proficiency in a prioritized manner:

1. The student should demonstrate each proficiency on a “real-life” patient as part of clinical practice under the direct supervision of their preceptor.
2. If this situation is NOT possible, the student should seek out an opportunity to perform the proficiency during a patient re-evaluation or follow-up situation.
3. Finally, if the previous opportunities do not present themselves, the student should conduct a “mock scenario” utilizing a “paper patient” or “standardized/simulated patient” coordinated by their preceptor.

{Dishonesty and failure to accurately complete this process is ethically and morally wrong and could result in clinical suspension or dismissal from the ATP. In addition, this process is crucial in documenting student learning over-time, which follows the athletic training accreditation standards.



Section IV: Clinical Education

- Clinical Education Overview
- Clinical Practice or Immersive Clinical Practice Coursework
- Health Insurance Portability and Accountability Act (HIPPA)
- Confidentiality Policy
- Clinical Experience Contract
- Differentiate Practitioners from Students Policy
- Clinical Supervision Policy
- Therapeutic Equipment Policy
- Clinical Hour Requirement Policy
- Conduct and Relationships with Athletes/Patients
- Relationships with Coaches and Other Medical Professionals
- Absence from the Clinical Setting
- Outside Employment and Monetary Remuneration Policy
- Transportation to Clinical Sites
- Communicable Disease Policy
- CPR Re-Training
- Blood Borne Pathogen Policies

SECTION IV: CLINICAL EDUCATION

CLINICAL EDUCATION OVERVIEW

The clinical education component of the ATP at CSU involves seven Clinical Practice in Athletic Training courses along with the Immersive Clinical Practice in Athletic Training course in which the athletic training students are actively involved with and supervised by certified athletic trainers and/or physician(s) at CSU, local high schools, sports medicine clinics, general medical facilities, and professional sports teams. During this time, the ATS will acquire a minimum of 90 hours in conjunction with each Clinical Practice in Athletic Training course or a minimum of 105 hours within the Immersive Clinical Practice in Athletic Training Course. In accordance to CAATE Professional Standards 13 (CAATE Professional Program Standards, 2018, p. 2) the maximum clinical hours for the Fall and Spring semester, during the student's first year in the program, will be 375 hours per academic semester and as a student progresses towards becoming a certified athletic trainer the maximum clinical hours during the student's second year in the program is 450 hours for the Fall semester and 280 hours for the student's 7-week full clinical immersion during the Spring semester. Some clinical rotations will require afternoon, evening, and weekend commitments. In addition, students may be invited for clinical education prior to or following the academic calendar (i.e. pre-season and post-season). These clinical experiences will provide each student with exposure to populations (per CAATE Standard 17):

- throughout the lifespan
- of different sexes
- with different socioeconomic statuses
- of varying levels of activity and athletic ability, and
- who participate in non-sport activities.

ATSs may also have the opportunity to observe surgical procedures. While working closely with certified athletic trainers and other healthcare professionals, students will gain valuable interpersonal skills. The purpose of the clinical education component at CSU is to provide a broad spectrum of experiences that will ensure the student is well prepared to enter the field of athletic training.

General Guidelines for Clinical Education

1. ATSs must be pre-registered and enrolled for the appropriate Clinical Practice in Athletic Training course or Immersive Clinical Practice in Athletic Training course.
2. ATSs are required to provide their own means of transportation to and from their clinical education site (see program tuition and program costs above). Please note that some clinical education rotations will provide opportunities for the athletic training student to travel to away games/competitions so the athletic training student must discuss the transportation requirements with their assigned preceptor(s) prior to the travel dates.
3. ATSs must demonstrate completion of the following prior to the start of clinical education:
 - Proof of CPR certification as Professional Rescuer (annual, as required),
 - Signed Bloodborne Pathogen training (annual),
 - Signed understanding of Communicable Disease Policy (annual),
 - Signed Confidentiality Statement (annual),
 - Signed Program Standards document (upon admission and annual),
 - Negative criminal background check (upon admission),
 - Proof of personal immunizations (upon admission),

Proof of personal health insurance (upon admission),
Additional paperwork may be required based on the clinical education site;
(All results and information pertaining to the above information will be kept in secured student files within the ATP Director's office and must be verified before beginning the initial clinical experience.)

4. ATSs in conjunction with their preceptor must sign and complete a Clinical Experience Contract for each clinical rotation and return it to the Clinical Education Coordinator.
5. ATSs are required to follow the policies and procedures of the CSU ATP Handbook.
6. ATSs are also required to follow stated policies and procedures specific to each clinical site and rotation. This includes but not limited to:
 - ATS is punctual in reporting for daily assignments
 - ATS has met time requirements for clinical assignment.
 - ATS dresses appropriately for each clinical rotation including:
 - Clinical practice course
 - CSU clinical site
 - Off-campus clinical site
 - ATS follows directions.
 - ATS follows policies and procedures of the clinical setting.
 - ATS displays effective communication with preceptor.
 - ATS demonstrates a positive attitude.
7. ATSs must continually work to become proficient in their clinical skills. Clinical competency and proficiency as well as ATS performance will be evaluated on a regular basis. Students will be provided with copies of all evaluations and will discuss these evaluations with their supervisors to clarify areas that need improvement. The preceptors will be evaluated by their students at the conclusion of the clinical experience to provide feedback on useful behaviors and those behaviors that are not useful.

Specific guidelines for the completion of required clinical proficiencies will be distributed and discussed in each Athletic Training Clinical Practice course and/or Immersive Clinical Practice course.

CLINICAL PRACTICE or IMMERSIVE CLINICAL PRACTICE COURSEWORK

During the professional phase of the ATP, students will be required to take a Clinical Practice in Athletic Training course (ATPP 540, 570, 590, 620, 640, 660, 680) and Immersive Clinical Practice in Athletic Training course (ATPP 691). As part of each course requirement students will be required to complete several items for a grade in the course.

General Course Requirements (for further explanation, see below):

- A. Clinical Proficiencies (i.e. Clinical Proficiency Scenario Challenge)
 - a. Direct patient care (clinical rotation)
 - b. Simulated or mock patient
- B. Clinical Experience/Rotation (under the direct supervision of a preceptor)
 - a. Minimum of 90 hours per Clinical Practice in Athletic Training courses
 - b. Minimum of 105 hours, when enrolled in ATPP 691: Immersive Clinical Practice in Athletic Training
 - c. Semester dates (Clinical Experience Contract)

- C. Clinical Evaluations
 - a. Clinical Experience Contract
 - b. Mid-semester Student Performance Evaluation (completed by preceptor)
 - c. End-of-semester Student Performance Evaluation (completed by preceptor)
 - d. Preceptor and Clinical Site Evaluation
- D. Professional Development (e.g. conference/workshop attendance, presentations, surgical viewing, etc.)
- E. Other per specific course requirement (e.g. BOC exam preparation, case study, presentations)

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

In compliance with HIPAA regulations and privacy of health information, students' health information submitted to the ATP as a requirement for enrollment and participation in clinical education experiences will be secured in individual student records in locked cabinets. Health information on individual students may be used or disclosed:

- For Treatment – The ATP may use or disclose health information about a student to facilitate medical treatment or services to a provider or in the case of an emergency to an emergency dispatcher should the student become injured or ill while off campus at an assigned clinical site.
- As Required By Law – The ATP will disclose health information about a student when required to so by federal, state, or local law. For example, the ATP may disclose health information when required by a court order in a litigation proceeding such as a malpractice action.
- To Avert a Serious Threat to Health or Safety, the ATP may use and disclose health information about a student when necessary to prevent a serious threat to the student's health or safety or the health and safety of the public or patients for whom the students provide care. Any disclosure, however, would only be to someone able to help prevent the threat.
- Disclosure to Health Plan Sponsor – Health information may be disclosed for purposes of facilitating claims payment under the student's primary health plan in the event the student becomes injured or ill while off campus at an assigned facility.
- Law Enforcement – The ATP may release health information if asked to do so by a law enforcement official:
 - In response to a court order, subpoena, warrant, summons or similar process
 - To identify or locate a suspect, fugitive, material witness, or missing person
 - About the victim of a crime if, under certain limited circumstances, the school is unable to obtain the person's agreement;
 - About a death believed to be the result of a criminal conduct;
 - About criminal conduct at the hospital; and
 - In emergency circumstances to report a crime; the location of the crime or victims; or the identity, description or location of the person who committed

the crime.

- Coroners, Medical Examiners and Funeral Directors – The ATP may release health information to a coroner or medical examiner. This may be necessary, for example, to identify a deceased person or determine the cause of death.
- National Security and Intelligence Activities – The ATP may release health information about the student to authorized federal officials for intelligence, counterintelligence, and other national security activities authorized by law.
- In the Event of Death – In the event of the death of an ATS, the ATP may be required to supply personal health information to determine the cause of death.

CONFIDENTIALITY POLICY

The ATP at CSU understands the federal regulations addressing patient/healthcare confidentiality, the Health Insurance Portability and Accountability Act (HIPAA). Students and faculty receive HIPAA training as part of their annual updates and as specified by the agencies in which they practice. Records of the training are maintained on file in the Program Director's office.

Student Policy

- An ATS will hold in confidence all personal client information and agency information entrusted to him/her.
- Confidential clinical information and research data (written or oral) given to an ATS is considered privileged within the content of the learning site and the enrolled course.
- An ATS will limit his/her discussion of client/family/agency to structured learning situations such as conferences and clinical education experiences. At no time are clients/families/agencies to be discussed at/on social media, clinical or university dining facilities, elevators, dormitories, and/or other public settings.
- An ATS will respect the rights of colleagues/classmates to keep personal information and papers confidential.
- Failure to comply with the above policy represents unethical conduct for an ATS and may result in failure in the clinical practice course in which the incident occurs and/or dismissal from the athletic training program.

Confidentiality Statement

All ATSs are required to sign a confidentiality statement each year they are in the ATP. The student is expected to comply with the terms of the statement throughout the athletic training program. Failure to do so is grounds for failing the clinical practice course in which incident occurs and/or dismissal from the athletic training course. A copy of the signed statement is maintained in the student's file in the Program Director's office. The statement is:

I, _____, acknowledge my responsibility to abide by applicable Federal law and the Athletic Training Program's policy of confidentiality, to keep confidential any information regarding a patient/client/agency, as well as confidential information

of an agency. By signing below, I agree not to reveal to any person or persons except authorized agency staff and associated personnel any specific information regarding any patient/client/agency and further agree not to reveal to any third party any confidential information of an agency, except as required by law or as properly authorized by an agency.

I further understand that any unauthorized disclosure of confidential information may result failure in the clinical practice course in which the incident occurs and/or dismissal from the athletic training program.

By signing below, I am stating that I have read the above and thoroughly understand the Athletic Training Program's confidentiality policy.

ATS Printed Name

ATS Signature

Date

ATP Director Signature

Date

CLINICAL EXPERIENCE CONTRACT

At the beginning of each clinical rotation (semester) as part of the Clinical Practice in Athletic Training course or Clinical Internship/Residency, the student is required to complete and sign a Clinical Experience Contract. This contract explains clinical rotation dates, supervision and hour policies, core learning objective, and other clinical rotation requirements. In addition, the student is required to establish clinical education goals and learning objectives with their preceptor at the beginning of the clinical rotation. These goals should include reviewing previous education competencies (i.e. comps) and clinical proficiencies (i.e. proficiencies, CPSC) but should also focus on current clinical practice course objectives and current clinical proficiencies (e.g. ATPP 590-Clinical Practice in Athletic Training III - Lower Extremity Clinical Proficiencies). Finally, as part of this contract, orientation to the clinical site which includes:

- review of EAP
- blood-borne pathogen exposure plan
- communicable and infectious disease policies
- documentation policies and procedures
- patient privacy and confidentiality protections, and
- plan for clients/patients to be able to differentiate practitioners from students

must occur PRIOR to the athletic training student having contact and encounters with the specific patient population.

DIFFERENTIATE PRACTITIONERS FROM STUDENTS POLICY

Per CAATE Professional Program Standard 26A every ATS (at minimum) must wear their issued CSU Student ID card during ALL clinical education rotations. The student's ID card must be in visible site and held within a badge holder.

*Please note some clinical education sites may have further requirements/policies

CLINICAL SUPERVISION POLICY

Direct supervision of ATSs on campus and off campus by an athletic trainer (state credentialed) and/or physician (state credentialed MD or DO) must be strictly enforced (per CAATE Standard 31). Students are assigned to preceptor for their clinical rotations on and off campus. Each preceptor is responsible for each assigned ATS. The preceptor must be physically present and able to intervene on behalf of the ATS and the patient during his or her clinical education experience. ATSs, preceptor, coaches, and the athletic director are instructed that it is unlawful for an ATS to practice the duties of a certified athletic trainer unless properly supervised.

ATSs must master educational competencies and clinical integrated proficiencies and progress properly through the ATP in order to perform athletic training clinical skills under the supervision of a preceptor. Students may not utilize clinical skills or techniques until they have been proven competent to perform the tasks. Students will be formally instructed in the educational competencies, followed by evaluation of their level of competence on individual clinical skills/ tasks. Successful evaluation of a clinical skill/task (competency) must be complete before an ATS can perform the skill on a patient/ athlete in the clinical setting.

The supervising preceptor must be on site at all times to ensure constant student to instructor interaction. As stated in the CAATE Standards, the "Preceptor must be physically present and have the ability to intervene on behalf of the athletic training student to provide on-going and consistent education." Preceptors should be consistently engaged with the student(s) to promote a quality learning environment and positive clinical experience. At no time during the clinical education experience shall students be used as replacements for regular clinical staff. Under no circumstance should an ATS travel with a team without proper supervision.

THERAPEUTIC EQUIPMENT POLICY

Each clinical education site has or may inquire therapeutic equipment to be utilized as part the treatment protocol for the specific patient population. As stated above an ATS may not perform a particular skill (i.e. therapeutic modalities) on a patient prior to being formally assessed by the course instructor, however, it is under the preceptor's discretion, in limited situations, to ask the ATS to perform a skill prior to formal instructor assessment. This circumstance will require the preceptor to provide direct instruction and supervision of the student regarding that skill. (Example: The preceptor tells the student how to perform the skill, what precautions should be reported, and observes and assists as the student performs the skill). Furthermore, each clinical site must follow the manufacturer's recommendation or federal, state, or local ordinance regarding specific therapeutic equipment calibrations and maintenance. A therapeutic equipment calibration chart will be disturbed and collected annually from each clinical site showing that the clinical site is following these recommendations. If a clinical site fails to follow these

recommendations than an ATS cannot engage in or utilize any of the specific therapeutic equipment. Further a clinical site may be in jeopardy of not being assigned ATSs if it has been determined that the recommendations have not or are not being followed (i.e. the clinical site has not turned in therapeutic calibration chart).

CLINICAL HOUR REQUIREMENT POLICY

Per CAATE Standard 13 which states

“The program ensures that the time commitment for completing program requirements does not adversely affect students’ progression through the program”, CSU Athletic Training Program clinical hour requirement policy is as follow:

1st year (Fall and Spring)

The ATS is responsible for completing a minimum of 180 hours but cannot exceed a maximum of 375 hours over the duration of an academic semester in which the student is enrolled in Clinical Practice in Athletic Training I, II, III, IV

2nd year (Summer)

The ATS is responsible for completing a minimum of 90 hours but cannot exceed a maximum of 175 hours over the duration of the summer semester in which the student is enrolled in Clinical Practice in Athletic Training V.

*Please note the Clinical Education Coordinator will provide the students with the clinical education rotation schedule that each student must strictly followed (no trading of rotations will be allowed).

2nd year (Fall)

The ATS is responsible for completing a minimum of 180 hours but cannot exceed a maximum of 450 hours over the duration of the academic semester in which the student is enrolled in Clinical Practice in Athletic Training VI and VII.

2nd year (Spring)

The ATS is responsible for completing a minimum of 105 hours but exceed 280 hours over this specific 7-week clinical immersion.

*Please note these requirements above can include additional clinical time prior to the start of each semester but hours must be recorded accordingly and will count towards the minimum and maximum hours. Upon initiation of each clinical rotation (not including 2nd year Summer), the ATS and preceptor should formulate a schedule that will provide the ATS with a variety of clinical experiences (pre-practice treatments, injury evaluations, rehabilitations, practices, games/competition, post-practice treatments, etc.). The ATP faculty, in conjunction with the preceptors, will continue to carefully monitor these educational experiences to confirm compliance with this CAATE standard. ***Please note completion of the minimum hour requirement does not constitute completion of the clinical rotation.***

The following weekly clinical policy should be followed for every ATS during all clinical rotations:

1. ATSs should NOT be required to work on Sundays OR be provided another day off in a 7-day period (**CAATE Professional Program Standard 13**). Students will submit clinical hours form every two weeks to demonstrate compliance with this policy. Students are not required to attend their clinical experience during breaks in the semester (i.e. Fall Break, MLK Day, Spring Break)
2. ATSs may travel with their preceptor to events held off-site. Students may NOT drive any of the road vehicle besides their personal vehicle, this includes but is not limited to cars, vans, busses, trucks. Students may operate gators, golf carts if they are properly trained by the preceptor.

ABSENCE FROM CLINICAL EDUCATION SITE

Absence from a clinical education site and one's responsibilities is discouraged. If a situation arises where a student cannot attend a pre-scheduled activity involved with the clinical education experience to which they are assigned, they need to complete the *Request for Time-Off* form and submit it to their course instructor(s) and preceptor. All requests must be submitted one week before the requested date and approved by the ATSs primary supervising preceptor at their clinical site and the clinical education coordinator. ATSs are expected to be available for all aspects of their clinical education assignment.

CONDUCT AND RELATIONSHIPS WITH ATHLETES/PATIENTS

ATSs have a twofold role, that of a general student and that of an ATS. Students should remember that they are filling both of these roles in and out of the clinical settings and act accordingly. It is recognized that in working closely with a team friendship may arise between ATSs and athletes. A professional demeanor should be exercised at all times. In the clinical setting, students should fulfill their roles as ATSs for their respective teams/patients. In this role, they are not only responsible for assisting in the care of the team's athletes, but also for being active learners and increasing their athletic training skills and knowledge.

ATSs dating CSU athletes/patients can lead to very compromising situations. An ATS is NOT permitted to date an athlete from the team that he/she is assigned. If a situation arises where an ATS is dating a CSU athlete/patient from another team, the relationship cannot become evident in the clinical setting. If it does become evident and, in any way, inhibits the ability of the ATS to perform, interferes with the athlete's performance, or the coach or supervisor feels the relationship is affecting the athlete/patient, or team, the athletic training student may be reprimanded or removed from the clinical education experience. For these reasons, relationships between ATSs and CSU athletes/patients are **HIGHLY** discouraged. At no time can an ATS date (or demonstrate an inappropriate relationship with) a student at one of the high school affiliate sites. If a preceptor becomes aware of such, he/she will notify the ATP director, and the ATS may be dismissed from the CSU ATP.

RELATIONSHIPS WITH COACHES AND OTHER MEDICAL PROFESSIONALS

ATs should develop professional relationships with the coaches of the teams or medical professionals with which they work. Students' interactions with coaches or medical professionals should increase with their clinical experiences. If an ATs has any problem or difficulty with an athlete, coach, or medical professionals, it should be brought to the attention of the preceptor immediately.

When interacting with physicians and other medical professionals, ATs should be very professional. These interactions are a critical component to the clinical education of the student, and they are to be sought out. Students are encouraged to ask questions when appropriate and to use appropriate professional jargon.

OUTSIDE EMPLOYMENT AND MONETARY REMUNERATION POLICY

Outside employment combined with the academic and clinical education responsibilities of the ATP will be very difficult. The ATP requires many hours in the classroom as well as the clinical setting. Students may find outside employment, but it must not interfere with his/her assigned clinical responsibilities. While the faculty and staff of the ATP understand the need for students to have part-time employment to assist in financing their education, the student will not be released from clinical education experiences and must meet all requirements of the program as a primary commitment.

In addition, ATs should NOT seek paid employment in any fashion that represents the duties of a Certified Athletic Trainer or any related terminology as defined by the Practice Analysis published by the BOC Inc. This includes the role of an ATs, student athletic trainer, athletic training aide, or any variation of these terms. In addition, students are not allowed to receive payment for their clinical education hours. This is in ethical conflict with "true" educational practice and employment for certified athletic trainers.

TRANSPORTATION TO CLINICAL SITES

ATs are responsible for their own transportation to and from their clinical education assignments. This includes current driver's license and insurance that follows State Law. On-campus sites are generally within walking distance; however off-campus sites will require you to arrange your own transportation. Students are responsible with all cost associated with travel to and from their clinical site (see tuition and program costs). All ATs must complete university travel form prior to the start of clinical rotation (each semester).

COMMUNICABLE DISEASE POLICY

It has been well documented that ATs and other allied health care professionals are susceptible to sustaining injuries and contracting diseases while at the workplace. Certified athletic trainers and ATs are also prone to several communicable diseases while providing services during athletic endeavors. Specific guidelines have been set forth by the Centers for Disease Control and Prevention (CDC) for effective exposure management procedures for several communicable

diseases. The ATP at CSU is dedicated to protecting the health and safety of all athletes and ATS while ensuring prompt diagnosis and management of communicable diseases.

Based on the recommendations of the CDC, CSU's ATP has outlined specific management procedures and restrictions that have been implemented according to the severity of a particular disease. If an ATS is exposed to and contracts a communicable disease, he/she will be required to seek immediate care for each condition or disease present. Some diseases warrant immediate exclusion from the health care facility (i.e. athletic training center, etc.) and from health care activities outside the athletic training center. **The following is a list of the communicable diseases that would be considered exclusionary: diphtheria, measles, meningococcal infections, mumps, pertussis, rubella, tuberculosis, coronavirus disease 2019 (COVID-19), and varicella.** Other communicable diseases do not warrant immediate exclusion of the ATS from the athletic training center, however, it may warrant immediate restriction of that ATS from direct contact with a patient (semi-exclusionary). **The following is a list of the communicable diseases that would be considered semi-exclusionary: conjunctivitis, acute stages of diarrheal or gastrointestinal diseases, herpes simplex, pediculosis, scabies, staphylococcus aureus infection, streptococcal infection, parvovirus, and viral respiratory infections.**

If an ATS is believed to have contracted one of the aforementioned diseases, they should report the situation immediately to their assigned preceptor. Upon notifying the preceptor, the ATS and/or preceptor should then communicate with the ATP Program Director and/or Clinical Education Coordinator and together determine the most effective treatment and care of the potential disease. The ATS is required to seek immediate medical attention from a physician, nurse practitioner (NP) or Physician Assistant (PA) of their choice. The physician or NP will diagnose and determine limitations of patient contact for the ATS based on the recommendations by the CDC. The ATS will not be allowed to return back to full-time clinical status until a MD/DO, NP, or PA has released the student with written and/or verbal documentation. None of the information regarding the student's condition or disease will be released in order to maintain confidentiality.

CPR RE-TRAINING

ATSs must maintain a certification in CPR/AED for the Healthcare Provider/Professional Rescuer throughout their enrollment in the ATP. ATSs must be certified prior to official acceptance in the ATP. Copies of all ATS certification cards will be maintained in the ATS notebook in the office of the Program Director. Upon successful completion of the BOC, Inc. exam proof of a current certification is required in order to complete the certification process.

BLOOD BORNE PATHOGEN POLICIES

Through the normal course of your clinical education and participating in clinical practice of athletic training, ATSs may come in contact with bodily fluids, which may pose a risk for infection from blood borne diseases. These diseases may include Hepatitis B, HIV, or other blood borne pathogens. It is essential that the ATSs utilize the following techniques and principles to minimize the risk of pathogen transmission:

- Treat all bodily fluids as infectious.

- Wear vinyl, nitrile, or latex examination gloves whenever touching bio-hazardous material such as open skin, blood, body fluids, or mucous membranes. Do not reuse gloves.
- Wash hands with soap and hot water before and immediately after they have been exposed to blood or body fluids, even if you wore gloves.
- Use protective devices during procedures where bodily fluids are likely to be splashed.
- Use resuscitation masks during CPR and rescue breathing.
- All surfaces (counters, tables, etc.) must be thoroughly washed after being soiled with blood or body fluid. Use 10 percent household bleach solution or a commercially available disinfectant. Use of a fresh 1:10 bleach solution or other OSHA approved cleaners for cleaning all bodily fluid spills is recommended.
- Place all used sharps in a special, puncture resistant sharps container.
- Place all discarded medical waste in a specially labeled “Bio-hazardous Waste” container located in the Athletic Training Facility.
- When working outdoors, place all medical waste in a red plastic biohazard bag and then discard it into the proper biohazard waste container upon your return to the Athletic Training Center.
- Biohazard containers will be disposed of by incineration by a licensed outside agency.
- Do not allow athletes to share towels that have been contaminated with blood or body fluids.
- Discard towels and clothing that have been contaminated with blood or bodily fluids into a bio-hazardous bag and place it in the laundry basket. The laundering staff will take the proper measures to see that the garments are cleaned properly in order to rid the material from all potential bio-hazardous pathogens.
- Be sure all athletes’ wounds are well covered before practice and competition.
- If you have an open wound, especially on your hand, avoid providing first aid care to injuries that involve bleeding or bodily fluids until the wounds are healed. If you must do so, be sure to wear vinyl or latex examination gloves and cover your wound completely with a dressing.

I. Bio-hazardous exposure during physical activity and games

A. Blood during physical activity and games shall be handled utilizing the following additional guidelines:

- All open wounds and/or breaks in the skin are to be fully covered by a bandage before allowing the athlete to return to participation. The certified staff shall assess the feasibility of dressing the wound on the field. If this is not feasible, the athlete shall be removed from the field to the sidelines or nearest athletic training facility where it can be appropriately cleaned and covered. ^{[[L]]}_{SEP}
- If an athlete’s uniform is grossly soiled with blood, or other bodily fluid, the athlete shall be removed from participation and the uniform changed, prior to return to participation. ^{[[L]]}_{SEP}
- Any article of clothing that has been saturated with blood or other bodily fluids shall be disinfected by washing separately from other uniforms and washed in a 10% bleach solution.

Event of Exposure

All incidents that involve actual exposure of any student shall be reported immediately to their Preceptor and/or Head Athletic Trainer. Students exposed should proceed to nearest medical facility for evaluation and treatment (e.g. Trident Health). In addition, all exposures must be reported to the Clinical Education Coordinator or Program Director within 24 hours. Students will be required to

follow each clinical site's EXPOSURE protocols. All cost, as a result of an exposure, will be incurred by the student. (Examples of exposure include needle sticks, splashing of blood into face, contact with vomit or other bodily fluids on mucus membranes). An example of a post exposure plan is below but again a student must follow their specific clinical sites protocol:

All incidents that involve actual exposure of any CSU Athletic Department personnel or ATP student shall be reported immediately to the Head Athletic Trainer or Preceptor. Examples of exposure include needle sticks, splashing of blood into face, contact with vomit or other bodily fluids on mucus membranes.

Post-Exposure Evaluation and Follow-Up

- If contact with blood or other potentially infectious material occurs on skin with cuts, rashes, acne, or dermatitis, wash the area for 15 minutes with Hibiclens (Chlorhexidine Glucosate solution 4.0% w/v) or soap and water.
- If blood or other potentially infectious material splashes in the eyes or on mucus membranes, flush the area for 15 minutes with water or normal saline. Note: In the case of contact of blood or OPIM with intact skin, the employee should clean the skin immediately with soap and water. If the contact was prolonged (i.e., several minutes or more), or if there is any doubt regarding the condition of the contaminated skin, the employee or student must be medically evaluated as described in this section.
- Report the incident to the Head Athletic Trainer, or Preceptor.
- Initiate medical follow-up immediately
- The Head Athletic Trainer, or Preceptor refers the exposed individual to the nearest medical facility (e.g.. urgent care) for immediate care and follow-up. (After hours: The individual can be referred to Trident Health System Emergency Room). Note: The Head Athletic Trainer, or preceptor will call prior to the exposed individual arriving to said venue in order to facilitate payment by the university. Said venue will determine the brevity of the situation, thus documenting the situation as an “exposure” or not. If documented as an “exposure”, the remainder of the plan will be initiated.
- If there is an identifiable source, the source individual will be informed of the incident and of the requirements in assisting in source follow-up.
- The exposed individual, together with the Head Athletic Trainer, will complete and distribute the “Report of Claimed Occupational Injury of Illness” form with 24 hours of the incident.
- All blood borne pathogen exposure incidents will be evaluated and the following information will be recorded on the Exposure Incident Investigation Report:
 1. Date of Incident
 2. Time of Incident
 3. Name of exposed individual
 4. Service Capacity
 5. Supervisor
 6. Time of completion of Incident Report
 7. Route of Exposure
 8. Description of device in use
 9. Incident description
 10. Date of last bloodborne pathogen training
 11. Comments/Recommendations for Corrective Action

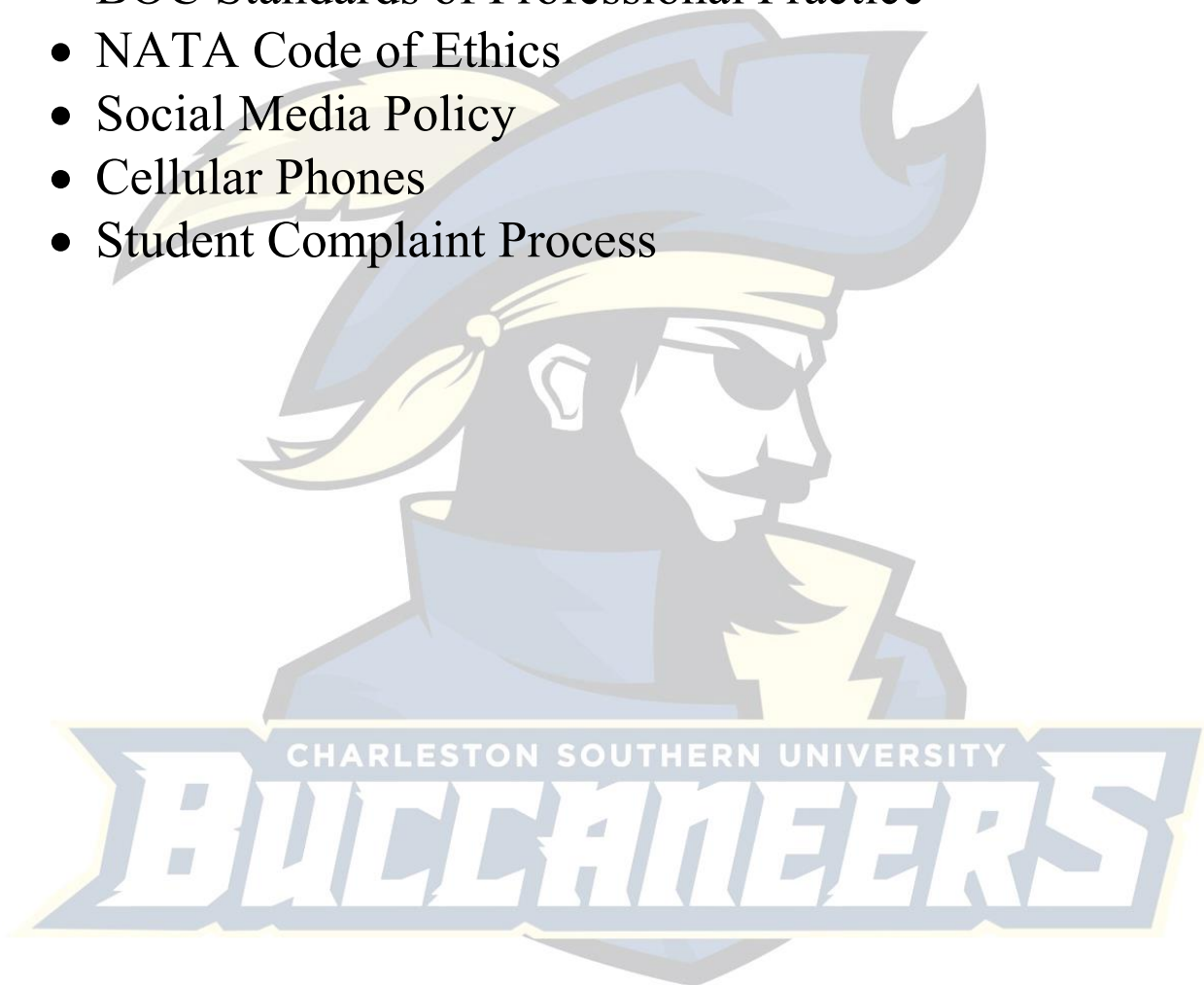
Blood Borne Pathogen Training (Annual)

Each faculty and athletic training student will be made aware of the potential risk for infection associated with providing athletic training services, as well as the measures that can be taken to prevent the risk of blood borne pathogen transmission. Annually, all athletic training students enrolled in the Athletic Training Program will complete initial/re-training at a mandatory program meeting/workshop and verify their attendance and understand by signing an annual training signature form.



SECTION V: PROFESSIONAL DEVELOPMENT

- BOC Standards of Professional Practice
- NATA Code of Ethics
- Social Media Policy
- Cellular Phones
- Student Complaint Process



SECTION V: PROFESSIONAL DEVELOPMENT

Students are expected to conduct themselves in a professional manner at all times when representing CSU and the ATP. This includes upholding professional standards and ethical practice (national and state standards), ongoing learning and education, effective communication and dialogue, professional attitudes and behaviors, proper patient contact and interaction, professional appearance and dress that is indicative of a health care professional. Professional Behavior and Development is something learned, practiced, and modeled for others.

BOC STANDARDS OF PROFESSIONAL PRACTICE

BOC Standards of Professional Practice

©Board of Certification, Inc.

Introduction

The *BOC Standards of Professional Practice* is reviewed by the Board of Certification, Inc. (BOC) Standards Committee and recommendations are provided to the BOC Board of Directors. The BOC Standards Committee is comprised of 5 Athletic Trainer (AT) members and 1 Public member. The BOC Board of Directors approves the final document. The BOC Board of Directors includes 6 AT Directors, 1 Physician Director, 1 Public Director and 1 Corporate/Educational Director. The BOC certifies ATs and identifies, for the public, quality healthcare professionals through a system of certification, adjudication, standards of practice and continuing competency programs. ATs are healthcare professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis and intervention of emergency, acute and chronic medical conditions involving impairment, functional limitations and disabilities. The BOC is the only accredited certification program for ATs in the United States. Every 5 years, the BOC must undergo review and re-accreditation by the National Commission for Certifying Agencies (NCCA). The NCCA is the accreditation body of the Institute of Credentialing Excellence.

The *BOC Standards of Professional Practice* consists of two sections:

- I. Practice Standards
- II. Code of Professional Responsibility

I. Practice Standards

Preamble

The primary purpose of the Practice Standards is to establish essential duties and obligations imposed by virtue of holding the ATC® credential. Compliance with the Practice Standards is mandatory.

The BOC does not express an opinion on the competence or warrant job performance of credential holders; however, every Athletic Trainer and applicant must agree to comply with the Practice Standards at all times.

The BOC does not express an opinion on the competence or warrant job performance of credential holders; however, every Athletic Trainer and applicant must agree to comply with the Standards at all times.

Standard 1: Direction

The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state's statutes, rules and regulations.

Standard 2: Prevention

The Athletic Trainer implements measures to prevent and/or mitigate injury, illness and long-term disability.

Standard 3: Immediate Care

The Athletic Trainer provides care procedures used in acute and/or emergency situations, independent of setting.

Standard 4: Clinical Evaluation and Diagnosis

The Athletic Trainer utilizes patient history and appropriate physical examination procedures to determine the patient's impairments, diagnosis, level of function and disposition.

Standard 5: Treatment, Rehabilitation and Reconditioning

The Athletic Trainer determines appropriate treatment, rehabilitation and/or reconditioning strategies. Intervention program objectives include long and short-term goals and an appraisal of those which the patient can realistically be expected to achieve from the program. Appropriate patient-centered outcomes assessments are utilized to document efficacy of interventions.

Standard 6: Program Discontinuation

The Athletic Trainer may recommend discontinuation of the intervention program at such time the patient has received optimal benefit of the program. A final assessment of the patients' status is included in the discharge note.

Standard 7: Organization and Administration

The Athletic Trainer documents all procedures and services in accordance with local, state and federal laws, rules and guidelines.

II. Code of Professional Responsibility

Preamble

Preamble

The Code of Professional Responsibility (Code) mandates that BOC credential holders and applicants act in a professionally responsible manner in all athletic training services and activities. The BOC requires all Athletic Trainers and applicants to comply with the Code. The BOC may discipline, revoke or take other action with regard to the application or certification of an individual that does not adhere to the Code. The *Professional Practice and Discipline Guidelines and Procedures* may be accessed via the BOC website, www.bocatc.org

Code 1: Patient Care Responsibilities

The Athletic Trainer or applicant:

- 1.1 Renders quality patient care regardless of the patient's age, gender, race, religion, disability, sexual orientation, or any other characteristic protected by law
- 1.2 Protects the patient from undue harm and acts always in the patient's best interests and is an advocate for the patient's welfare, including taking appropriate action to protect patients

from healthcare providers or athletic training students who are, impaired or engaged in illegal or unethical practice

- 1.3 Demonstrates sound clinical judgment that is based upon current knowledge, evidence-based guidelines and the thoughtful and safe application of resources, treatments and therapies
- 1.4 Communicates effectively and truthfully with patients and other persons involved in the patient's program, while maintaining privacy and confidentiality of patient information in accordance with applicable law
 - 1.4.1 Demonstrates respect for cultural diversity and understanding of the impact of cultural and religious values
- 1.5 Develops and maintains a relationship of trust and confidence with the patient and/or the parent/guardian of a minor patient and does not exploit the relationship for personal or financial gain
- 1.6 Does not engage in intimate or sexual activity with a patient and/or the parent/guardian of a minor patient
- 1.7 Informs the patient and/or the parent/guardian of a minor patient of any risks involved in the treatment plan
 - 1.7.1 Does not make unsupported claims about the safety or efficacy of treatment

Code 2: Competency

The Athletic Trainer or applicant:

- 2.1 Engages in lifelong, professional and continuing educational activities to promote continued competence
- 2.2 Complies with the most current BOC recertification policies and requirements

Code 3: Professional Responsibility

The Athletic Trainer or applicant:

- 3.1 Practices in accordance with the most current BOC Practice Standards
- 3.2 Practices in accordance with applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
- 3.3 Practices in collaboration and cooperation with others involved in a patient's care when warranted; respecting the expertise and medico-legal responsibility of all parties
- 3.4 Provides athletic training services only when there is a reasonable expectation that an individual will benefit from such services
- 3.5 Does not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services or the skills, training, credentials, identity or services of athletic training
 - 3.5.1 Provides only those services for which they are prepared and permitted to perform by applicable local, state, and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
- 3.6 Does not guarantee the results of any athletic training service
- 3.7 Complies with all BOC exam eligibility requirements
- 3.8 Ensures that any information provided to the BOC in connection with exam eligibility, certification recertification or reinstatement including but not limited to, exam applications, reinstatement applications or continuing education forms, is accurate and truthful
- 3.9 Does not possess, use, copy, access, distribute or discuss certification exams, self-assessment and practice exams, score reports, answer sheets, certificates, certificant or applicant files, documents or other materials without proper authorization

3.10 Takes no action that leads, or may lead, to the conviction, plea of guilty or plea of nolo contendere (no contest) to any felony or to a misdemeanor related to public health, patient care, athletics or education; this includes, but is not limited to: rape; sexual abuse or misconduct; actual or threatened use of violence; the prohibited sale or distribution of controlled substances, or the possession with intent to distribute controlled substances; or improper influence of the outcome or score of an athletic contest or event

3.11 Reports any suspected or known violation of applicable local, state and/or federal rules, requirements, regulations and/or laws by him/herself and/or by another Athletic Trainer that is related to the practice of athletic training

3.12 Reports any criminal convictions (with the exception of misdemeanor traffic offenses or traffic ordinance violations that do not involve the use of alcohol or drugs) and/or professional suspension, discipline or sanction received by him/herself or by another Athletic Trainer that is related to athletic training

3.13 Cooperates with BOC investigations into alleged illegal or unethical activities. Cooperation includes, but is not limited to, providing candid, honest and timely responses to requests for information

3.14 Complies with all confidentiality and disclosure requirements of the BOC and existing law

3.15 Does not endorse or advertise products or services with the use of, or by reference to, the BOC name without proper authorization

3.16 Complies with all conditions and requirements arising from certification restrictions or disciplinary actions taken by the BOC, including, but not limited to, conditions and requirements contained in decision letters and consent agreements entered into pursuant to Section 4 of the *BOC Professional Practice and Discipline Guidelines and Procedures*.

Code 4: Research

The Athletic Trainer or applicant who engages in research:

4.1 Conducts research according to accepted ethical research and reporting standards established by public law, institutional procedures and/or the health professions

4.2 Protects the human rights and well-being of research participants

4.3 Conducts research activities intended to improve knowledge, practice, education, outcomes and/or public policy relative to the organization and administration of health systems and/or healthcare delivery

Code 5: Social Responsibility

The Athletic Trainer or applicant:

5.1 Strives to serve the profession and the community in a manner that benefits society at large

5.2 Advocates for appropriate health care to address societal health needs and goals

Code 6: Business Practices

The Athletic Trainer or applicant:

6.1 Does not participate in deceptive or fraudulent business practices

6.2 Seeks remuneration only for those services rendered or supervised by an AT; does not charge for services not rendered

6.2.1 Provides documentation to support recorded charges

6.2.2 Ensures all fees are commensurate with services rendered

6.3 Maintains adequate and customary professional liability insurance

6.4 Acknowledges and mitigates conflicts of interest

NATA CODE OF ETHICS *(Reprinted from NATA website)*

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.

PRINCIPLE 1:

Members shall respect the rights, welfare and dignity of all.

1.1 Members shall not discriminate against any legally protected class.

1.2 Members shall be committed to providing competent care.

1.3 Members shall preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient's care without a release unless required by law.

PRINCIPLE 2:

Members shall comply with the laws and regulations governing the practice of athletic training.

2.1 Members shall comply with applicable local, state, and federal laws and institutional guidelines.

2.2 Members shall be familiar with and abide by all National Athletic Trainers' Association standards, rules and regulations.

2.3 Members shall report illegal or unethical practices related to athletic training to the appropriate person or authority.

2.4 Members shall avoid substance abuse and, when necessary, seek rehabilitation for chemical dependency.

PRINCIPLE 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 their practice acts and other pertinent regulation.

3.3 Members shall provide services, make referrals, and seek compensation only for those services that are necessary.

3.4 Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge.

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 should maintain and promote ethical conduct in research and educational activities.

PRINCIPLE 4:

Members shall not engage in conduct that could be construed as a conflict of interest or that reflects negatively on the profession.

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 National Athletic Trainers' Association current or past volunteer leaders 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 to influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.

SOCIAL MEDIA POLICY (review new CSU policy)

Purpose

The College of Health Sciences including the ATP supports the use of social media to reach audiences important to the University such as students, prospective students, faculty and staff. The University presence or participation on social media sites is guided by university policy. This policy applies to athletic training students who engage in Internet conversations for school-related purposes or school related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

General Information

Social media are defined as mechanisms for communication designed to be disseminated through social interaction created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based technological foundations of the Web that allows the creation and exchange of user-generated content. Examples include but are not limited to LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Twitter, Facebook, Instagram, Snap Chat, Tik-Tok, and YouTube. While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and university reputations.

As students you will want to represent the University, the College, and the ATP in a fair, accurate and legal manner while protecting the brand and reputation of the institution. When publishing information on social media sites remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communications with your audience, you have less control about how materials you post will be used by others. As one person remarked, "If you wouldn't put it on a flier, carve

it into cement in the quad or want it published on the front of the Wall Street Journal, don't broadcast it via social media channels.

Policy

1. Protect confidential, sensitive, and proprietary information: Do not post confidential or proprietary information about the university, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a CSU ATS.
2. Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and of the university. For guidance, visit the University's Library site or seek consultation through the Copyright Office - Libraries.
3. Do not use CSU or ATP marks, such as logos and graphics, on personal social media sites. Do not use CSU's name to promote a product, cause, or political party or candidate.
4. Use of the ATP marks (logos and graphics) for School sanctioned events must be approved (posters, fliers, postings) by administration.
5. It is expected that during clinicals use of PDAs and other devices employed for social media will be used only as authorized by faculty or preceptors. If a PDA is combined with a cell phone, it is expected that the cell phone aspect of the device is silenced.
 - a. (No personal phone conversations or texting are allowed at any time while in patient/client areas or in the classroom. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary.)
6. Use of computers (e.g. PDAs, Notebooks) during class shall be restricted to note taking and classroom activities. Use otherwise is distracting for not only the student involved in the activity but those in the immediate area/vicinity.
7. No student shall videotape professors or fellow students for personal or social media use without the express written permission of the faculty or fellow student. At NO time shall patients/clients be videotaped or photographed without written permission of the patient/client and of the facility.
8. Be aware of your association with CSU in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent CSU policies and with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on CSU's behalf, unless you are authorized to do so in writing.
9. HIPPA guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or Web page.
10. Ultimately, you have sole responsibility for what you post. Be smart about protecting yourself, your and others privacy, and confidential information.
11. Text messaging is not an acceptable form of communication with your faculty.

Procedure/Considerations

12. There is no such thing as a "private" social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information, including deleted postings. If you feel angry or passionate about a subject, it's wise to delay posting until you are calm and clear-headed. Think twice before posting. If you are unsure about posting something or responding to a comment, ask your faculty. If you are

about to publish something that makes you even the slightest bit uncertain, review the suggestions in this policy and seek guidance.

13. Future employers hold you to a high standard of behavior. By identifying yourself as a CSU ATS through postings and personal Web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals.
14. ATs are preparing for a profession which provides services to a public that also expects high standards of behavior.
15. Respect your audience.
16. Adhere to all applicable university privacy and confidentiality policies.
17. You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).
18. Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.
19. Monitor comments. You can set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.
20. Do not use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.
21. You are responsible for regularly reviewing the terms of this policy.

Consequences

22. Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.
23. Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
24. Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

CELLULAR PHONES

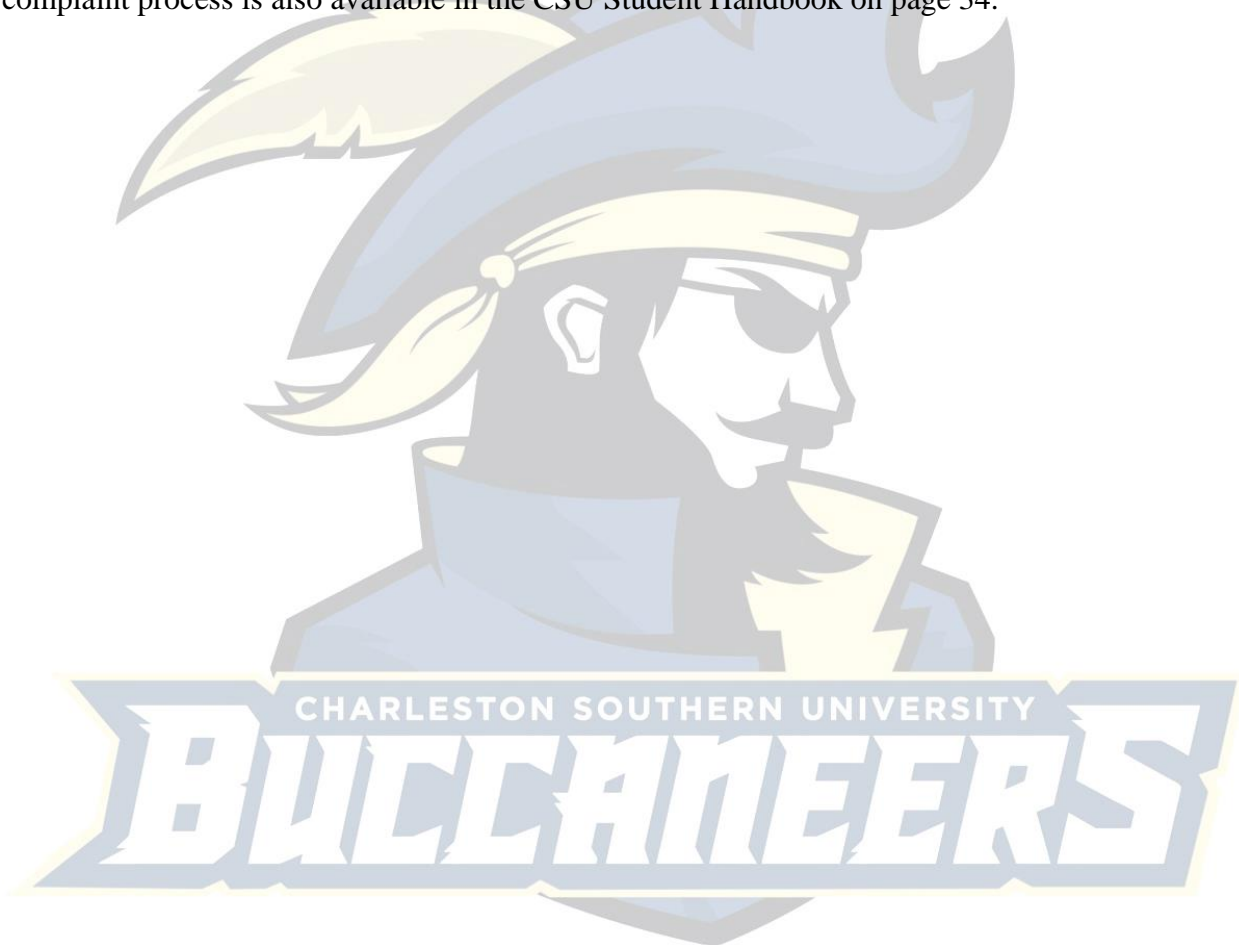
In the classroom setting, ATs should have their cell phones off or on a quiet, vibrate mode. The cell phone should remain in the student's backpack, bag, or purse, and should not be taken out while the class is in session, as this is very disruptive to the instructor and the class. Text messaging during a class period will not be tolerated. ATP faculty may confiscate the cellular phone until the end of the class period if they become aware of such activity.

In the clinical setting, cell phone use by ATs should be restricted to emergency situations only. Any type of cell phone use (conversation or text messaging) is distracting and unnecessary in the clinical education environment. Preceptors will inform the Program Director if cell phone usage by an ATS continues to be problematic.

STUDENT COMPLAINT PROCESS

Interpersonal problems between an ATS and another student, a patient, a preceptor, or a faculty member should be handled between those involved if at all possible, at the appropriate time and in the appropriate place. If no progress can be made, the parties involved should look to the program director for arbitration, specifically for student-to-student problems. The program director will hear both parties' complaints separately and meet with those involved to discuss resolutions.

For problems between students and preceptor or faculty, the ATP Director should act the role of the arbitrator. In situations that are not easily resolved, the CSU Student Complaint Process will be followed (<https://www.charlestonsouthern.edu/life-at-csu/student-resources/>). The student complaint process is also available in the CSU Student Handbook on page 34.



SECTION VI: PROGRAM RETENTION **POLICIES**

- Grade Policy
- Grade Changes/Appeal Policy
- Retention and Matriculation Policy
- Disciplinary Action
- Academic Probation/Dismissal
- Graduation Requirements
- Withdraw Policy
- Refund Policy
- Professional Membership/Association
- Board of Certification Exam



SECTION VI: PROGRAM RETENTION POLICIES

GRADE POLICY

Below is the grade policy for all athletic training courses.

*Please note the difference in awarded grades and the percentage range

Grading Policy

- A 89.5-100%
- B+ 86.5-89.4%
- B 79.5-86.5%
- C 79.4-69.5%
- F <69.5%

GRADE CHANGES/APPEALS POLICY

Based on individual student circumstances, a professor may change a grade within the six-month period following the end of the course. Between six months and one year, both the professor and the department head must approve the grade change. After one year, the Vice President for Academic Affairs must also approve the grade change. A grade change after one year must be due to clerical error. Appealing a Final Course Grade A. The first level of appeal for a student who is dissatisfied with a grade received is to the professor assigning the grade. The student should contact the professor to explain the basis of dissatisfaction and the professor should explain the basis for the grade. This meeting should be face to face; however, the professor may allow other forms of communication (via telephone or e-mail, for example). The student must request this interview in writing to the professor within 10 days of the posting of the final grade. Once the faculty member has received the request, the interview (or other communication) must be scheduled within normal working hours (8 a.m. - 5 p.m.), Monday through Friday within 10 days of the student's request (unless the request does not fall within a major term; see paragraph D below). Failure by the faculty member to respond to the student's request within the established time will be considered a violation of the University policy. Failure of the student to appear at the scheduled interview ends the appeals procedure. If the student has not been contacted by the professor within 30 days of mailing the appeal, the student should file the appeal directly with the Registrar, who will forward the appeal to the appropriate Graduate Director. Note: If the director is also the instructor whose grade is being appealed, then the student must appeal to the appropriate academic dean. If the instructor is a dean, the appeal is made to the director, who will copy the VPAA and chair of Graduate Council. B. If the student wishing to appeal a final course grade is still dissatisfied after an interview (or other agreed upon communication) with the professor, the student should then submit a written statement to the Registrar, who will forward the appeal to the appropriate Graduate Director, within 10 days of the interview. This should contain the reasons for dissatisfaction and the specific changes the student regards as fair and desirable. The burden of proof lies with the student in such a case to show that an error or malfeasance has occurred. Within 10 days of receiving the written appeal from the Registrar, the Graduate Director will notify in writing the professor, the student, and the Registrar of the Graduate Director's decision (as noted in Paragraph D, this deadline is extended when the appeal is not lodged during a major semester). When, in the opinion of the Graduate Director, the student fails to show reasonable cause for further investigation, the Graduate

Director may deny the appeal without taking further action. C. When, in the opinion of the Graduate Director, a student's appeal raises reasonable doubt as to whether a mistake or malfeasance has occurred; the Graduate Director and the department chair shall appoint within 10 days, a committee of three faculty members whom the Graduate Director considers most nearly competent in the subject matter. This committee will meet and issue a decision in writing to the department chair, the Graduate Director, professor, and student within 10 days of the request. Both the professor and student should be asked to bind themselves in advance to accept the committee's decision. Neither may be required, however, to bind themselves. D. If the student files the initial request at a time other than during a major term and if the professor or Graduate Director is not available during that time, all of the foregoing time requirements will begin with the first day of class in the next major term. In extreme or unusual circumstances regarding the timeliness of the appeals process, the VPAA will make the final determination. E. Any student who has exhausted the remedies open under the procedures outlined above may appeal the entire matter to the Graduate Council. The student is advised that the Graduate Council will not alter a grade under these circumstances, but if the student can show compelling evidence that the procedures outlined above have been violated, the Chair of Graduate Council will appoint a review by three graduate directors (the director handling the initial appeal is recused). This review may recommend that a reexamination or other appropriate assignment be given to the student, that the appropriate academic dean investigate the entire matter, or other appropriate action be taken. However, all findings are subject to the approval of the appropriate dean and the Vice President of Academic Affairs. F. All results from the proceedings of the appointed sub-committee of the Graduate Council should be reported to the appropriate academic dean and Vice President of Academic Affairs.

RETENTION AND MATRICULATION POLICY

A student must demonstrate progression through the ATP. A student's status is jeopardized (i.e., probation and/or program dismissal) if he/she does not meet the following program standards:

Criteria:

- 1) Maintain an overall, 3.0 GPA in ATP-based credit hours taken at CSU toward degree
- 2) Minimum grade requirement of a "C" in all courses

Consequence:

- 1) Recommended remediation plan set up by the student and the athletic training program faculty. A student will have a 14-week academic period to bring his/her overall GPA above 3.0. If a student is unable to bring their GPA to a 3.0 during this time period, he/she will be dismissed from the program. If a student's GPA falls below a 3.0 at the conclusion of his/her last semester in the program the student will not be eligible to receive this/her degree
- 2) Student will be dismissed from the program

ACADEMIC PROBATION/DISMISSAL

Probation

Students failing to meet the requirements stated above will be placed on academic probation or dismissed from the ATP. The ATP faculty will conduct a review of academic progress at the end of each 7-week academic period, and a student will be notified of his/her standing in the program if he/she does not meet the requirements stated above. Upon notification, a student will meet with the program faculty to discuss his/her status, discuss a remediation plan, and sign documentation regarding his/her status, which will be kept on file. Failure to reestablish academic standards within the determined timeframe will result in program dismissal. Once dismissed from the ATP, students are NOT eligible for re-admission.

PROFESSIONAL BEHAVIOR PROBATION

ATs are expected to follow all of the policy stated in the previous sections. Professional Behavior Probation will run on a three-strike approach.

- 1st strike is a written warning placed in the ATS's file
- 2nd strike is another written warning placed in the ATS's file. The ATS will also have to submit a personal professional behavior reflection paper based on the student's infractions
- 3rd strike is dismissal for the ATP

*Please note that some infractions may result in an immediate dismissal from the ATP and not eligible for the three-strike approach

ATs are expected to conduct themselves in a professional manner at all times. Students should remember that they are not only representing themselves, but the entire ATP, as well as CSU. Any misconduct or action taken by a student that in any way portrays a negative image upon the ATP or the University will be grounds for disciplinary action. The ATP Director, faculty, and/or preceptor(s) will review any and all incidents that are brought to their attention by clinical staff, other faculty members, students, coaches, etc. and determine the appropriate action to be taken. Severe misconduct or noncompliance with the policies and procedures stated within this handbook may be grounds for dismissal from the ATP. If dismissed from the ATP, the student is not eligible for re-admission into the program.

GRADUATION REQUIREMENTS

1. University Requirements

- To be eligible for graduation from the Master's Degree Program, a student must complete professional core and specialization area requirements with a 3.00 GPA (see Graduate Catalog for specific degree requirements)

Athletic Training Program Requirements

- Completion of all professional coursework (65 units)
- Maintain overall 3.0 GPA in credit hours taken at CSU toward degree
- Earned minimum grades in all professional courses (see retention policy above)

- Completion of all clinical education requirements
 - Completion of education competencies and clinical integrated proficiencies
- Completion of clinical education hours
- Maintain good standing in the ATP according to the policies and procedures stated in the CSU ATP Handbook
- Follow BOC Inc. Standards of Professional Practice and NATA Code of Ethics
- (Endorsement for the BOC Inc. examination requires program director approval.)

WITHDRAW POLICY

Withdrawal by Request of the Student

A Withdrawal Form must be completed online to withdraw officially from CSU. The form is found in the Student section of MyCSU under Forms. Students must first login using their student ID and PIN. Students are responsible for appropriate tuition and fees for all courses attempted, regardless of the grades assigned. Note that all financial and university property obligations must be satisfied to prevent “holds” from being placed against the student’s academic records. Such holds normally prevent transcript requests from being processed, and can prevent future registration for classes. Other holds may apply.

CSU wishes to receive student input regarding reasons for withdrawal, including any problems that may have caused the withdrawal decision. This information is requested during the online withdrawal process. Students may be contacted as part of an effort to improve student services.

Withdrawal by Request of the University

CSU reserves the right to require the withdrawal of a student whose conduct, general attitude, or influence is considered harmful to the university. Such administrative withdrawals or suspensions are generally handled through the Dean of Students’ Office.

REFUND POLICY

Tuition refund information is available, per semester, within the Academic Calendar. This calendar is available under the “Academic” tab on the main CSU website (www.csuniv.edu).

PROFESSIONAL MEMBERSHIP/ASSOCIATION

It is **strongly advised** that athletic training students join appropriate professional associations, specifically the NATA. Membership to the NATA will provide the student with membership to the national association as well as district membership in the MAATA - NATA District 3. Membership in the NATA has numerous benefits for the student, including a subscription to the *Journal of Athletic Training* as well as significant discounts on conference registration costs and the fee for the national certification exam. Student members will also have access to an online student blog provided through the NATA website at www.nata.org. To be eligible for most scholarships through state, district, and national associations, ATs must be members in the

NATA. Students are also encouraged to join the SCATA. Membership information can be obtained online or from the ATP Director.

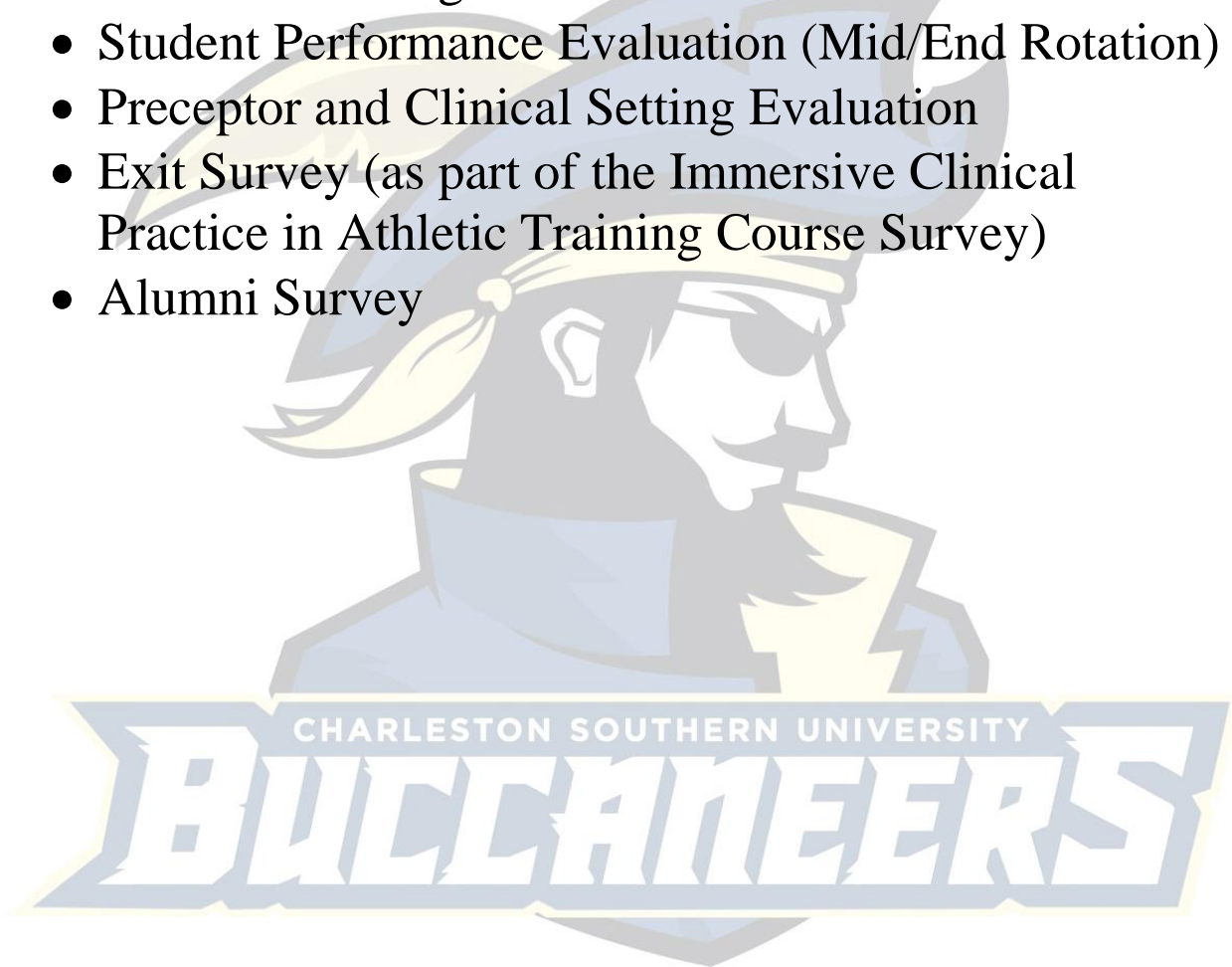
BOARD OF CERTIFICATION (BOC) EXAM

The student is not endorsed until he/she is enrolled in the last semester of the ATP. Students who wish to take the BOC, Inc. exam during the March/April exam period may petition the program director. The student must show proof that they have a satisfactory/passing score on a BOC practice exam (available on the BOC, Inc website) to register for the March/April BOC, Inc. exam.



SECTION VII: Program Evaluation

- Clinical Experience Documentation
- Athletic Training Student Self-Evaluation
- Student Performance Evaluation (Mid/End Rotation)
- Preceptor and Clinical Setting Evaluation
- Exit Survey (as part of the Immersive Clinical Practice in Athletic Training Course Survey)
- Alumni Survey



SECTION VII: PROGRAM EVALUATION

The ATP undergoes on-going and constant evaluation to analyze compliance with accreditation standards. In addition, this evaluation process allows program administration to identify strengths and weaknesses in an effort to gauge current status and necessary changes to continue offering an outstanding athletic training education.

CLINICAL EXPERIENCE DOCUMENTATION

- **Clinical Hour Form**
Students will be required to record their clinical hours every two weeks. Students should record hours each day to the nearest 15 minutes as a decimal point. (15 hours and 30 minutes = 15.5 minutes)
Hours form will be recorded from Monday through Sunday for two weeks and are due the Thursday following the two-week cycle. For each day that this form is late one DPC (see below) credit will be deducted. These credits are part of the student's Clinical Practice Course grade.
- **Direct Patient Contact Form**
Student will be required to document direct patient contact exposure. This includes direct patient care within the scope of practice (i.e. hand-on experiences).
Students are required to document five DPC every two weeks.
Students are also required to record total number of DPC during that same two-week period.
- **Student Performance Evaluation (2-Week Evaluation)**
Students are required to have their preceptor complete and sign student performance evaluation every two weeks.

ATHLETIC TRAINING STUDENT SELF-EVALUATION

At two points in the semester, ATs will complete a self-evaluation form identical to the form the preceptor will use to evaluate the student. These evaluations will be reviewed at the same time the preceptor reviews their evaluation of the student with the student. Both forms will be signed by the student and preceptor following the review/meeting and will be turned in to the Program Director to be added to the student's notebook.

STUDENT PERFORMANCE EVALUATION (MID/END ROTATION)

The preceptor will complete two student performance evaluations of the ATS over the course of the semester, one mid-term and final evaluation. It is important that the student receive feedback on areas they need to work to improve on over the course of the experience. The final evaluation of the student will be completed at the end of the semester and should note areas the student made improvements in since the earlier evaluations. The preceptor will review each of the evaluations with the student in a timely manner so as the student will have an opportunity to make improvements before the final evaluation. The evaluations will be one component of the clinical practice grade in which the student is currently enrolled. The preceptor and the ATS will sign all of the evaluation forms once they have been reviewed and turn them in to the program director. All evaluations completed on the student will remain in their notebook.

PRECEPTOR AND CLINICAL SETTING EVALUATION

At the completion of each clinical education experience, students will evaluate the preceptor and the clinical site to which they were assigned. These will be turned in to the Program Director who will keep the evaluations in a private file. At the end of each academic year, preceptors will be provided a summary of the student and ATP evaluations to assist them in making improvements to the overall clinical education experience. Results of all evaluations will be recorded in spreadsheets to provide feedback to the ATP as to the quality of the preceptor and the clinical sites being utilized by the ATP, and to help determine areas needing improvement.

COURSE AND INSTRUCTOR EVALUATION

Each course and instructor will be evaluated every semester through CSU's electronic course evaluation. In addition, core ATP faculty will be evaluated through direct observation by the program director and/or dean on an annual basis.

EXIT SURVEY (as part of the Immersive Clinical Practice in Athletic Training Course Survey)

During their final semester in the ATP, ATs evaluate the program on the areas of coursework, clinical education, administration, professional opportunities, and overall strengths and weaknesses.

ALUMNI SURVEY

Alumni Survey are sent 6-12 months after graduation. This survey asks graduates of the ATP to assess their professional program experience.



STATEMENT OF UNDERSTANDING

By signing below, I acknowledge that I have read, understand, and will abide by all of the policies and procedures contained within the Charleston Southern University Athletic Training Student Handbook. I understand that any misconduct or noncompliance with the information contained within this handbook may be grounds for disciplinary action and/or dismissal from the Charleston Southern University Athletic Training Program, based on the discretion of the ATP Committee.

In addition, my signature below indicates that I, as an athletic training student at Charleston Southern University, in compliance with HIPAA, FERPA, and the NATA Code of Ethics, recognize that I have an obligation to myself, the patients I treat, the clinical instructional staff, and Charleston Southern University as a whole to maintain patient confidentiality. This includes withholding any information from anyone, other than my immediate supervisors or other appropriate medical health professionals, that I acquire professionally or socially which is considered professionally confidential. The unique opportunity that I have been offered to observe and participate as a student in a professional health care environment will be jeopardized if I violate this confidentiality. I also understand that I represent Charleston Southern University at all times, and, as a result, I will conduct myself in a professional manner. I understand that if I fail to abide by this professional conduct statement and statues included in the NATA Code of Ethics and the South Carolina State Certification (SC - DHEC), I am aware of the consequences that I will incur and accept that penalty.

ATS Printed Name

ATS Signature

Date

ATP Director Signature

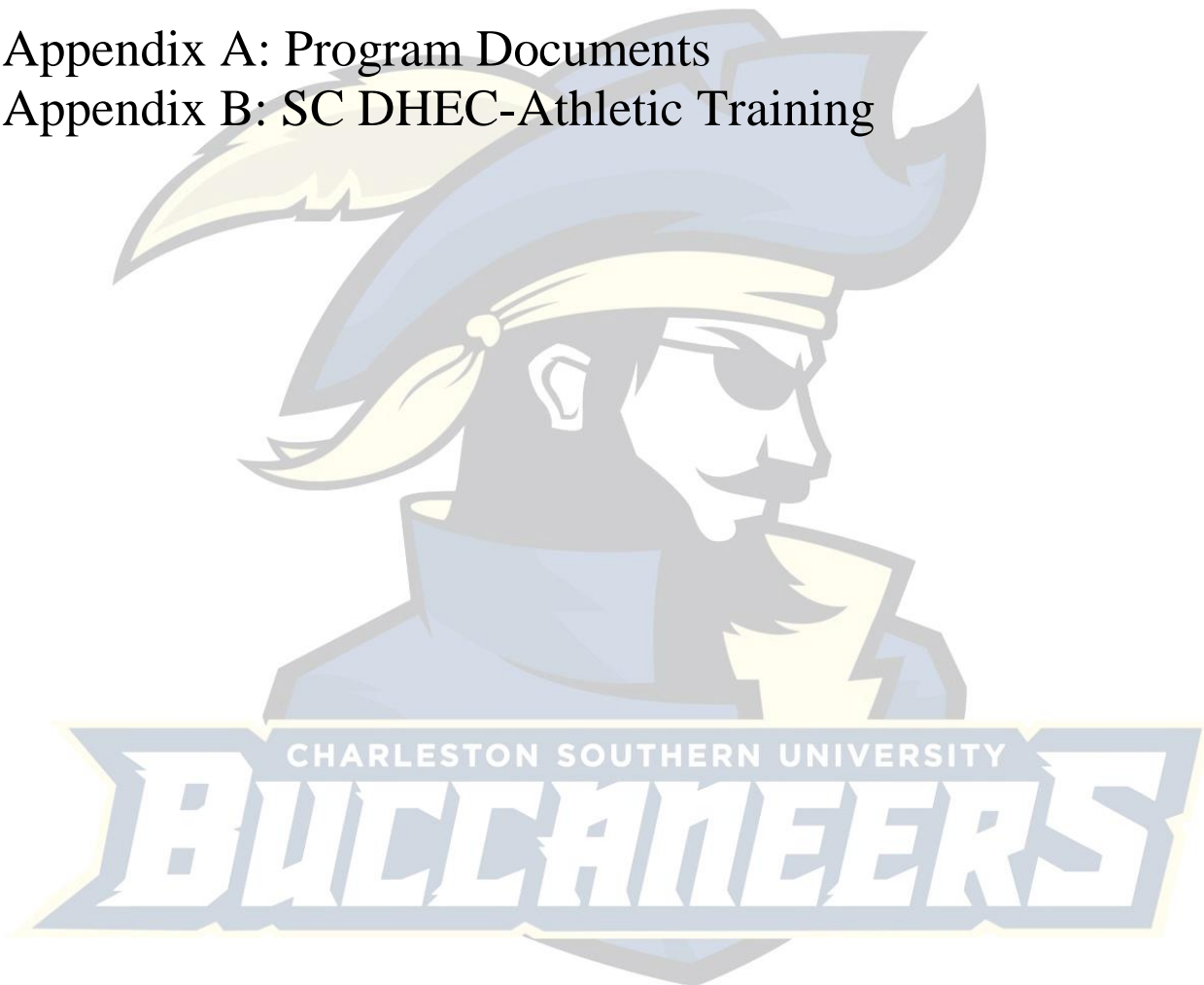
Date

***This page will be retained in the Athletic Training Student Notebook within the office of the Athletic Training Program Director.*

APPENDICES

Appendix A: Program Documents

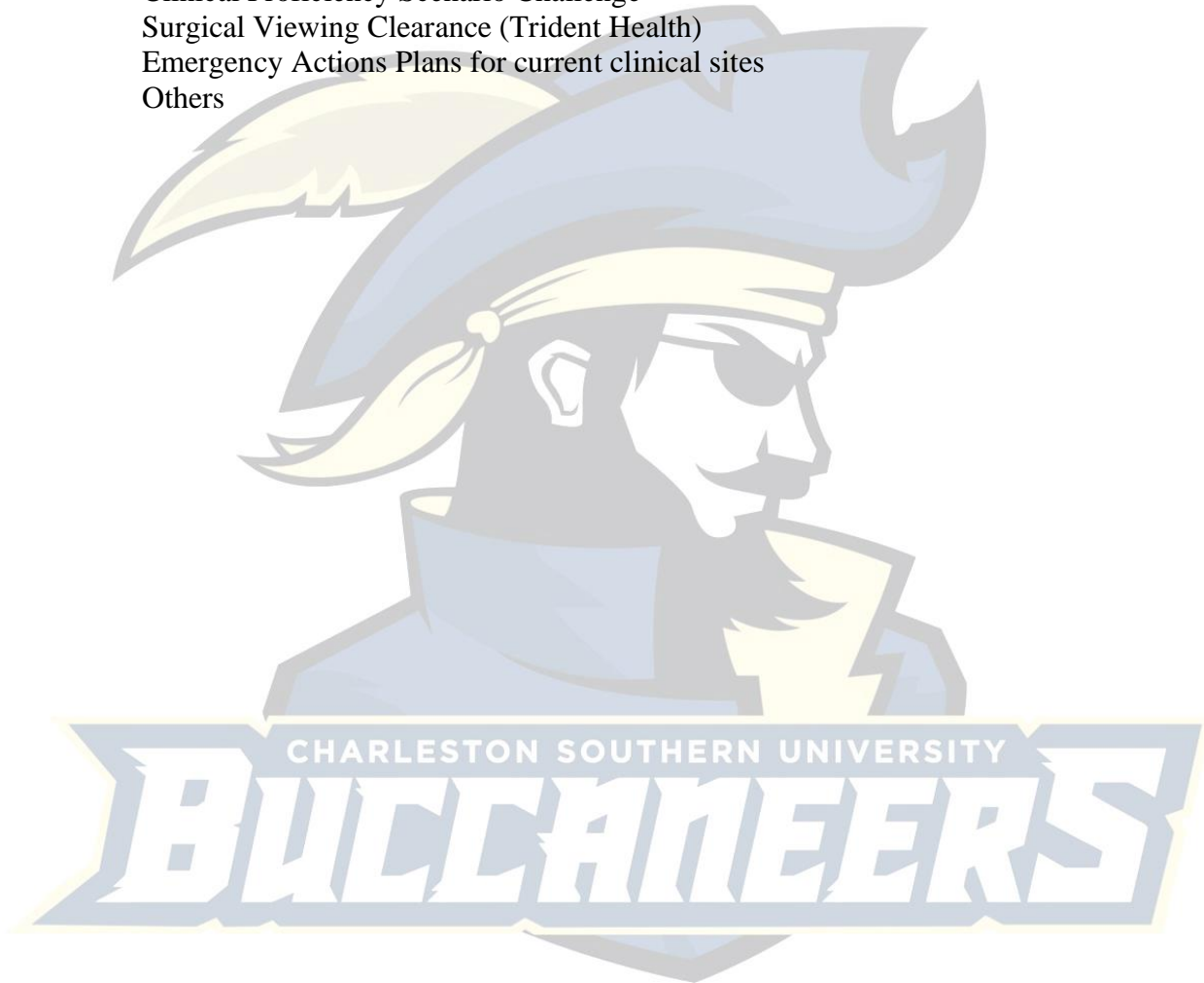
Appendix B: SC DHEC-Athletic Training



**APPENDIX A:
PROGRAM DOCUMENTS**

See “athletic training major” Blackboard course for current program documents including but not limited to:

Performance Evaluations
Clinical Hours and Direct Patient Contact forms
Competencies and Proficiencies
Clinical Proficiency Scenario Challenge
Surgical Viewing Clearance (Trident Health)
Emergency Actions Plans for current clinical sites
Others



APPENDIX B:
SC DHEC – ATHLETIC TRAINING

(reprinted from <http://www.scdhec.gov/administration/regs/docs/61-96.pdf>)

1. Purpose, Administration and Definitions.

- a. Purpose: The purpose of this regulation is to assure the highest degree of professional conduct by those engaged in offering athletic trainer services to the public and to safeguard the public's health, safety, and welfare by establishing minimum qualifications for those individuals wishing to offer athletic trainer services to the public.
- b. Administration: All regulations pertaining to the administration of the "Athletic Trainers' Act of South Carolina", Sections 44-75-10 et seq., S.C. Code of Laws, 1976, as amended, shall be administered by the South Carolina Department of Health and Environmental Control, 2600 Bull Street, Columbia, South Carolina.
- c. Definitions: For the purpose of these Standards, the following definitions shall apply:
 - a. "Law" as used in these rules shall mean the "Athletic Trainers' Act of South Carolina", Sections 44-75-10 et seq., S.C. Code of Laws, 1976, as amended.
 - b. "Board" shall mean the Board of the South Carolina Department of Health and Environmental Control.
 - c. "Department" means the South Carolina Department of Health and Environmental Control.
 - d. "Committee" shall mean the South Carolina Athletic Trainers' Advisory Committee.
 - e. "Athletic Trainer" means a person with specific qualifications as set forth in Section 44-75-50 of the Law who, upon the advice and consent of a licensed physician, carries out the practice of care, prevention, and physical rehabilitation of athletic injuries, and who, in carrying out these functions, may use physical modalities, including, but not limited to, heat, light, sound, cold, electricity, or mechanical devices related to rehabilitation and treatment.
 - f. "Certificate" means official acknowledgement by the Department that an individual has successfully completed the education and other requirements referred to in the "Athletic Trainers' Act of South Carolina", Sections 44-75-10 et seq., which entitles that individual to perform the functions and duties of an athletic trainer.
 - g. "Licensed Physician" means a physician licensed by the South Carolina State Board of Medical Examiners.
 - h. "Employment of Athletic Trainer" shall mean a person who is engaged as an athletic trainer if the person is employed on a salary or contractual basis by an educational institution, a hospital, rehabilitation clinic, professional organization, or other bona fide athletic organization and performs the duties of an athletic trainer as a major responsibility of this employment.
 - i. "Advice and Consent of a Licensed Physician" shall mean the general written or oral standing orders and/or protocol signed by a licensed physician.

2. Description of the Profession.

An athletic trainer is an individual who has successfully completed the college or university undergraduate degree and fulfilled the requirements for certification as established by the Board of Certification, Inc., in association with the National Athletic Trainers' Association (NATA), and successfully completed the Athletic Trainers Certification Examination as administered by the Board of Certification, Inc. Through a combination of formal classroom instruction and clinical experience, the athletic trainer is prepared to apply a wide variety of specific health care skills and knowledge within the domains/standards. The seven domains/standards of athletic training from which these specific tasks are measured in the examination are:

1. **Direction:** The athletic trainer renders services or treatment under the advice and consent of a licensed physician.
2. **Prevention:** The athletic trainer understands and uses preventative measures to assure the highest quality of care for every patient.
3. **Immediate Care:** The athletic trainer provides standard and immediate care procedures used in emergency situations, independent of setting.
4. **Clinical Evaluation and Diagnosis:** Prior to treatment the athletic trainer assesses the patient's level of function. The patient's input is considered as an integral part of the initial assessment. The athletic trainer follows the standards of clinical practice in an area of diagnostic reasoning and medical decision making.
5. **Treatment Rehabilitation and Re-Conditioning:** The athletic trainer develops the treatment program and determines the appropriate treatment, rehabilitation and/or reconditioning strategies. The treatment program objectives include long and short-term goals and appraisal of those that the patient can realistically be expected to achieve from the program. This assessment measure determines effectiveness of the program and is incorporated into the program.
6. **Program Discontinuation:** The athletic trainer, in collaboration with the licensed physician, recommends discontinuation of athletic training services when the patient has received optimal benefit of the program. The athletic trainer, at the time of discontinuation, notes the final assessment of the patient's status.
7. **Organization and Administration:** All services are documented in writing by the athletic trainer and are part of the patient's permanent records. The athletic trainer accepts responsibility of recording details of the patient's health care status.

