

SOUTHERN CONNECTICUT



ATHLETIC TRAINING MANUAL

2011 - 2012



<p>This Program is Accredited by the</p>  <p>Commission on Accreditation of Athletic Training Education</p>	 <p>National Athletic Trainers' Association[®]</p> <p><i>Health Care for Life & Sport</i></p> <p>District One</p>
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FORWARD

TAKING PRIDE IN YOUR FUTURE

Welcome, you have entered the athletic training profession at a very interesting time in terms of the profession. Athletic trainers have begun to expand their scope of practice beyond the traditional athletic setting. Athletic trainers can be found in medical offices assisting physicians, working in the military caring for combat troops during their training and with performing artists. You have an opportunity to join this profession and become part of this progression, but there are things you should know.

Our program is the first in Connecticut to achieve accreditation. We have a successful program, based largely on the successes of the students graduating before you. Although our alumni continue to demonstrate the quality of Southern's program, it is up to you, our future alumnus, to expand on it. On campus, in our athletic training rooms, at affiliated sites, and attending professional conferences, you will represent our program and the University. Most importantly, you will represent yourself. How others perceive you directly relates to the opportunities both you and your classmates will have in the future. Never do or say anything that will embarrass the program, the University, or yourself

You have a chance to enhance your growth and reputation in several ways. Your outward appearance is probably the easiest way to go about it. Your style of dress, hygiene and grooming will tell a lot about you. When visiting a medical office, how do you expect that person to look and behave, that should be you. Also, use professional language and terminology, and keep a positive attitude. Remember, we are not trainers, we are athletic trainers. We do not work in training rooms, we serve in athletic training rooms – respect the title and setting. Attendance at professional symposia will display your belief in the importance of expanding your educational base, and demonstrate to other professionals your dedication to learning and athletic training. It is our belief that we have an outstanding program, but it is up to you to show others, both within and outside of the university. You will be a product of this program, so you will determine its success.

The formula for success is simple. To be successful, strive for excellence each and every day, beginning with your very first class. One of our alumni said it best, "What have I done today to make my resume look better?" You should set goals that will make you more marketable, and continuously try to find that little thing that will make you stand out from the rest. If you can learn just one meaningful thing each day, you will be well on your way to success. Whenever possible, attend professional meetings to learn about your profession, to demonstrate your commitment, and to let your face be seen. Select summer jobs that

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will enhance the skills you will learn at Southern and through continuing education. Always perform your duties to the best of your abilities and represent yourself well. By doing so, you will not only elevate the status of our program and the University, you will be successful. The Athletic Training Faculty and Staff will be there to help you all the way through.

INTRODUCTION

The manual has been developed to assist you as a student in our program. It is to be used as a guidebook and resource during your various academic and clinical experiences within the ATEP. This manual will provide an organized and detailed description of the Athletic Training Education Program at Southern Connecticut State University. Please note, as much as we have tried this, it is not an all-encompassing guidebook, so if you have any specific questions, problems, comments or concerns-please do not hesitate to talk to someone.

STUDENT RESPONSIBILITY

As a member of the Southern Connecticut State University Athletic Training Education Program, you must be knowledgeable of the content of this manual and keep this manual readily available for reference. Students are expected to familiarize themselves with the *SCSU Undergraduate Catalog* to satisfy all published degree requirements. Failure to do so does not provide a basis for exceptions to academic requirements or policies. It is expected that students will receive assistance from various faculty and staff members, but students must take responsibility.

Athletic Training, like other allied health professions, requires a great deal of dedication and work. We have found that the best way to learn the skills necessary to become an efficient and effective athletic training professional is to combine classroom theory with clinical experiences in a variety of settings. Applying classroom knowledge in the clinical setting immediately after learning it will greatly enhance your retention of that knowledge. It is the objective of the Athletic Training Faculty and Staff to prepare each student for a successful career as an athletic training professional. You are encouraged be proactive in the educational process, in and out of the classroom. It is up to you to get all that you can get out of the educational experiences we will provide for you.

As a member of the Southern Connecticut State University Athletic Training Education Program, you are expected to know and understand the procedures herein thoroughly, refer to this manual regularly and keep this manual readily available for reference.

STRATEGIC FRAMEWORK

In adhering to the tenets of Southern Connecticut State University, the School of Education and the Exercise Science Department, the Athletic Training Education Program believes inherently in the SAILS concept: Scholarship, Attitudes and Dispositions, Integrity, Leadership, and Service.

ATEP VISION

We are committed to establishing the Athletic Training Education Program as a regional and national leader in the preparation of Entry-level Athletic Training professionals to serve in a wide range of professional settings.

MISSION

The mission of the ATEP is to prepare outstanding athletic trainers who are scholars, who possess the attitudes and dispositions that reflect an appreciation of others, who have the personal and professional integrity to value themselves and others, who have the leadership capacity to affect change in healthcare settings, and who have a sense of commitment and responsibility to the communities they serve.

In addition to producing high quality students and citizens, we encourage our students to:

- S:** Become competent, independent, and critical thinkers by developing into allied health professionals that are proficient in the care of the patients and clients, as evidenced by attaining BOC Inc. certification and demonstrating quality injury prevention, identification, care and rehabilitation.
 - Demonstrate the content knowledge and clinical skills needed to provide health care
 - Plan for effective injury and illness prevention
 - Assess patient outcomes and incorporate evidenced-based medicine into clinical practice
 - Successfully use technology to support efficient and effective health care delivery

- A:** Accept the role of the athletic training professional and a health care provider in demonstrating a positive attitude regarding the athletic training profession and the exhibition of solid work habits.
 - Attend professional conferences and seminars
 - Demonstrate proper communication with patients and professionals
 - Reflect on their own performance and engage in honest self-assessment
 - Appreciate the Interconnectedness of the relationships between patient and clinician

- I:** Adhere to the NATA Code of Ethics and the BOC Standards of Professional Practice, and maintain high moral standards when performing professional duties.
- L:** Continue to develop knowledge and skills beyond Southern Connecticut State University, and enhance the athletic training profession by sharing that knowledge and expertise with local, state and national professional organizations in the role of members of organizational committees via professional and public service.
- S:** Become involved with society outside of their professional requirements as demonstrated by assisting those in need and working to make their own piece of the world a better place by contributing time and expertise to the community in which s/he lives, works and learns.

ATHLETIC TRAINING PROGRAM -DESCRIPTION FACULTY

The Athletic Training Education Program is one of two undergraduate degree programs in the Exercise Science Department, which resides in School of Education. Presently, four (4) EXS faculty members are directly responsible for teaching all athletic training-related courses and are referred to as the ATEP Faculty. The ATEP Faculty also serve as Clinical Instructors and Athletic Trainers for the Athletics Department. Other EXS faculty members are involved with the ATEP, as well. These instructors are responsible for teaching many of the EXS core courses.

Finally, the ATEP Medical Director is an independent physician who will act as a resource for the ATEP. He will provide input and direction to the ATEP, and be available to offer student instruction in both the didactic and clinical settings.

It is important to know that each member of the ATEP “team” is very able and eager to assist you in any way as you progress through the program. ATEP faculty offices are housed in Pelz Gymnasium, and are always open. We encourage you to take advantage of our willingness to help.

The goals of the Athletic Training Faculty are to:

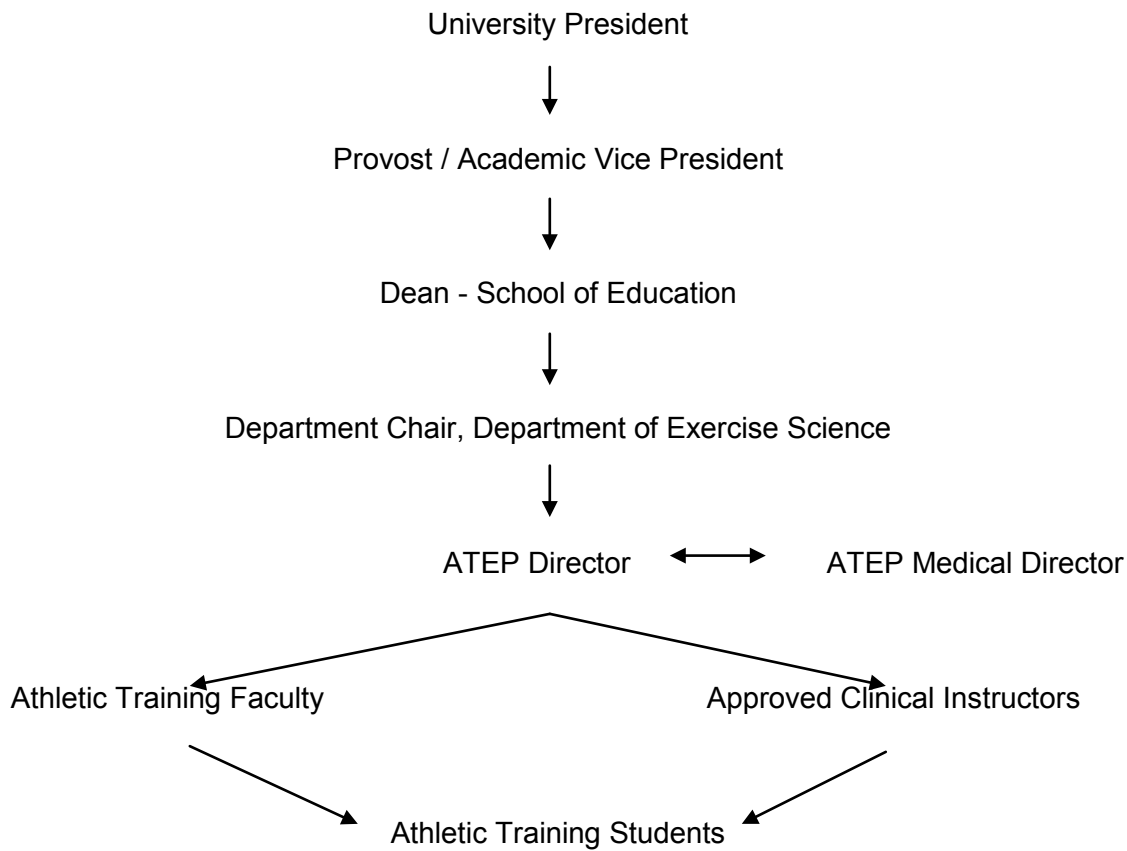
1. Keep the academic and clinical education, professional development, and overall welfare of Athletic Training Students as its central concern.
2. Provide an atmosphere that is conducive to quality classroom and clinical education for Athletic Training Students.
3. Allow and assist Athletic Training Students to strive for professional excellence.
4. Follow guidelines and standards established by the CAATE, the BOC, the NATA, and the NATAEC.
5. Expose the Athletic Training Students to a variety of experiences that will best develop their clinical skills en route to becoming an entry level certified athletic trainer.
6. Prepare the Athletic Training Student to be an effective and participating allied health professional.

DIRECTORY

<u>FACULTY MEMBER</u>	<u>OFFICE</u>	<u>TELEPHONE</u>
Gary E. Morin Ph.D., ATC Professor ATEP Director/Assistant ATC	Pelz 9	392-6089
Matt Rothbard MS, ATC Assistant Professor Clinical Education Coordinator, Assistant ATC	Pelz 9	392-6083
Charles Davis M.Ed., ATC Associate Professor Assistant ATC	Pelz 9	392-6090
Corey Hannah MS, ATC Assistant Professor Assistant ATC	Pelz 9	392-6088
<u>MEDICAL DIRECTOR</u>		
Arthur "Greg" Geiger, MD	Orthop. Surgery & Physical Rehabilitation Ctr	203-255-7000
<u>ATHLETIC TRAINING STAFF – ATHLETIC DEPARTMENT</u>		
Carol Nelson MS, ATC Head Athletic Trainer	MFH-AT	392-6007
Allison Marinan MS, ATC Assistant Athletic Trainer	MFH-AT	392-6008

**SOUTHERN CONNECTICUT STATE UNIVERSITY
ATHLETIC TRAINING EDUCATION PROGRAM**

ORGANIZATIONAL CHART



ATHLETIC TRAINING IN THE STATE OF CONNECTICUT

Athletic trainers practicing in the State of Connecticut are required to obtain a license to practice the profession. Athletic Training Students are exempt from this requirement, but must serve under the supervision of a Licensed Athletic Trainer (LAT) or other licensed health care professional. It is imperative that Athletic Training Students represent themselves as *students* of the profession at all times. Any reference implying certification or status as an athletic trainer is in violation of the NATA Code of Ethics and Connecticut State Law. This violation may prevent future athletic training employment and could lead to fines as well as imprisonment.

This limitation extends to employment at summer camps, as well. Unless certified/licensed athletic trainers are supervising them, Athletic Training Students must represent themselves as First Aiders, not as athletic trainers. Likewise, most states possess similar regulations regarding the practice of athletic training. It is your responsibility to inquire about state regulation prior to the pursuit of employment in a given state.

THE NATA

The **National Athletic Trainers' Association (NATA)** was formed to ensure a secure position for athletic trainers in athletic programs and the health care field. Since its inception, the NATA has worked to raise the level of professional standards and encourage the ethical conduct of its members. These efforts have resulted in considerable advancement for the profession. Membership to the association is granted only to those individuals who are properly qualified and are prepared to subscribe to and uphold the standards of the NATA's Code of Ethics (Appendix L). The NATA produces a quarterly journal and holds annual district and national clinical symposia, which you are encouraged to attend. Students are strongly encouraged to apply for National Athletic Trainers' Association (NATA) membership after acceptance into the ATEP. Once a member of the NATA, you will automatically become a member of the Eastern Athletic Trainers' Association (EATA) and the Connecticut Athletic Trainers' Association (CATA). The cost is minimal and the benefits are many. To be eligible for scholarships offered by these organizations, membership is a must. In addition, NATA membership demonstrates to employers and educational institutions that you are committed to the profession. To become a member of the NATA, complete the application form on the NATA web site (<http://www.nata.org>), or phone 1-800-TRY-NATA.

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Board of Certification

In addition to providing the national certification examination for entry-level athletic trainers, the **Board of Certification Inc. (BOC)** monitors the continuing education of certified athletic trainers. Once certified by the BOC, athletic trainers must complete seventy-five (75) hours of continuing education over a three-year period, to maintain certification. Essentially, the BOC ensures that certified athletic trainers are initially well educated and continue to add to their knowledge base after certification.

To obtain credentialing information students should log on to the BOC website – **www.bocatac.org** and follow their instructions in the semester prior to graduation. Students applying to take the online examination will be asked to complete the necessary forms. The BOC will contact the Program Director to determine the eligibility of the candidate. Permission from the Program Director will be granted provided the student will be **graduating the same semester as the test is being offered** and the student **has fulfilled all program requirements** due at that time. NO PERMISSION WILL BE GIVEN TO STUDENTS WHO ARE ON PROBATION, HAVE NOT PASSED THE SENIOR RETENTION EXAMINATIONS OR OTHERWISE DO NOT APPEAR TO BE SUCCESSFULLY COMPLETING THE PROGRAM REQUIREMENTS (this includes the presence of low course grades). Please remember that students may only take the examination at the last offering before the student's **actual** graduation date.

Commission on Accreditation in Athletic Training Education

CAATE is the organization that is responsible for the accreditation of all athletic training programs in the United States. The Southern Connecticut State University Athletic Training Program has earned accreditation status until the 2013-2014 academic year. CAATE maintains the difficult task of ensuring that all athletic training education programs fulfill their role of offering proper instruction both didactically (classroom) and clinically. CAATE also assesses each program for student safety and ensuring that students are properly treated.

NATAEC

The National Athletic Trainers' Association Education Council is responsible for determining the expected skills of the athletic trainer. They determine the expected outcomes in education for the entry-level athletic trainer. Their efforts are reinforced by the BOC through examination and by CAATE through the accreditation process.

APPLYING FOR ADMISSION

Matriculated students enrolled in EXS 185 Concepts and Practices in Athletic Training will formally apply for admission into the Exercise Science Department and the Athletic Training Education Major as part of the course requirements. Students completing the application process will receive notification regarding admission in June. Entrance to the major is limited to fifteen students per year, to maintain a solid quality education and due to limitations in course enrollments. The Athletic Training Education Program does not accept applications at any other time during the year. Note that the following guidelines apply to those students who entering the ATEP as a freshman/first year student, transfer students should refer to page 28 for applicable rules and details.

GATE I

PROFESSIONAL PORTFOLIO DEVELOPMENT AND APPLICATION TO THE ATEP

Submission:

Professional Portfolios will be submitted for assessment when applying for admission into the ATEP. The EXS 185-Concepts and Practices in Athletic Training course instructor will distribute all application materials and will collect Professional Portfolios as part of the course requirements.

Description and Directions:

Your professional portfolio is your personal expression of your learning as you matriculate through the Athletic Training Education Program (ATEP). It should be developed to sell yourself, as if to say, "Look what I've done while in college! This shows where I started and how I have progressed in my professional preparation as an athletic trainer!" Your professional portfolio will be resubmitted annually for assessment by the ATEP faculty, will be 'rated', and will be included as part of your ATEP Retention criteria. You will, therefore, have the opportunity to add and remove materials from it, and try to impress anyone who reads it.

Keep in mind that evidence of SAILS (the guiding values of the School of Education), should be evident throughout your portfolio.

SAILS:

- Scholarship
- Attitude
- Integrity
- Leadership
- Service

Format:

Your professional portfolio should be enclosed in something large enough to hold four years worth of information (ie: a large 3-ring binder)! Be creative in its presentation, as a first impression is often lasting. The portfolio should include anything that you feel demonstrates your caliber as a student and what you have learned while at Southern. It

should be the showcase for your best work and successes; it might include examples such as term papers, projects, and awards accumulated throughout your education.

When submitted for admission, your portfolio must include the following:

1. Resume / Title Page Outlining where you live, previous employment, skills, courses taken etc.
2. Completed Application Form(Appendix B)
3. Transcript
4. Information Acknowledgement Form
5. Technical Standards Form
6. Verification of Clinical Hours Form (50 hours are minimum) (Appendix G)
7. Clinical Experience Preference Form (Appendix I)
8. Letters of Recommendation (3)
9. EXS 185 Task Packet
10. Essay # 1 entitled: "How My Impressions of the Athletic Training Profession Have Changed and What I Have Learned So Far"
11. Additional examples of academic excellence

Essay:

This essay (# 10 above) is to be an open and honest expression of your thoughts concerning how your impression of the profession has changed during your first year as part of our program, and what you have learned so far in your professional preparation. The essays should be well thought out and must adhere to specific criteria. Essays must be:

- A minimum of one full page in length
- Single spaced
- Typed using # 12, Times New Roman font
- Indented 1" from the sides, top and bottom (margins).

When to begin working on portfolio:

You should begin working on your professional portfolio during your first semester as a Freshman/Transfer student.

Additional Application Information:

Courses completed and/or enrolled in prior to applying for admission into the ATEP:

- EXS 184 – Introduction to Athletic Injury Care and Prevention
- EXS 185 – Concepts & Practices of Athletic Training
- EXS 281 – Anatomy & Physiology I

Admission Requirements:

- You must have a 2.70 (2.5 for all students matriculating into SCSU prior to the fall of 2010) GPA or better prior to acceptance into the ATEP!
- You must have earned a grade of C- or better in all Exercise Science courses.
- You must earn a 70% or better on the following:
 - Written examination
 - Written simulation examination-offered as available
 - Oral/Practical examination
- You must complete an interview with Athletic Training Faculty and Staff

Description of Admission Requirements:

GPA: The GPA requirement (**2.70 minimum**(2.5 for all students matriculating into SCSU prior to the fall of 2010) is mandatory and will not be altered. **Depending on the**

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number and quality of students applying, students should be aware that earning a 2.7 GPA or better does not guarantee acceptance even if all other requirements have been met. (see program scoring)

Minimum grade requirement: Candidates must have earned a grade of C- or better in all courses pertaining to the major. The applications of candidates who have not earned a C- or better in all major courses *may or may not be deferred* until the C- requirement is met.

Admission Examinations: The admission examinations (written, oral/practical, and written simulation) are based on the materials presented in EXS 184, 185, and 281. Candidates must earn a grade of 70% or better in all examinations. The applications of candidates who have not earned a 70% or better on any of the examinations *may be deferred*, and the candidates will meet with an ATEP faculty member to review and retake the examination(s). *Students not passing the entrance examinations are permitted to retake the any of the examinations one additional time provided there is space availability in that year's applying class. If minimum scores are not met, the student will be denied admission.*

Materials: A packet of admissions materials are distributed to candidates in EXS 185- Concepts and Practices in Athletic Training. The course instructor will explain the admissions process and collect the materials (Professional Portfolio) at the end of the spring semester. Please have recommendations returned to you in a sealed envelope and place them in your portfolio.

ATEP Faculty will rate and score candidate applications according to the format explained on the back of the application form with the **top fifteen scores of eligible candidates** being admitted into the ATEP(See Appendix C). Eligibility for admission is based on successful completion of all admission requirements. After tallying scores, one of the following will occur:

1. The candidate will be accepted into the Exercise Science Department/Athletic Training Program.
2. The candidate's application will be deferred until deficiencies have been corrected within the following time limitations. Students not correcting deficiencies will be denied admission into the program. The candidate will have one semester to remove failures or any incomplete courses. Please note that the ATEP will defer candidates only if there are available slots in that year's applicant class.
3. The candidate will be denied admission into the program.

If the candidate was denied admission, but felt there were extenuating circumstances that resulted in failure to meet the admission requirements, a written appeal can be submitted to the Exercise Science Department Chairperson within ten (10) days of receiving the notification denying admission. A committee comprised of Exercise Science Faculty members and the Department Chairperson will hear the appeal. The appeal should include all supporting documents and reasons that support your claim that your appeal is valid. After the appeal has been heard, one of the following actions will be taken:

1. The candidate will be accepted into the Athletic Training Education Program.

2. The candidate will be deferred until the deficiencies have been corrected within the time limitations established by the committee and agreed upon by the candidate.
3. The candidate will be denied admission into the Athletic Training Education Program.

*Students denied admission into the ATEP as part of their freshmen year may reapply to the Athletic Training major in the spring of the following year. Students **reapplying may not take any of the second –year professional courses while awaiting the opportunity to reapply**. These students should concentrate on fulfilling university/general education requirements and/or retaking first year professional courses that did not meet minimum grade requirements. Students reapplying in their second year may be accepted as part of the new incoming class provided they have met all minimum standards and have achieved enough points necessary to be considered one of the top fifteen candidates for the year. If accepted, they will begin their second year courses during their third year of college education. Any students not accepted at this time, may not reapply a third time.*

CRITERIA FOR RETENTION (GATES II-IV)

Once accepted into the Athletic Training Education Program, Athletic Training Students must meet specific requirements to maintain their position in the program, and to pass through the remaining 3 GATES required by the program. Students must maintain a GPA of 2.7 (2.5 for all students matriculating into SCSU prior to the fall of 2010) overall, receive a C- or better on all Athletic Training core courses, score 70% or better on all written, oral/practical, and written simulation retention examinations, re-submit a Professional Portfolio, complete all necessary Professional Development Units and complete clinical responsibilities as assigned.

Please note, earning a C- or better is mandatory for all prerequisites. Failure to achieve this minimum standard will preclude students from registering for and taking additional professional courses in the curriculum sequence. This will interrupt a student's completion of the program, even if all other standards are met.

Written, oral/practical, and written simulation examinations will be conducted at the end of the sophomore and junior years, and at the end of the first semester senior year. The skills and materials included in each examination will be as follows:

Sophomore Retention Exams:

- Included as part of the EXS 289-Orthopedic Assessment of the Cervical Spine and Upper Extremities or EXS 203 – Clinical Practice II –Immediate Care*
- Will include skills and materials covered in EXS 184, 185, and 281.

Junior Retention Exams:

- Included as part of EXS 303 – Clinical Practice IV Treatment and Rehabilitation*
- Will include skills materials covered in EXS 184, 185, 227, 281, 288, 289 and 388.

Senior Retention Exams:

- Included as part of the EXS 402- Clinical Practice V – General Medical* course requirements.
- Will include skills and materials covered EXS 184, 185, 227, 281, 282, 288, 289, 388, 411 and 490.

When a student does not score 70% or better on the Retention written, oral/practical, AND/OR written simulation examinations, the student will meet with an ATEP Faculty member, review the examination(s), and retake the examinations. If the student earns a score greater than 70%, s/he will be retained in the ATEP, provided all other criteria are met. If the student does not earn a score of 70% or better on the retake examination(s), as a sophomore or junior, s/he will be dismissed from the ATEP and must meet with his or her Academic Advisor to discuss other educational opportunities available at Southern.

Seniors not successfully completing the retention process will be permitted to graduate as an athletic training major but will not be permitted to register for the BOC Examination.

If a student does not maintain the minimum 2.7 GPA, s/he will be placed on academic probation for one semester. By the conclusion of the probationary semester the student's GPA must have earned the minimum 2.7 GPA. Sophomores and juniors not achieving the minimum 2.7 GPA will be dismissed from the ATEP. Students dismissed from the ATEP and will meet with his or her Academic Advisor to discuss other educational opportunities available at Southern. Seniors who do not achieve the minimum GPA requirement may complete their graduation requirements, but will not be permitted to register for the BOC Examination. Students will not be permitted to register for the BOC Examination while on academic probation. Students on academic probation may at the discretion of the ATEP faculty be removed from that semester's clinical rotation, until the minimum GPA is attained. If dismissed from the ATEP, Athletic Training Students have the right to appeal as outlined in the admissions policy.

THE RETENTION PORTFOLIO

As students progress through the program, it is imperative that they begin to look beyond the walls of Southern. This means identifying what type of facility they wish to work, and whether to pursue graduate studies or pursue other certifications. As part of this preparation, students need to develop materials that will support their application as athletic training professionals. In addition to the resume, the portfolio can be used as an effective means of providing perspective employers or graduate admissions personnel with pertinent academic, clinical and personal information. So although considered a requirement for program retention, the materials are ultimately the students' and the portfolio is a published account of their skills and abilities. This should be kept in mind while developing the portfolio. In addition, to required inclusions, it is recommended that students insert materials that demonstrate their professional value. Copies of clinical evaluations, handouts of lectures/symposia attended and other items that show professional commitment should be included. Students should feel free to insert them throughout the school year, portfolios belong to the students and are always available.

Generally speaking the portfolio should follow some logical guidelines. It is suggested that the first page would be an updated resume. This should be followed by a copy of transcripts, and then the essay. The next section should include demonstration of completed competencies (task packets/course modules). As our program repeats many of the competencies it is recommended that only those of the higher division classes be kept. Clinical evaluations should follow along with your GATE scoring sheets, which demonstrate

completion of program competencies. At the end, copies of Professional Development Units attained and other forms of work that exhibit student work should be included.

PROFESSIONAL DEVELOPMENT UNITS

As members of an allied health profession, students are expected to maintain their education and as an athletic trainer demonstrate involvement professionally. At Southern, we believe in getting students involved early in their clinical experience to become familiar with the expectations of a professional athletic trainer. In addition, as part of our program's commitment to the SAILS philosophy of the School of Education, we believe that students should develop beyond scholastic endeavors. We wish our students to be the future leaders of our profession and to be involved with society. To develop your professional appreciation, your leadership skills and to promote involvement, we have instituted the Professional Development Units, which are expected of every student enrolled in our program.

Professional development units should be reported on specific forms (Appendix J), and should be included in the professional portfolio. They will be graded in the course that collects the portfolios and are part of the retention process. They can be earned anytime following the conclusion of the academic year for the following academic year.

As different levels should demonstrate different levels of involvement the following are the minimum requirements for the different classes:

Seniors	5 calendar year (due end of fall semester)
Juniors	10 per calendar year
Sophomores	5 per calendar year

Professional Development Units (PDU's) are earned by attending symposiums, membership in professional organizations, serving on professional committees, and active membership in professional clubs/ volunteer activities. In keeping with the philosophy of the School of Education, the PDU's should be completed among different categories of SAILS. It is expected that Athletic Training Students will earn at least one PDU in each of the categories as well as earning the minimum number for their respective class. The following are suggested examples divided by category and point values for PDU's.

ACTIVITY	PDU's
Regional/National Symposiums (ie EATA's)	5
[Attitude, Leadership]	
State Symposiums (ie CATA, CCSU)	3
[Attitude, Leadership]	
NATA Membership	3
[Attitude, Integrity, Leadership]	
Serve on Professional Committees (ie. CATA, Departmental)	4
[Leadership, Service]	

Sportsmedicine Club(non-officer)	2
[Attitude, Leadership, Service]	
Sportsmedicine Club Officer	3
[Attitude, Integrity, Leadership, Service]	
Volunteer Work (ie Midnight Run, Races)	1 per semester
[Attitude, Service]	
Completed Professional Article (ie NATA Writing Contest)	5
[Attitude, Leadership]	

Note that each option fulfills more than one category. Therefore you should select a variety of options to fulfill each category. For example juniors require 10 PDU's. A junior attends the EATA's (5), serving as an officer of the Sports Medicine Club (3), assisting at Special Olympics (1) and a Midnight Run (1). This provides the necessary 10 PDU's for the year, and completes the following categories – EATA's = Attitude, Leadership, Serving as an officer (Attitude, Integrity, Leadership, Service), Special Olympics (Attitude, Service) and Midnight Run (Attitude Service). In this manner all SAILS categories covered by the PDU's have been fulfilled.

GATE II

SOPHOMORE RETENTION

Requirements for Retention:

To retain your status as an Athletic Training Student, you must re-submit a Professional Portfolio in EXS 289 Orthopedic Assessment of the Cervical Spine and Upper Extremities or EXS 203 – Clinical Practice II – Immediate Care, that demonstrates that you have:

1. Maintained a minimum GPA of 2.7 (2.5 for all students matriculating into SCSU prior to the fall of 2010)
2. Earned a C- or better in all Exercise Science ATEP Major courses
3. Written Essay # 2 (see below)
4. Successfully completed (70% or better) Written, Written Simulation, and Oral/Practical Examinations, which are to be included as part of the EXS 289 course requirements.
5. Completed Professional Development Unit Requirements

Courses completed:

EXS 184, 185, 202, 281, 282, 283 288

Courses enrolled in:

EXS 203, 286, 289

New Portfolio Inclusions:

- Resume
- Letter of ATEP Acceptance
- Essay # 2 entitled: “**My Professional Progress – A Personal Prospective**”
- **Retention Examination results**
- Copies of completed clinical assignments/modules(get copies before submitting original)
- Professional Development Unit Submission Forms
- Copies of examinations or completed assignments
- An unofficial copy of your academic transcript (see your academic advisor).

Description and Directions:

Essay # 2:

This essay represents your perspective on how you have progressed toward your goal of becoming a BOC certified athletic trainer. It should emphasize your strengths, areas in which you feel you need to improve, and challenges you have met during the past semester. The essay should adhere to the following specific criteria:

Your essay must be:

- One complete page in length
- Typed using #12 Times New Roman font
- Single spaced
- Indented 1” from top, bottom and sides (margins)

GATE III
JUNIOR RETENTION

Requirements for Retention:

To retain your status as an Athletic Training Student, you must re-submit a Professional Portfolio in EXS 303 that demonstrates that you have:

1. Maintained a minimum GPA of 2.7 (2.5 for all students matriculating into SCSU prior to the fall of 2010)
2. A grade of C- or better in all Exercise Science ATEP Major courses
3. Written Essay # 3 (see below)
4. Successfully completed (70% or better) Written ,Written Simulation, and Oral/Practical Examinations
5. Completed all necessary Professional Development Unit Requirements

Courses completed:

- EXS 184, 185202, 203, 227, 281, 282, 283, 286, 288, 289, 302, 328, 388, 411

Courses enrolled in:

- EXS 303 and 490

New Portfolio Inclusions:

- Letter of Program Acceptance and Retention
- Essay # 3 entitled: "A Reflection on my Future Role as a Health Care Provider"
- Retention Examination results
- Professional Development Unit Submission Forms*
- Copies of examinations or completed assignments
- Updated Resume & Transcript

* Include forms from sophomore and junior years

Description and Directions:

Essay # 3:

This essay represents your perspective on how you feel you have met the academic and clinical challenges presented to you during the past year. It should address the knowledge and skills you have acquired as they pertain to your proficiency as an athletic training professional. As important, with your graduation only a year away, you should describe where you wished to be employed and what you hope your future holds. The essay must adhere to the following specific criteria:

Your essay must be:

- One complete page in length
- Typed using #12 Times New Roman font
- Single spaced
- Indented 1" from top, bottom and sides (margins)

GATE IV

SENIOR REVIEW

Requirements for Retention:

To retain your status as an Athletic Training Student, you must re-submit a Professional Portfolio during EXS 402 that demonstrates that you have:

1. Maintained a minimum GPA of 2.7(2.5 for all students matriculating into SCSU prior to the fall of 2010)
2. A grade of C- or better in all Exercise Science ATEP Major courses
3. Completed (70% or better) Written ,Written Simulation, and Oral/Practical Examinations
4. Written Essay # 4 (see below)
5. Completed an Exit interview
6. Completed a Senior Survey
7. Complete necessary Professional Development Unit Requirements

Courses completed:

- EXS 184, 185, 227, 281, 282 286, 288, 289, 302, 303, 388, 411 and 490.

Courses enrolled in: EXS 402

New Portfolio Inclusions:

- Letters related to Enrollment in ATEP Curriculum
- Copies of Yearly Gate Completion
- Essay # 4 entitled: "My Attitude Regarding the Athletic Training Profession and Me"
- Retention Examination results
- Professional Development Unit Submission Forms
- Copies of examinations or completed assignments
- Updated Resume and Transcript

*Include copies from each year of program matriculation

Description and Directions:

Essay # 4:

This essay represents your perspective on how you have been prepared academically, clinically and affectively. It should address how the past four years have influenced your impression of the profession and your confidence in your readiness to work as an Entry-Level Athletic Trainer. The essay must adhere to the following specific criteria:

Your essay must be:

- One complete page in length (minimum)
- Typed using #12 Times New Roman font
- Single spaced
- Indented 1" from top, bottom and sides (margins)

One Additional Example of Academic Success:

Your professional portfolio is your showcase. You must include one additional example that exemplifies your personal, professional, academic, and/or clinical success. Take this opportunity to boast about your achievements.

TRANSFERS

Students transferring into the ATEP from another institution or from within the university, must meet with an ATEP faculty advisor to determine a plan of study. Students will be scheduled for classes based on the number of credits earned and the completion of certain prerequisite courses. If a student has sophomore or higher standing (24 or more earned academic credits), and has completed EXS 184 Introduction to Athletic Injury Care and Prevention, EXS 185 Concepts and Practices of Athletic Training and EXS 281 Anatomy and Physiology I or *equivalent* courses*, transfer students may apply for admission to the ATEP upon entering the university. Application to the ATEP must include a formal application to the ATEP, successful completion of all entrance examinations to demonstrate acquisition of athletic training competencies, interview, three letters of recommendation and other materials (ie transcripts, official course descriptions, and signed competency skills sheets from former institution) that demonstrate being taught competencies covered in the three required courses. Acceptance to the ATEP will be based on the quality of the student's application, the ability to demonstrate first-year competencies as measured by taking and passing the entrance examinations. Admissions further requires the availability of seats in the appropriate class. Students that are accepted may begin clinical rotations during their first semester on campus as a first semester sophomore.

If these conditions are not met, the student must follow the normal sequence of classes, beginning as a first year student and complete all four years of athletic training education. These students must apply for ATEP admission in the spring semester of their first year as an ATEP student following the regular admissions procedures. The ATEP faculty advisor will verbally inform each student when he/she can expect to apply for program admission and the number of requirements required.

Also, transfer credits must be accepted by the university's admission office. The Admissions office will provide each student with the equivalent course offered at Southern Connecticut State University. It should be noted that, ATEP core courses are not typically counted to graduation unless accepted by the ATEP. Such courses will be evaluated based on their inclusion of competencies and proficiencies and their similarity to SCSU's ATEP Plan of Study.

Note: the ATEP will base its decision on the competencies included in any equivalent courses. Therefore the required competencies may be covered in a single or even several courses. The ATEP will assess a transfer's application individually to determine what competencies have been completed.

THE ACADEMIC ASPECT

As described in the application process, Athletic Training Students must enroll in specific athletic training courses prior to and after admission into the Athletic Training Education Program, and specific forms have been developed that will assist students in planning their course load each semester (See Appendices D, E, and F). It is important to remember, however, that some All-University Requirement, Exercise Science Department, and Athletic Training Education Program courses are not offered every semester. Students should meet with their Academic Advisors at least once per semester to review transcripts and decide on courses for the following semester. Academic Advisors usually post sign-up sheets before registration. The curriculum has been carefully designed to provide students with the necessary knowledge and experience to become effective and efficient athletic training professionals in a gradual, progressive manner. It is designed to provide students with plenty of time to practice the skills that will be performed every day in the clinical setting. What follows are descriptions of the required athletic training-related courses. It should be noted, however, that this list might change each semester as the curriculum continues to evolve.

ATHLETIC TRAINING COURSE DESCRIPTIONS

1. **EXS 184 – Introduction to Athletic Injury Care and Prevention:** An introduction into athletic injury care and prevention. A basic understanding of injury assessment, emergency care, injury pathology, and injury management procedures will be taught. Successful completion of this course will certify students in Red Cross Community CPR and First Aid Basics. Athletic Training Majors or acceptance to the Exercise Science Department. (Fall Freshman, 3 credits)
2. **EXS 185 – Concepts and Practices of Athletic Training:** The clinical application of the prevention, recognition, and management of athletic injuries, and the fundamentals of emergency care, rehabilitation and program administration. (Spring Freshman, 2 hours lecture, 2 hours lab 3 credits)
3. **EXS 202- Athletic Training Clinical Practice I – Prevention**
Observe and perform professional skills under the direct supervision of a program approved health care provider emphasizing the application of clinical proficiencies within the context of patient care specific to injury and illness prevention. Satisfactory proficiency completion and a minimum of 30 contact days are required.(Fall, Sophomore, 1 credit)
4. **EXS 203 -Athletic Training Clinical Practice II - Immediate Care**
Observation and performance of professional skills under the direct supervision of a program approved health care provider emphasizing the application of clinical proficiencies within the context of patient care specific to immediate care of musculoskeletal and general medical conditions.(Spring, Sophomore, 1 credit)

5. **EXS 227 – Emergency Principles in Athletic Training:** Provides the athletic training student with practical and cognitive knowledge necessary to care for emergency situations in the athletic setting. Topics include the care of serious wounds and the prevention of shock, and splinting/transporting procedures. (Fall Sophomore, 3 credits)
6. **EXS 283 Clinical Anatomy and Kinesiology** An investigation in human anatomy focusing on skeletal and musculature structures. An emphasis will be placed on the student's ability to identify and locate anatomical structures through didactic and laboratory learning. Basic biomechanics, joint mechanics and functional components of human motion will be addressed.
7. **EXS 288 – Orthopedic Assessment of the Lower Extremity and Lumbar Spine:** Provides an in-depth view of injury assessment to the lower body and lumbar spine. Common injuries seen in the physically active are emphasized. Included are epidemiological, mechanical and physiological factors that contribute to injuries of the lower body and lumbar spine. Course topics are illustrated within the laboratory setting, permitting students to develop competence in performing assessments prior to clinical rotations. (Fall Sophomore 2 hours lecture, 2 hours lab 3 credits)
8. **EXS 289 – Orthopedic Assessment of the Upper Extremity and Cervical Spine:** Provides an in-depth view of injury assessment to posture, the thoracic and cervical spines, the head and the upper extremities. Common injuries seen in the physically active are emphasized. Included are epidemiological, mechanical, postural and physiological factors that contribute to injuries of the upper body. Course topics are illustrated within the laboratory setting, permitting students to develop competence in performing assessments prior to commencement of clinical rotations. (Spring Sophomore, 2 hours lecture, 2 hours lab 3 credits)
9. **EXS 286 – Therapeutic Modalities:** Introduces the student to the theory and application of therapeutic modalities and includes pain management techniques and tissue healing responses related to the use of thermal agents, mechanical agents, ultrasound, electrotherapy, hydrotherapy, and massage. (Spring Sophomore, 2 hours lecture, 2 hours lab 3 credits)
10. **EXS 302 Athletic Training Clinical Practice III – Orthopedic Clinical Evaluation:** Observe and perform professional skills under the direct supervision of a program approved health care provider emphasizing the application of clinical proficiencies within the context of direct patient care specific to orthopedic clinical evaluation. Satisfactory proficiency completion and a minimum of 45 contact days are required. (Fall Junior, 2 credits)
11. **EXS 303 Athletic Training Clinical Practice IV – Treatment and Rehabilitation:** Observe and perform professional skills under the direct supervision of a program approved health care provider emphasizing the application of clinical proficiencies within the context of patient care specific to selecting and applying treatment and rehabilitation programs. Satisfactory proficiency completion and a minimum of 45 contact days are required. (Spring, Junior, 2 credits)
12. **EXS 308 Essentials in Strength Training and Conditioning** Response and adaptations to resistive, anaerobic, and aerobic exercise and training; practical application of scientific principles to human physical conditioning program with emphasis on enhancement of maximal strength, power and high intensity endurance exercise. (Senior Spring, 3 credits)
13. **EXS 328 Orthopedic Appliances and Advanced Taping Techniques** The course is designed to provide the student with a strong understanding of the various

orthopedic braces and advanced wrapping skills used in athletic training. Students are expected to use their knowledge of injury and apply it in the design, fitting and/or application of braces to a patient.

- 14. EXS 388 – Rehabilitation Techniques in Athletic Training:** Emphasizes the theory and application of rehabilitation principles, equipment and exercises in the treatment of injuries to physically active individuals. Students will develop and implement programs to address deficits in the upper and lower extremities, torso, and abdomen. At least one half of this class will involve hands-on participation. (Fall Junior, 2 hours lecture, 2 hours lab 3 credits)
- 15. EXS 402 Athletic Training Clinical Practice V – General Medical:** Observe and perform professional skills under the direct supervision of a program approved health care provider emphasizing the application of clinical proficiencies within the context of patient care specific to general medical conditions. Satisfactory proficiency completion and a minimum of 60 contact days are required (Fall, Senior, 3 credits)
- 16. EXS 403 Athletic Training Clinical Practice VI - Capstone:** Observe and perform professional skills under the direct supervision of a program approved health care provider emphasizing the application of clinical proficiencies within the context of patient care specific to prevention, immediate care, clinical evaluation, treatment, rehabilitation, reconditioning, organization and administration, and professional responsibility. Satisfactory proficiency completion and a minimum of 60 contact days are required. (Spring Senior, 3 credits)
- 17. EXS 411- General Medical Perspectives:** Study of pharmacological agents and general medical conditions, disabilities, abnormalities, and diseases of physically active individuals. Included is the etiology, recognition, physical examination, management, prevention and referral of common medical conditions.. (Fall Junior, 3 credits) This course will replace EXS 310 and 410 for students matriculating prior to the fall of 2010
- 18. EXS 490 – Organization and Administration in Athletic Training A** comprehensive examination of issues related to operation and function of athletic training programs. Topics covered include legal liability, certification and licensing of athletic trainers, insurance management, record keeping, professional development, personnel management, facility design, budgeting, position statements of relevant organizations and current professional trends (Spring Junior, 3 credits)

ACADEMIC ADVISING AND COUNSELING

All Exercise Science/Athletic Training Majors will be assigned an Academic Advisor who is an Exercise Science/Athletic Training Faculty member. The Academic Advisor will assist students with the selection of courses and guide them throughout their University experience. Of course, the ATEP Faculty is also willing to help any students with both academic and personal problems. Students are encouraged to make an appointment with any ATEP Faculty member or their Approved Clinical Instructor whenever a problem arises. All members of the ATEP Faculty are available and willing to assist any student.

HONORS THESIS OPTION

Students demonstrating advanced academic and clinical competencies may complete an honors thesis during their senior year. The thesis consists of original research done under the auspices of the ATEP and/or Human Performance Faculty. A committee consisting of faculty interested in the students' subject area of interest is created to provide guidance and ongoing review of the students' projects. Research topics should be appropriate to one of the athletic training domains and is expected to contribute to the body of athletic training knowledge. The research process is designed to facilitate student matriculation into graduate studies to include both masters' and doctoral programs by exposing the student to the rigors of conducting professional investigations.

Normally students pursuing a thesis complete the formal research proposal and data collection during their senior fall semester. The spring semester is used to analyze the data, and complete the writing of the thesis. The final thesis must undergo committee review and is presented to the EXS Department in the form of an oral defense. Successful completion of the honors thesis is recognized with the submission of the final product to the university during the University Honors Convocation. Outstanding works will be recommended for submission as a presentation at national and regional professional symposia.

Students desiring the honors thesis option must apply during their junior year. Application should include the selection of a committee chairperson and the submission of a prospectus to the University Honors Committee. Students must have a minimum GPA of 3.2.

SCHOLARSHIPS

The ATEP offers a scholarship to a student beginning her/his senior year of study. This endowed scholarship is in honor of William McCarthy, Southern Connecticut State University's first Head Athletic Trainer and the scholarship's major benefactor. The ATEP faculty selects the recipient from a pool of candidates that meet minimum standards. These standards include a minimum GPA of 3.2 and the demonstration of quality clinical performance. No application is necessary and the winner is notified during the summer. If no candidates meet the requirements, the scholarship funds are returned to the scholarship fund and may or may not be included in the award for the subsequent year.

Several other opportunities are available to acquire funds to ease college costs. The Exercise Science Department offers the Irma Pelz Scholarship which is awarded annually to the EXS student demonstrating quality academic performance, service to the university (includes clinical hours) and financial need. Applications are requested in the spring semester and will be available in the Pelz Gymnasium.

Southern offers several scholarship opportunities for deserving students. These scholarships are sponsored by the alumni office. Information is available through the SCSU Foundation.

Finally all three professional organizations sponsor scholarship awards for excellent students. All students must have at least a 3.0 GPA and evidence of solid clinical experiences. Although the ATEP strongly feels that professional membership is an important part of professional behavior, students who have excelled in the classroom can use professional membership as a method to obtain college funding. Membership applications for all organizations can be made through the NATA website. Scholarship applications can be made online at the organization's website. The organization and the approximate application date are listed below.

Eastern Athletic Trainers' Association	November 1
National Athletic Trainers' Association	December 1
Connecticut Athletic Trainers' Association	March 15

ACADEMIC MISCONDUCT

The university-wide policies regarding academic misconduct apply to the Athletic Training Education Program as well. Please familiarize yourself with the Student Rules of Conduct in the Student Handbook. Academic misconduct is any form of cheating, including the following:

- Using concealed notes during exams
- Copying or allowing others to copy from an exam
- Students substituting for one another in exams
- Submission of another person's work for evaluation
- Preparing work for another person's submission
- Unauthorized collaboration on an assignment
- Submission of the same or similar work for two courses without the permission.

Plagiarism is a form of academic misconduct that involves taking either direct quotes or slightly altered, paraphrased material from a source without proper citations and thereby failing to credit the original author. Plagiarism includes cutting and pasting sources from the Internet, as well as purchasing papers from other students or specialized websites.

Be forewarned; under no circumstances will academic misconduct be tolerated! Disciplinary action in such cases will be severe and swift, ranging from receiving a failing grade on an exam or paper to dismissal from the Athletic Training Education Program and/or the university.

THE CLINICAL ASPECT

GENERAL CLINICAL EDUCATION REQUIREMENTS

The Southern Connecticut Athletic Training Education Program's clinical proficiencies were taken from the National Athletic Trainers' Association Clinical Competency Manual. Students are required to show on-going learning during their four years at Southern Connecticut in the twelve (12) competencies content areas that fall under the six (6) domains of athletic training. The six (6) athletic training domains are as follows:

Athletic Training Domains:

1. Prevention of athletic injuries and illness
2. Recognition and evaluation of athletic injuries
3. Management/treatment and disposition of athletic injuries
4. Rehabilitation of athletic injuries
5. Organization and administration
6. Education and counseling

Athletic Training Competency Content Areas:

1. Risk Management and Injury Prevention
2. Pathology of Injuries and Illnesses
3. Assessment and Evaluation
4. Acute Care of Injury and Illness
5. Pharmacology
6. Therapeutic Modalities
7. Therapeutic Exercise
8. General Medical Conditions and Disabilities
9. Nutritional Aspects of Injury and Illness
10. Psychosocial Intervention and Referral
11. Health Care Administration
12. Professional Development and Responsibility

The clinical proficiencies will be completed as part of each clinical practice courses taken while at Southern. These courses will begin during the fall semester of the sophomore year and continue through the capstone experience of the student's final semester. Clinical observation/field experience is obtained in a variety of settings, including Southern's Athletic Training facilities and other off-campus settings.

An initial 50 hours, a requirement for acceptance into the program, is obtained during the student's first two semesters on campus. The majority of these hours are scheduled by the Clinical Education Coordinator to ensure that students have an opportunity to attain the required 50 hours. Upon students declaring themselves as Athletic Training majors, students should document their clinical experiences and will be provided with a systematic check-off scheme for this purpose. Upon acceptance into the ATEP, students will be assigned to a clinical instructor who will supervise the students' clinical

education assignment in conjunction with the clinical course instructor. Students must attend all assigned clinical rotations and complete all clinical assignments in a timely manner. In addition, the Clinical Education Coordinator will monitor your clinical education assignment on a weekly basis.

Please be aware that your clinical education extends beyond attending your clinical hours. As part of your experience, you will be required to complete regular assignments that **MUST** be turned into the clinical course instructor by the assigned dates. These assignments have a crucial impact on your clinical course grade, and failure to complete them in the prescribed manner will significantly harm your progress (and your GPA).

PRE-ATHLETIC TRAINING PROGRAM

The focus of the Pre-Athletic Training Program clinical component is to acquaint you with the overall structure, policies and procedures, and basic athletic training skills required for admission into the Athletic Training Education Program. You will have ample opportunity to work on course task packets and observe the operation of the facility. Typically students are expected to perform three hours per week in the athletic training room, which may be assigned by the clinical instructor. You will also be required to attend all assigned clinical hours, sport rotations, scheduled workshops, in-services, and presentations. These educational opportunities will address basic theories, skills, and techniques pertaining to athletic training and are essential to your admission into the Athletic Training Education Program, not to mention your professional growth. **As part of the Pre-Athletic Training Program, students are not permitted to perform athletic training skills on an athlete unless supervised in a manner to complete course requirements!**

ATHLETIC TRAINING EDUCATION PROGRAM

Once admitted into the Athletic Training Education Program, students will begin to develop mastery of their clinical skills through guided assignments provided by the clinical practice course instructor. This process will occur while accruing clinical experience under the direct supervision of an Approved Clinical Instructor. This experience forms part of the course requirements of the clinical practice courses taken upon program acceptance. Initially, students will be assigned to a series of assignments to gain perspective on a wide variety of sports, and will attend 30 days of clinical experience each semester as part of EXS 202 Clinical Practice I and EXS 203 Clinical Practice II. During the third year as students gain knowledge, confidence and skills, assignments will be made with an Approved Clinical Instructor or Clinical Supervisor at an on or off-site affiliated setting.

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Student clinical education will consist of 45 days of clinical experience each semester and will be directed through assignments (modules) provided in EXS 302 Clinical Practice III and EXS 303 Clinical Practice IV. Students entering their senior year will be primarily assigned to a rotation that includes football and a general medical experience with clinical assignments provided through EXS 402 Clinical Practice V. During the final semester, seniors will be assigned to a rotation that permits the athletic training students to utilize all of their skills in a final cumulative experience. This clinical rotation will be centered on EXS 403 Clinical Practice VI. Seniors must expect to accumulate 60 days of clinical experience each semester. *Please note that each 'day' of clinical experience may differ with each clinical assignment regarding the length of time, but for each day students are expected to arrive at the beginning of the assignment and remain until the conclusion of that day's assignment.*

During the six semesters of directed clinical education, you will have the opportunity to interact with a variety of Approved Clinical Instructors and athletic teams by completing clinical rotations in all of the following areas:

1. High risk collisions sports (football)
2. High risk contact sports (soccer, basketball, field hockey, gymnastics)
3. Low risk non-contact sports (swimming, cross country, track and field)
4. Overhead sports (baseball, softball, volleyball)
5. High school coverage
6. Health services
7. Sports medicine clinic observations
8. Experience with both female and male genders

At your initial meeting with your new assignment, the student and the clinical instructor should develop a schedule of times that the student will be available and determine a series of goals that should be completed during the semester rotation. Student goals should reflect the title of the clinical practice course taken that semester and those skills already learned/evaluated in previous coursework. ACI's will be provided a list of completed courses at the beginning of the clinical rotation from the Program Director and/or Clinical Coordinator to identify those courses completed or in progress. Remember student schedules should not exceed 20 hours per week over the course of the semester and for no more than a least three day period (weekends excluded except for hour requirement). The established schedule should be given to Mr. Matt Rothbard ATC as the Clinical Coordinator or Dr. Gary Morin ATC as the Program Director. Students should bring their clinical task packets to provide a guide for the Approved Clinical Instructor in determining goals and competencies to be learned during the semester. It would be also helpful to identify those activities selected by the clinical instructor, which the students will be expected to perform during the assignment.

Most importantly, as you create establish your schedule and plan of activities for your clinical assignment- you must follow certain hard guidelines which must never be broken. First, under no circumstances shall an athletic training student perform any clinical skills on an athlete/patient before being evaluated on that skill in a professional course. Second, all elements of the clinical experience must be done under the direct supervision of your ACI and/or Clinical Instructor. You are not to act independently in your role as an athletic training student. Your ACI has been informed of these guidelines and will act accordingly.

CLINICAL FIELD EXPERIENCE SETTINGS

According to accreditation requirements, students must have adequate opportunity for observation and become involved with the health care of athletes under the direct supervision of an Approved Clinical Instructor. *Remember that you are considered an athletic training student only when supervised by a clinical instructor.*

On-Campus Clinical Field Experience Settings

The Athletic Training Rooms located in the Moore Field House and Pelz Gymnasium serve as the primary field experience settings in which students will accrue hours towards program and state requirements. Students will be assigned to an Approved Clinical Instructor who will oversee their clinical education as they work with Southern's intercollegiate sport teams.

Off-Campus Clinical Field Experience Settings

The clinical experience settings listed below will provide exposure to the many roles and responsibilities of athletic trainers who work in environments other than with intercollegiate athletics. Students will have the opportunity to develop specific skills under the direct supervision of a Clinical Instructor in any of the following settings:

The Hopkins School
 Branford High School
 Cheshire Academy
 East Haven High School
 North Haven High School
 Notre Dame High School (West Haven)*
 Shelton High School
 St. Raphael's Hospital
 STAR Physical Therapy
 Temple Health / Physical Therapy
 University of New Haven
 Yale University

As stated in the SCSU University Undergraduate Catalog, costs associated with travel to and from the clinical sites are the responsibility of the student. Students should also possess adequate automobile insurance, if they are using their own vehicle.

TEAM TRAVEL

Although the Athletic Training faculty feels that traveling with Southern's intercollegiate athletic teams is a beneficial opportunity, athletic training students in accordance with accreditation guidelines are **NOT permitted** to travel unless accompanied by a Clinical Instructor. In all other cases, travel with a team is **not permitted!!** If your clinical instructor is accompanying the team, the student may be expected to travel with the team as part of their assigned clinical experience.

At present, the Southern football and basketball teams are the only team traveling with a Clinical Instructor, except during playoffs and tournaments. Students traveling with that team are able to assist the ACI with all duties related to athletic training. **Also if you feel coerced to cover or travel to an event when a licensed athletic trainer is not traveling, please report this situation to one of the ATEP Faculty immediately!!!!!!**

Travel vs. Classes:

Students will not miss classes to travel with Southern's athletic teams. If team travel schedules conflict with class schedules, students are to inform their Approved Clinical Instructor as soon as possible.

THE ATHLETIC TRAINING STUDENT

PROFESSIONALISM

The clinical field experience settings are medical facilities and must function as such. Professionalism is extremely important in all settings, but is sometimes more evident in the sports medicine clinical situation. In the traditional athletic training environment, the atmosphere is sometimes more relaxed and casual. It is, therefore, very important to be acutely aware of what is said and who might be listening. An athlete's or patient's medical file is **personal and confidential**, and the information contained in it cannot be given out without the express written consent of the athlete or patient/patient's guardian. To do so is against Connecticut and Federal law. One way to prevent inadvertent slips and mistakes in judgment is to always represent the Southern Connecticut State University Athletic Training Education Program and yourself in a positive and professional manner. Note that providing medical information beyond the athletic training room and what is allowable legally may result in the immediate removal from the ATEP!

Athletic Training Students who adhere to the following rules will easily develop professional characteristics:

1. Assist your with the daily functions of the facility.
2. Assist in maintaining accurate treatment logs and other medical records.
3. Assist in maintaining confidentiality at all times.
4. Complete assigned tasks in an appropriate and timely manner.
5. Respect the right of confidentiality of the athletes and patients and their medical conditions.
6. Use the proper channels to answer questions and for procedural advice. (Communicate with your clinical instructor).
7. Practice universal precautions and maintain excellent sanitary conditions in all procedures.
8. Consult your clinical instructor prior to administering any treatments on athletes.
9. Never leave an athlete or patient unattended during a treatment.
10. Be aware of your skill level and your limitations.
11. Grant special privileges to **no one**. All athletes and patients are to be treated equally.
12. There is no excuse for tardiness or absenteeism.
13. Have a working knowledge of the appropriate Emergency Action Plan.
14. Perform your responsibilities in a mature and professional manner.
15. Treat the facility and its equipment with respect and care.
16. Apply appropriate techniques as instructed.
17. Complete the appropriate administrative forms.
18. Follow rehabilitation protocols on the athletes' or patients' chart as instructed.
19. Write and sign SOAP notes on the athletes' or patients' charts as instructed.
20. Communicate with the clinical instructor regarding all medical interactions with athletes and patients.
21. When answering the phone, use proper phone etiquette at all times. If you do not know the facility's phone answering protocol, ask.
22. Take accurate phone messages that indicate who called, the time and date of the call.
23. Always remember that you are representing the Southern Connecticut State University Athletic Training Education Program. ***Inappropriate conduct or the use of alcohol and or drugs while serving in the capacity of Athletic Training Student is not acceptable.***
24. When you have free time at the affiliated clinical experience site, use it to discuss relevant topics in sports medicine, or practice athletic training skills.
25. Maintain a clean, well stocked facility at all times.
26. Be proactive. See things that need to be done and do them without being asked.

DRESS CODE GUIDELINES

The way in which Athletic Training Students present themselves to athletes, patients, and the public is very important. People often perceive and judge a person's abilities by general appearance. Athletic trainers in general tend to harm their own profession by dressing like the coaches we deal with or worse like the athletes we are providing medical care to. Students should present themselves in a professional manner, i.e., dressing neatly and professionally. This will go a long way toward gaining the respect

and trust of those of patients and colleagues. Athletic Training Students are encouraged to gear their clinical wardrobe around the following acceptable colors for shirts and pants or shorts: blue, white, gray, or black. Khaki pants or shorts can also be worn. Remember, you will be representing the Athletic Training Education Program Southern Connecticut State University, and the entire athletic training profession.

Under normal circumstances, the opportunity to purchase clothing specially designed to reflect your membership with the ATEP is available. This clothing may be available through an ATEP faculty member or through the SCSU Sports Medicine Club. The clothing cost is the responsibility of the student. If the student does not wish to purchase the clothing, then he/she may substitute a navy blue or white collared shirt in its place.

Dress code guidelines apply to all clinical field experience sites. Failure to adhere to the dress code guidelines will result in the Athletic Training Students being asked to leave the facility:

A. Athletic Training Rooms and Clinics:

1. Southern Connecticut Athletic Training polo or tee shirt neatly tucked in.
2. Appropriately colored pants or shorts with pockets (khaki preferred).
3. Dress shirt, blouse, or sweaters are appropriate.
4. Casual, dress, or tennis shoes.

B. Indoor Sports

1. Practice:
 - a. Pants or shorts with pockets
 - b. Comfortable shoes, tennis shoes or causal shoes
 - c. SCSU Athletic Training polo or tee shirt tucked in
2. Games (at the discretion of the ACI):
 - a. Men and Women
 1. Dress slacks and button-up collared shirt with tie or blouse
 2. Sweater and sports jacket or suit are optional
 3. Casual or dress shoes
 4. SCSU Athletic Training polo shirt and khaki pants

C. Outdoor Sports (Inclement weather – dress appropriately)

1. Practice
 - a. Shorts or pants with pockets (wind pants are acceptable)
 - b. SCSU Athletic Training polo, tee shirt (tucked in), or sweatshirt.
 - c. Hats are only appropriate outdoors. All hats must read Southern Connecticut or be of the appropriate color (blue, white, gray, black) with a neutral logo (Nike, Reebok, Adidas, etc.)
2. Games:
 - a. Southern Connecticut Athletic Training polo shirt tucked in.
 - b. Khaki pants or shorts with pockets
 - c. Hats are appropriate if representative of Southern Connecticut State University.

The following attire is not acceptable at any time:

1. Cut-off shorts or pants.
2. Tank tops, mid-drift shirts, or any shirt that is open in the back or revealing.
3. Blue jeans of any kind or color.
4. Sandals, or any open toes shoes, heels or other non-functional shoes.
5. Ragged or inappropriate t-shirts (no shirts with logos of any kind unless sport related)
6. Skirts or dresses
7. Hats or bandanas of any kind

SELF-EXPRESSION AND INDIVIDUALITY

People express themselves in many different ways and the recent trends in body piercing, tattooing, and unique hairstyles certainly falls under self-expression. However, because the clinical field experience settings are classified as medical facilities and Athletic Training Students are pursuing an education in a professional field, self-expression should be restricted while performing assigned duties. Excessive jewelry should be removed and longer hair should be pulled back appropriately as not to interfere with an athlete's care or other clinical tasks. Please practice good hygiene. All hair, including facial hair, should be clean and neatly groomed. Hands should be clean and fingernails short. Please use discretion in the use of make-up, perfume, and cologne. *Always remember to ask, how would you feel if your health care provider did not present her/himself as a professional.*

GENERAL CLINICAL ROLES AND RESPONSIBILITIES

Students majoring in the Athletic Training will be expected to make a commitment to the clinical aspect of the program and assume a great deal of responsibility as they progress and learn. Their main function will be to assist the ACI or CI with all aspects of athlete or patient injury management.

Pre-Athletic Training Program Students:

Pre-Athletic Training Program students will be expected to establish an athletic training knowledge base through coursework and clinical observation. At times, they will be asked to assist with general athletic training duties, such as field preparation and take down, and athletic training room maintenance. Pre-Athletic Training Program students will be assigned an upper level student as their mentor, who will be available to assist them in the clinical setting and answer any questions related to the Athletic Training Education Program or SCSU, in general.

Athletic Training Education Program Students:

Those students in the Athletic Training Education Program will build on their knowledge base through advanced coursework and skill practice, and through their clinical rotations with ACIs or CIs. ATEP students are also expected to participate in a mentorship program by assisting with the clinical supervision and instruction of the Pre-Athletic Training students. The mentorship program serves three purposes:

- It provides Pre-Athletic Training students with a smooth transition into the clinical experience.
- It enables ATEP students to develop leadership roles in the program by sharing their knowledge and the skills they have developed.
- It builds a strong bond throughout the entire Athletic Training Education Program.

More specific responsibilities are dependant upon each clinical field experience site and each Athletic Training Student's level of competence. Described below are general list of responsibilities for both clinical and athletic training room settings.

COMMITMENT TO CLINICAL EDUCATION

Athletic Training can be very rewarding, but it often requires the sacrifice of personal time. Athletic Training Students will be required to spend many hours assisting ACIs in the Athletic Training Rooms or covering practices and games, and they will be asked to spend many additional hours doing the same. This may sometimes include weekends, holidays, and semester breaks. Although students' involvement in the clinical setting will seem like a job sometimes, its main purpose is to expose students to the athletic training profession in the real-world setting. As practice *does* make perfect, students should think of the extra times asked to be present in the Athletic Training Room as additional opportunities to practice skills and techniques. Athletic Training Students can show their level of dedication be being available to assist their clinical instructor's by being present during preseason camp and during the winter break. Students will be invited to be present during both periods by their CI, and in most cases expenses such as housing and meals will be absorbed by the university.

RELATIONSHIPS WITH OTHERS

Clinical Instructors

Athletic Training Students will be supervised by and responsible to their clinical instructors at all times while in the clinical setting. They are encouraged to discuss educational, clinical, and even personal issues with their CI whenever an appropriate time presents itself. The CI is in charge at all times. If conflicts develop, attempt to resolve them immediately by openly discussing the problem with the CI. If conflicts cannot be resolved in a timely manner, please inform and meet with the Program Director or Clinical Coordinator as soon as possible.

Team Physician/Allied Health Care Professionals

Athletic Training Students will have the opportunity to meet and work with the Team Physician/Medical Director and his designees (Registered Nurses and Physician Assistants). Students, in the 2 Orthopedic Assessment courses and relevant clinical courses, will be assigned to observe or assist the physician during regularly scheduled visits in the Moore Field House Athletic Training Room. Students will learn a great deal by observing and listening to these health care professionals as they evaluate athletes afflicted with various injuries and conditions. Students are also encouraged to ask questions at the appropriate times.

Coaches

Possessing the ability to “work and play well with others” is crucial part of being a team member. Coaches have the common goal of placing the best team on the field in order to provide the best opportunity to win. Athletic trainers have a significant impact on coaching decisions based on the physical status of their athletes. Proper communication with the coaches regarding injury status is an essential part of the athletic training profession and must be developed. Frustrating situations sometimes occur, but for the most part, these can be minimized by effective communication and constant follow-up. Although CIs are ultimately responsible for teams and communication with coaches, Athletic Training Students may sometimes be called upon to communicate with coaches concerning injuries to their athletes. Regardless it is important for the novice athletic training student to at least observe the daily interaction between coaches and athletic training staff as a mode to develop this vital skill. In order to earn the coaches’ respect and trust, it is important to be thorough, concise, professional, and honest at all times. **Please remember: do not volunteer information about an injured athlete’s condition without explicit**

instructions from the CI. If a coach asks about a particular athlete's condition, please refer the coach to the CI for an answer.

Fellow Athletic Training Students

Please remember that membership in the Athletic Training Education Program involves the ability to get along with your fellow students. All Athletic Training Students are part of the most challenging and demanding program on campus. Only Athletic Training Students truly understand the demands of their studies and clinical requirements. With the heavy emphasis on your clinical experiences and sharing the same courses every year, students will see every aspect of their classmates – the good, the bad and the ugly. There will be times students will wish to avoid certain people and there will be times students will want to work together. This is normal. What should be avoided are negative comments and/or actions that degrade other Athletic Training Students. Athletic Training Students are all in this together and learning to work with a variety of individuals is an important professional development. Learn to study and work together and educationally all students will benefit. However if problems persist that cannot be worked out, students should contact their ACI, the Program Director and/or Clinical Coordinator.

Athletes:

Treat all athletes/patients/clients with integrity, respect, and courtesy, and expect the same from them. Strive to combine friendliness and concern with professionalism. Confidence and respect is gained by exhibiting a basic knowledge of athletic injuries and proficiency in athletic training skills. In time, Athletic Training Students will gradually learn the attitudes, temperaments, and peculiarities of individual athletes, and to use this insight to foster a trusting and professional relationship with them. Athletic Training Students should encourage athletes to adhere to all of the rules and regulations pertaining to them while in the Athletic Training Room. A few rules to follow when working with athletes are:

1. Grant special privileges to **no one**. All athletes and patients are to be treated equally.
2. Do not allow athletes or patients to dictate what they want done, or how to do it. Athletic Training Students should work closely with their CIs, Team Physician, and the athletes or patients when decisions are made regarding the care of an illness or injury.
3. The Team Physician and/or CI are responsible for estimating when an athlete or patient will return to participation or activities of daily living following an illness or injury. Athletic Training Students should **never** provide the athlete or patient, or

anyone else, information or opinions that may conflict with that given by the Team Physician and/or CI.

4. Refrain from doing things for athletes and patients that are against policy.
5. An athlete or patient may confide in Athletic Training Students, rather than seeking the advice of an CI or the Team Physician. Athletic Training Students should make athletes and patients aware that they are obligated to discuss injuries and illness with the CI when an athlete's or patient's health and well being are concerned, and they should encourage the athlete or patient to do the same. Information should **never** be withheld from the CI, especially when an athlete's or patient's health and well being may be jeopardized by doing something that is contraindicated.
6. The ATEP Faculty **strongly discourages** personal relationships between Athletic Training Students and athletes or patients. The past has demonstrated that such relationships ultimately interfere with objectivity and professionalism.

ABSENCE FROM CLINICAL RESPONSIBILITIES

It is very important and essential for Athletic Training Students to be at all assignments and in-services. The success of each student's education and clinical experience depends on each student fulfilling his or her responsibilities. Others are relying on Athletic Training Students to be where they are supposed to be, and doing what they are supposed to be doing.

Athletic Training Students who are unable to attend classes, meetings, in-services, practices, and games for valid reasons must notify their CIs within 24 hours. Valid reasons for absence from games, practices, and clinical hours include, but are not necessarily limited to, illness (Please see section on Communicable Diseases), class commitment, or death of a family member. Athletic Training Students should be aware that excuses for non-athletic training commitments are not permissible and are unacceptable. Disciplinary action will be taken when Athletic Training Students continually miss assignments without regard for this policy.

CLINICAL EDUCATION PERFORMANCE EVALUATIONS

Athletic Training Students are evaluated at the middle and end of each clinical rotation (*See Appendices J & K*). CIs will complete a separate evaluation on each Athletic Training Student for each clinical education assignment. The CI Evaluation of Athletic Trainer Students lists suggested criteria as a basis for evaluation and a section to suggest ways to improve professionally. The narrative evaluation is the most significant aspect of

the Athletic Training Student's overall performance record. The CI will rate the Athletic Training Student on personal attributes, professional attributes and clinical skills.

Completed evaluations will be kept in the student's file, and may be made available for use in the student's portfolio to assist with pursuing employment. Remember, that all clinical evaluations are evaluated and will clearly impact a student's grade in the clinical courses. For a better understanding of the scope of impact, please refer to individual course syllabi.

The formative evaluation will include the Athletic Training Student completing an Athletic Training Student Self-Evaluation online prior to a meeting with the CI. The self-evaluation will be submitted directly to the Clinical Coordinator or Program Director, and a copy should be retained by the student for basis of discussion with the CI. The Athletic Training Student should retain a copy of the evaluation to be discussed with the CI. Prior to the meeting, the CI will complete an Athletic Training Student Evaluation and submit it to the Clinical Coordinator or Program Director and retain a copy of this evaluation to be discussed in the meeting with the Athletic Training Student. Remember that these evaluations, along with the completion of your clinical modules will serve as the major percentage of your course grades in your clinical education courses.

At the end of the clinical education assignment, students will complete evaluations on the clinical field experience site and the CI then submit them to the Clinical Coordinator or Program Director. The CI will complete a summative Athletic Training Student Evaluation, submit it to the Clinical Coordinator or Program Director, and retain a copy to discuss in the final meeting with the Athletic Training Student. The Athletic Training Student will sign the CI's Athletic Trainer Student Evaluation only to indicate that it has been read, **not** to signify approval.

These evaluations will be used to demonstrate progress in clinical education and athletic training skill competency, as well as the effectiveness of the CI and the affiliated clinical experience sites. Certain evaluation forms may be electronically forwarded to the ATEP Director, who will place them in the Athletic Training Student's permanent file. Evaluations of the clinical instructor and facility will be compiled at the conclusion of the year. The compiled results will be forwarded to the clinical instructor to facilitate improvement in future clinical instruction and a copy shall be maintained with the Program Director.

COMMUNICABLE DISEASE POLICY

As allied health professionals, athletic trainers are exposed to both orthopedic and non-orthopedic medical conditions. In addition, illness is part of the human condition to which we are all subject to exposure and infection, in and outside of the athletic training environment. Therefore to protect oneself and others from the spread of communicable diseases the following protocols have been established:

1. All students accepted into the Athletic Training Education Program must have on file with the Program Director a copy of a physical establishing the health of the student establishing the students' ability to meet expected physical standards. This physical must be completed before all formal offers of program admission will be granted.
2. All students, full and part-time, shall be compliant with all university requirements regarding vaccinations and diagnostic testing necessary prior to admission to matriculation at Southern Connecticut State University. These shall include:
 - a. Measles, Mumps, Rubella
 - b. Urinalysis
 - c. Hematocrit
 - d. Tuberculosis (TB) Testing
 - e. Meningitis – required by Connecticut State Law for students living in campus dormitories
3. Due to the potential for exposure to blood borne pathogens, it is highly recommended that athletic training students be vaccinated for Hepatitis B (HBV). For students not vaccinated against HBV, low cost vaccinations are available through the Granoff Health Services. Students not vaccinated against HBV or decide to not pursue vaccination shall sign the standard Federal declination of vaccination form.
4. It is recommended that athletic training students be vaccinated against influenza when the vaccinations are made available through the Granoff Health Services. Available vaccinations will be posted by the Athletic Training Education Program faculty.
5. Athletic training students are strongly advised to wash hands thoroughly following care of ill patients or when suffering from illnesses themselves. Gloves, gowns, masks and barrier devices are available in the Southern Connecticut Athletic Training Room.
6. Athletic training students accepted into the Athletic Training Education Program shall undergo yearly education on Universal Precaution. Freshmen will receive initial training during EXS 184 during their first semester on campus. Students will have refresher courses as part of the curriculum in EXS 202 (or 227), 302 and 402. . Students are expected to complete a power point lecture covering relevant materials and an exam which demonstrates student completion of the course. This on-line experience will be offered at the beginning of the fall semester.
7. Students not accepted into the Athletic Training Education Program and have not completed required Universal Precaution training on EXS 227 Emergency Principles in Athletic Training shall not care for any injuries that may result in exposure to bodily fluids.
8. Athletic training students suffering exposure to bodily fluids of patient or other individual should immediately report incident to ACI, Director of Facility and/or ATEP Program Director. The exposure should be noted on provided forms and immediate referral shall be made to an appropriate healthcare facility (Granoff Health Services).
9. Students suffering from contagious illness should give strong consideration before reporting to the student's clinical setting. Generally illnesses presenting with fever (Body temperature > 100°), symptoms that are present below the neck, severe

headache, loss of appetite, respiratory distress or rash result in removal from the athletic training clinical experiences without penalty for the athletic training student.

10. Athletic training students experiencing high fever, symptoms that increase over a 3-5 day period, respiratory distress including shortness of breathe or other significant presence of symptoms shall go to Granoff Health Services or other acceptable medical facility for examination. Students may be required to present to their ACI and/or the ATEP Program Director notification that a return to clinical experiences is permitted.
11. Athletic training students should be familiar with categories of communicable pathogens and proper techniques for prevention. (Tables A & B).

Table A. Common Diseases with Modes of Transmission

Methods of Disease Transmission	Types of Illnesses
A. Airborne	Upper Respiratory Infection Influenza Pneumonia Epstein-Barr Virus (EBV) Meningoccal Meningitis Measles Mumps Rubella Pertussis Tuberculosis Varicella (Chicken Pox)
B. Direct Contact	Conjunctivitis Herpes Simplex Virus Herpes Zoster Staph Infections (incl: skin diseases) Varicella Measles URI Streptococcal Infections Influenza
C. Blood Borne Transmission	Hepatitis B Hepatitis C HIV
D. Water Borne Transmission	Norwalk Virus Giardiasis Aeromonas Hydrophilia

Table B – Common Methods of Disease Transmission Based on Type of Transmission

Method of Transmission	Common Preventive Procedures
A. Airborne	Masks Complete covering of mouth & nose when coughing/sneezing Frequent washing of hands w/antimicrobial Sanitizers Gloves
B. Direct	No sharing of towels Cleaning of facilities (incl: keyboards, countertops etc.) Frequent hand washing w/hand sanitizer
C. Blood	Universal Precautions Immunization to HBV Close all wounds prior to caring for others Gloves Washing/disposal of saturated clothing

	materials Barrier devices
D. Water	Clean Watercups Sanitization of water coolers and bottles Sanitization of whirlpools Proper storage of water coolers & bottles

ENVIRONMENTAL HAZARD POLICY

As part of the students' clinical experience at Southern Connecticut State University, athletic training students are required to assist in providing medical coverage during outdoor sport practices and events. In doing so, students may be exposed to a variety of environmental hazards including: prolonged sun exposure, hot/cold temperatures, lightening, and high humidity. The environmental safety policy has been developed to help students prevent injuries and illnesses caused by environmental hazards and to provide students with the appropriate action(s) to take if negatively affected by an environmental hazard while participating in athletic training related activities. All athletic training students should adhere to the following protocol:

1. All students accepted into the Athletic Training Education Program must have on file with the Program Director a copy of a physical establishing the health of the student.
2. At the beginning of all clinical experiences, a student should review the environmental policies and procedures for the particular site with his/her ACI. The athletic training students should follow the policies regarding athlete participation during high heat/humidity and during thunderstorms. If the weather is deemed unsafe for the athletes, it also is unsafe for the students. In the case of off-campus clinical rotations, students are encouraged to contact the ACI prior to leaving for the site if there is any question regarding suspension of activities for that day.
3. Students are responsible to be aware of the current and forecasted weather in order to report for clinical assignments prepared for such conditions (i.e. rain gear, adequate clothing layers, a change of clothes/shoes). If a student is unprepared for the weather, as determined by his/her ACI, he/she may be asked to leave and return only if adequately prepared.
4. In the case of cold/windy days, students are encouraged to wear appropriate clothing (i.e. gloves, scarves, winter hats, head bands, winter coats) to prevent cold illnesses. If a student suspects he/she may be developing a cold illness of any kind (i.e. hypothermia, frost nip, or frost bite), he/she should immediately notify an ATC. The ATC will determine the appropriate actions to take depending on the situation. Students are expected to learn and review the signs and symptoms of cold illnesses. All students are presented with this information during the EXS 185 Introduction to Athletic Training course freshmen year.
5. In the case of hot/humid days, students are encouraged to drink plenty of fluids prior to and during clinical duties to prevent dehydration. If a student suspects he/she may be experiencing a heat illness of any kind (i.e. heat cramps, heat syncope, heat exhaustion), he/she should immediately notify an ATC. The ATC will determine the appropriate actions to take depending on the situation. Students are expected to learn and review the signs and symptoms of heat illnesses. All students are presented with this information during the EXS 185 Introduction to Athletic Training course freshmen year.

6. To prevent skin damage from prolonged sun exposure, students are strongly encouraged to apply adequate sunscreen protection. Hats also are encouraged while outdoors. If a student is unable to adequately protect him/herself (i.e. develops a sunburn, sun rash, sun poisoning) he/she may request to move out of the sun. If the student has developed severe burns, sun poisoning, or other condition that does not resolve once removed from the sun, he/she should report to health services.
7. If at any time a student has a question or concern regarding his/her environmental safety, he or she should speak with the ACI immediately. At no time will the health and safety of a student be jeopardized in exchange for performing athletic training duties.
8. In all appropriate cases, the University policy regarding environmental hazards takes precedence. This policy is listed below.

University Policy

In addition to the ATEP's established policy, the Southern Connecticut State University Administration has recently created the following guidelines that will override the ATEP policies when activated by SCSU. This policy was created in reaction to recent threats of hurricanes in the New Haven area.

EMERGENCY PROCEDURES

Tornado Safety Guidelines

Tornadoes can be:

- **Severe Thunderstorms** with thunder, lightning, heavy rains and strong winds.
- **Funnel** with a dark, spinning "rope" or column stretching from the sky to ground or a sudden increase in wind.
- **Hail** usually comes from dark-clouded skies as pellets of ice.
- **Roaring Noise** which sounds like a hundred trains or a crashing, thunderous sound.

- Remember that the National Weather Service issues a **TORNADO WATCH** when the possibility of tornadoes exists within a given region.
- A **TORNADO WARNING** is issued when a tornado is spotted or indicated on radar.
- Remember there may not be time for a **TORNADO WARNING** before a twister strikes. Tornadoes form suddenly. All faculty and staff should know the difference between a **WATCH** and a **WARNING**.
- Each facility should be inspected and tornado shelter areas designated. Use interior hallways on the ground floor, which are NOT parallel to the tornado's path, OR basements..
- Never take shelter in buildings with wide, free-span roofs (e.g. Moore Field House)
- Avoid all windows and other glassed areas.
- Faculty and staff are advised to become familiar with what designated shelter areas are closest to their offices/work stations.
- Upon notice of a **WATCH**, turn your computer off, gather personal items(purse, cell phone, office keys), lock your office, and move quickly to a designated shelter area.
- Once in a designated shelter area, Individuals should assume a protective posture, including covering ones head, facing an interior wall.
- Remember most tornado deaths are caused by head injuries.

- During a **TORNADO WATCH**, Campus Police will monitor The National Weather Service Broadcast, commercial radio or TV for **TORNADO WARNINGS** and will post weather updates to the SCSU weather hotline.
- Please do not leave the shelter until the “all clear” sign is given on the snow line, or by designated university personnel or University Police.

NOTE: The most dangerous locations in a building are usually along the south and west sides and at all corners.

When the University announces a **Tornado Watch**, the following actions will be taken.

Notifications throughout the campus will consist of the following:

- A) Telephone Tree, initiated by each Vice President and/or designee
- B) E-mail message
- C) Weather Check (203) 392-SNOW (7669)

When the University issues a **Tornado Warning**, notification throughout the campus shall consist of the following:

- A) Telephone Tree
- B) E-mail message
- C) Weather Check (203) 392-SNOW (7669)
- D) Campus Police Public Address System in vehicles
- E) Essential personnel providing direction on safety precautions and procedures

The following **buildings have basements** which have been designated as **Tornado Shelter Zones**.

East Side of Campus:

Engleman Hall Wings A and B Only
 Jennings Hall
 Lyman Center (BASEMENT ONLY)
Pelz Gymnasium (BASEMENT ONLY)
 Seabury Hall
 Buley Library
 Morrill Hall

West Side of Campus

Connecticut Hall
 Schwartz Hall
 Residence Halls: Hickerson, Chase,
 Wilkinson, Farnham and Neff
 West Campus
 Admissions Building
 Lang House
 Orlando House

The following **buildings do not have a basement** and individuals should evacuate to the nearest building with a basement. **Faculty and staff in these facilities are strongly encouraged to identify NOW the closest available shelter area.** In the event of a ALERT, essential personnel will be available to assist in directing building evacuations.

East Side of Campus

Davis Hall
 Facilities Operations
 Adanti Student Center

08/10/2011

West Side of Campus:

Wintergreen
 Brownell Hall
Moore Field House

GENERAL ISSUES

DISCIPLINARY ACTION

The smooth operation of an academic program such as athletic training requires a certain level of professionalism on the part of the students. Unlike other majors that a student can succeed by simply showing up to classes, athletic training students need to follow rules that guarantee the success of the Athletic Training Education Program and the proper operation of the Athletic Training Room. Athletic Training is a profession that requires its practitioners to demonstrate self-discipline to function properly. This self-discipline is extended to our students. In the event that situations arise that require disciplinary action, the ATEP Faculty have adopted a "Three Strikes, Your Out" policy.

Athletic Training Students exhibiting difficulty with their roles and responsibilities as outlined previously will be given a *verbal warning* (strike one) by their ACI or CI and a note to that effect will be forwarded to the Program Director to be placed in the student's file. The Athletic Training Student will be placed on a two-week probationary period, during which time the student is to strictly adhere to all policies as stated in the Athletic Training Manual. At the end of the probationary period, the CI will meet with the student to discuss the situation. If the problems have been rectified to the satisfaction of the student's ACI, the matter will be dropped provided the student does not violate program policies for the remainder of that semester's clinical experience.

However, if problems persist, or if the student has broken any other rules during the semester the verbal warning was issued, the student will receive a *written warning (strike two)*, which will also be placed in the student's file. If a written warning is issued to an Athletic Training Student, a meeting will be arranged with the student, the CI, and the Program Director. In this meeting, the Athletic Training Student's deficiencies will be identified and discussed. The student will then be given two weeks to rectify any inappropriate behaviors or attitudes. After the two-week period, the Athletic Training Student, the CI and the Program Director will meet again to re-examine the student's situation. If it is not agreed that the problem was rectified or if the student violates a policy of the Athletic Training Education Program within one year the written warning was issued, then the Athletic Training Student will be *dismissed (strike three)* from the Athletic Training Education Program, and a letter explaining the reasons for dismissal will be placed in the student's file. The student may appeal, in writing, any and all Athletic Training Staff decisions to the Exercise Science Department Chairperson **within 10 days** of receipt of the dismissal letter.

Students dismissed from the Athletic Training Education Program for disciplinary reasons may submit a written request for reinstatement to the Program Director during the next academic year and complete any and all missed course work and clinical experiences. Students dismissed from the program may not participate in clinical activities except those to complete course requirements. The Program Director, with the recommendation of the Exercise Science Department Chairperson and other faculty members, will render a decision regarding reinstatement. The Exercise Science Department Chairperson will be notified of any and all disciplinary actions taken by the ATEP Faculty.

PARTICIPATION IN INTERCOLLEGIATE SPORTS

Students either involved in the Pre-Athletic Training Education Program or admitted into the Athletic Training Education Program are permitted to participate in intercollegiate athletics at Southern Connecticut State University, but it is with the understanding of the difficulty it presents. The rigors of athletic participation at the intercollegiate level necessitate that a large amount of time be committed to year-round training, practices, and competitions. As mentioned earlier, educating and preparing students to become knowledgeable and skillful athletic training professionals takes time, commitment and lots of practice. Athletic Training Students electing to participate in an intercollegiate sport may be required to sign an agreement with the ATEP to fulfill education requirements beyond the normal semester calendar. The ATEP faculty will attempt to facilitate sport participation by making available clinical education materials outside of the regular class calendar. The following guidelines have been established by the ATEP regarding athletic participation.

The Athletic Training Staff will allow Athletic Training Students to participate in intercollegiate sport, provided that the following criteria are met:

1. The Athletic Training Student will participate in one sport season per academic year. Spring sports are preferable. During the off-season, sport training will take place during the student-athlete's personal time and Athletic Training Education Program responsibilities will take precedence.
2. All clinical assignments (observation and/or clinical field experiences) must be completed before athletic participation can begin.
3. All Athletic Training Students will be scheduled for and must complete one rotation with football during their six semesters of directed clinical education.

An Athletic Training Student may apply for exemption from any of the criteria stated above by submitting a written request to the Program Director. After reviewing the Athletic Training Student's academic and clinical files and after considering the Exercise Science Department Chairperson's recommendation, the Program Director may grant exemption.

Upon written agreement between the Athletic Training Student/Student-Athlete and the ATEP, students may be required to perform their clinical experience beyond the normal calendar year. This agreement will be included within the student's personal file, and will ensure adequate clinical experience on the part of the Athletic Training Student. Possible additional clinical experiences may include, but may not be limited to, required presence during preseason camp, required presence during the winter intersession and/or extension of a clinical experience from early May into mid-June with one of our affiliated settings. The Athletic Training Student's files are continuously

reviewed in order to determine academic excellence, work habits, dedication, and professional attitude.

WORKING vs. LEARNING

Maintaining an outside job while pursuing a degree in athletic training is also very difficult. It should be noted that the Athletic Training Faculty strongly discourages outside employment during your professional preparation. Students will be required to maintain a minimum GPA, accrue clinical hours, and have responsibilities with your clinical field experiences. This rigorous schedule will not leave much free time. If students feel that a job is necessary to meet school expenses, the Athletic Training Faculty cannot prohibit them from working. ***However, when planning your employment it is imperative that you arrange your schedule around your academic and clinical requirements.*** If scheduled work hours will interfere with your professional preparation and clinical responsibilities, a meeting should be scheduled with the Program Director to discuss other educational opportunities available at SCSU.

TIME MANAGEMENT

Athletic Training Students must learn early on to budget their time. Assisting an ACI or CI with her/his duties is a time-consuming responsibility and students will be relied upon to be where they are supposed to be, when they are supposed to be there. Most faculty members will assign all of their course requirements in the beginning of each semester. **Do not wait to get started on assignments!** Athletic Training Students should train themselves to work on projects and study at regular intervals throughout the semester to ensure that they do not fall behind. By doing so, Athletic Training Students will not have to scramble around looking for someone else to fulfill their obligations, nor will they disappoint their ACIs or CIs, peers, or the athletes or patients with which they work. Early planning and an organized lifestyle will ensure the best possible educational experience at Southern Connecticut State University.

As previously stated, there will be times when the roles and responsibilities of the Athletic Training Student seem tedious. There will also be times when even the best efforts go unnoticed and deserved credit or a pat on the back for a job well done is not given. Most of the time, job satisfaction will have to come from within. An Athletic Training Student's ability to roll with the punches, and take and use constructive criticism will serve them well in this profession. It is important to remember that the certified Athletic Training Faculty's main goal is to provide each Athletic Training Student with the best possible learning experience.

LIABILITY

Athletic Training Students should be aware that lawsuits are becoming increasingly common in athletic training settings. To minimize the chances of becoming involved in a lawsuit, Athletic Training Students should use tact whenever dealing with an athlete. Also, Athletic Training Students should never openly criticize any member of the professional staff. Most importantly, **Athletic Training Students must know their own professional limitations and work only within those limitations**. It is far better to say 'I don't know, but I can find out', rather than to try to do something that you have not been trained to do. On the other hand, Athletic Training Students could be found negligent if they did not provide the services as they have been trained to provide. The simplest way for Athletic Training Students to avoid litigation is to be knowledgeable, use common sense, and ask for assistance whenever in doubt.

Although the university maintains liability insurance for all Athletic Training Students, students are strongly encouraged to purchase their own personal liability insurance. Application forms for low cost insurance can be obtained from the Program Director.

CRIMINAL BACKGROUND CHECKS

Some affiliated clinical field experience sites, like The Hopkins School, require that Athletic Training Students undergo a criminal background check prior to beginning the clinical field experience at those sites. However, background checks are not compulsory for all Athletic Training Students, only for those assigned to specific affiliated clinical experience sites. If an Athletic Training Student is assigned to one of the affiliated sites that requires a background check and the student does not wish to have a background check performed, s/he will be reassigned to another affiliated clinical field experience setting, without any questions.

THE SPORTS MEDICINE CLUB

The Sports Medicine Club is a student-run, university-funded club comprised mostly of Athletic Training Students. Its purpose is to build camaraderie among students with a common interest. The club has held fundraisers to pay for transportation, rooms, and registration at the Eastern Athletic Trainers' Association Annual Symposium. Supervised and advised by an Athletic Training Education Program faculty member, club members have volunteered to help with local road races and provided food and clothing to the homeless, among other things. For additional information on the Sports Medicine Club and club membership, please ask any of the Athletic Training Education Program faculty, or talk to any of the Club officers.

APPENDIX A – see FRESHMEN APPLICATION PACKET

APPENDIX B- see FRESHMEN APPLICATION PACKET

APPENDIX C

ATHLETIC TRAINING EDUCATION PROGRAM Application Rating and Scoring System

Freshman and transfer students applying for admission into the Athletic Training Education Program will be scored in the areas listed below. The minimum score for acceptance into the program is **79.4 total points**. Applicants with scores above the minimum will be accepted into the program, **based on the number of available openings in the program**.

1. **Overall Q.P.R.: 2.7 (Mandatory)** **Minimum score: 17 points**
 - 1 point will be added to the score for every 1/10th of a point above the 2.70 minimum, **up to 30 points maximum.**
 - A Q.P.R. below the 2.7 minimum will receive a score of "0".

2. **Hours: 50 minimum (Mandatory)** **Minimum score: 5 points**
 - 1 point will be added to the score for every 25 hours over the 50-hour minimum, **up to 10 points maximum.**
 - 1 point will be subtracted from the score for every 12 hours below the 50-hour minimum..

4. **Written Examination: 70%** **Minimum score: 5 points**
 - Examination will include 50 questions from EXS courses 184, 185 and 281.
 - 1 point will be added to the score for every 2 points over the 70% minimum **up to 20 points maximum.**
 - 1 point will be subtracted for every 2 points under the 70% minimum.
 - **Example:** 82% on the examination will score 11 points in this section.

5. **Written Simulation Examination: 70%** **Minimum score: 5 points**
 - Scenario-based questions from EXS 185
 - 1 point will be added to the score for every 2 points over the 70% minimum **up to 20 points maximum.**
 - 1 point will be subtracted for every 2 points under the 70% minimum.
 - **Example:** 82% on the examination will score 11 points in this section.

6. **Oral Examination: 70%** **Minimum score: 5 points**
 - Examination will include 6 questions from EXS 184 & 185.
 - 1 point will be added to the score for every 3 points over the 70% minimum **up to 15 points maximum.**
 - 1 point will be subtracted from the score for every 3 points under the 70% minimum.
 - **Example:** 79% on the examination will score 8 points in this section.

7. **Letters of Recommendation: 3 maximum** **Minimum score: 1 pt/letter (3)**
 - The individual writing the recommendation will rate the candidate using the following scale:

- 1 = Do Not Recommend
- 2 = Recommend with reservation
- 3 = Recommend
- 4 = Recommend without reservation
- 5 = Recommend strongly

The rating given by the person recommending the candidate will serve as the score for that letter.

- Each candidate may submit only three (3) letters of recommendation for a **maximum score of 15 points**.
- **Example:** If the first letter rated the candidate a 4, the second rated the candidate a 3, and the third rated the candidate a 4, the candidate would receive a score of 11.

8. Essay –(1)

Minimum score: 2 points

- Two points will be awarded for essays that demonstrate a well-thought and written essay regarding the pre-determined topic. Exemplary essays will be awarded four points.

9. Interview:

0-3 points per SAILS category

- The interview questions will be broken down into the five categories of the School of Education Mission Statement (Scholarship, Attitudes, Integrity, Leadership & Service)
- Scores will be given for responses in each of the categories by those ATEP faculty members in attendance at the interview (Possible scores 0,2,3)
- The mean score of all faculty scores will be determined for each category and recorded.
- Scores will be determined for **each** category based on the following scale:
 - Mean average: 2.5 – 3.0 is worth 3 points
 - Mean average: 1.5 – 2.49 is worth 2 points per category
 - Mean average: < 1.5 is worth 1 point per category

APPENDIX D, E
ATHLETIC TRAINING MAJOR
COURSE OVERVIEW

SEE CIPHER SHEET – (SEPARATE DISC FILE)

APPENDIX F

RECOMMENDED FOUR YEAR PLANNED PROGRAM: ATHLETIC TRAINING Students entering fall 2011

FALL, FRESHMAN	
*EXS 184 (158)	3/1
*T1FY (INQ/ENG 111)	3
*T1CT3 (PHY 111)	3
MAT 100	3
PSY 100	3
FOREIGN LANGUAGE	3
<u>CREDITS</u>	<u>18/15</u>

SPRING, FRESHMAN	
*EXS 185	3
*EXS 281	3
T1QR	3
T2L3 (BIO 100 / 104)	3
T1WC (ENG 112)	3
FOREIGN LANGUAGE	3
<u>CREDITS</u>	<u>18</u>

FALL, SOPHOMORE	
*EXS 282	3
*EXS 288	3
*EXS 283	2
*EXS 202	1
PCH 200	3
TITF3 (COM 205)	3
<u>CREDITS</u>	<u>15</u>

SPRING, SOPHOMORE	
*EXS 289	3
*EXS 286	3
*EXS 203	3
*T1MC (FOREIGN LANG)	3
T2MB (PCH 201)	3
T2PR	3
<u>CREDITS</u>	<u>18</u>

May need to take PHY 100 or 210

FALL, JUNIOR	
*EXS 227	3
*EXS 388	3
*EXS 301	3
*EXS 302	2
*EXS 328	2
*EXS 411	3
<u>CREDITS</u>	<u>16</u>

SPRING, JUNIOR	
*EXS 490 W	3
*EXS 303	2
*EXS 384	3
EXS 383	3
T2AE	3
T2CD	3
<u>CREDITS</u>	<u>17</u>

FALL, SENIOR	
*EXS 308	3
*EXS 402	3
EXS 380w	3
T2CE	3
T2GA	3
T1AC	3
<u>CREDITS</u>	<u>18</u>

SPRING, SENIOR	
*EXS 403	3
*TC3P	3
T2TP	3
T2SS	3
FREE ELECTIVES (PRN)	?
<u>CREDITS</u>	<u>12</u>

APPENDIX G
PROFESSIONAL DEVELOPMENT UNIT REPORT FORM
 ATHLETIC TRAINING EDUCATION PROGRAM
 PROFESSIONAL DEVELOPMENT UNIT REPORT FORM

Name _____ Date _____

Professional Development Activity _____

Dates of Professional Activity _____

Location of Professional Activity _____

Role in Professional Activity _____

SAILS Categories Completed by Activity (Circle All That Apply)

Attitude

Integrity

Leadership

Service

Do you have evidence that activity was completed? YES NO

What is your evidence _____

.....
 Student Signature _____ Date _____

Professional Development Units Awarded _____

Signature of ATEP Faculty Member _____

Note: Original should be placed in student's primary file, a copy should be kept by the student for submission in the portfolio.

APPENDIX H
NATA CODE OF ETHICS
PREAMBLE

The Code of Ethics of the National Athletic Trainers' Association has been written to make the membership aware of the principles of ethical behavior that should be followed in the practice of athletic training. The primary goal of the Code is the assurance of high-quality health care. The Code presents aspirational standards of behavior that all members should strive to achieve.

The principles cannot be expected to cover all specific situations that may be encountered by the practicing athletic trainer, but should be considered representative of the spirit with which athletic trainers should make decisions. The principles are written generally, and the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. Whenever there is a conflict between the Code and legality, the laws prevail.

The guidelines set forth in this Code are subject to continual review and revision as the athletic training profession develops and changes.

PRINCIPLE 1:

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

- 1.1 Members shall not discriminate against any legally protected class.
- 1.2 Members shall be committed to providing competent care consistent with both the requirements and the limitations of their profession.
- 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 unless the person consents to such release or release is permitted or 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 adhere to all National Athletic Trainers' Association guidelines and ethical standards.
- 2.3 Members are encouraged to report illegal or unethical practice pertaining 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 accept responsibility for the exercise of sound judgment.

- 3.1 Members shall not misrepresent in any manner, 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 via education and/or experience and by pertinent legal regulatory process.
- 3.3 Members shall provide services, make referrals, and seek compensation only for those services that are necessary

PRINCIPLE 4:

Members shall maintain and promote high standards in the provision of services.

- 4.1 Members shall recognize the need for continuing education and participate in various types of educational activities that enhance their skills and knowledge.
- 4.2 Members who have the responsibility for employing and evaluating the performance of other staff members shall fulfill such responsibility in a fair, considerate, and equitable manner, on the basis of clearly enunciated criteria.
- 4.3 Members who have the responsibility for evaluating the performance of employees, supervisees, or students are encouraged to share evaluations with them and allow them the opportunity to respond to those evaluations.
- 4.4 Members shall educate those whom they supervise in the practice of athletic training with regard to the Code of Ethics and encourage their adherence to it.
- 4.5 Whenever possible, members are encouraged to participate and support others in the conduct and communication of research and educational activities that may contribute knowledge for improved patient care, patient or student education, and the growth of athletic training as a profession.
- 4.6 When members are researchers or educators, they are responsible for maintaining and promoting ethical conduct in research and educational activities.

PRINCIPLE 5:

Members shall not engage in any form of conduct that constitutes a conflict of interest or that adversely reflects on the profession.

- 5.1 The private conduct of the member is a personal matter to the same degree as is any other person's except when such conduct compromises the fulfillment of professional responsibilities.
- 5.2 Members of the National Athletic Trainers' Association and others serving on the Association's committees or acting as consultants shall not use, directly or by implication, the Association's name or logo or their affiliation with the Association in the endorsement of products or services.
- 5.3 Members shall not place financial gain above the welfare of the patient being treated and shall not participate in any arrangement that exploits the patient.
- 5.4 Members may seek remuneration for their services that is commensurate with their services and in compliance with applicable law.

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APPENDIX I

STUDENT ATHLETE / ATHLETIC TRAINING STUDENT CONTRACT



Student-Athlete Contractual Agreement

Southern CT State University's Athletic Training Education Program supports all student athletes who are enrolled in the Athletic Training curriculum and who have chosen to continue their athletic careers at Southern. The ATEP permits full participation by freshman student-athletes; however, to ensure compliance with all academic standards of the accredited program, it is essential that all upperclassmen continue their athletic participation in compliance with the agreement below.

I _____, as an athlete at Southern CT State University and an
(Print Student Athlete Name)

upperclassman in the Southern Connecticut State University Athletic Training Education Program, hereby agree to uphold the following contractual agreement during my tenure as a student-athlete and a student enrolled in the ATEP.

1. I will participate **as an athlete for only one sport season per academic year**. I have the option to choose which sport and/or season in which I will participate. I will submit this contract with the appropriate signatures and information to the Athletic Training Clinical Coordinator by _____ for the upcoming academic year.
2. I understand that I must complete a series of clinical experiences per semester, supervised by an approved clinical instructor, and be competent in all of the proficiencies set forth by the ATEP in order to complete each Gate level and be eligible to sit for the BOC, Inc. Certification Examination. I understand that each year of the program has different levels of commitment required depending on my year in the program.
3. I agree to fulfill the clinical hour requirement and associated proficiencies, which were deferred during my sports season, according to the schedule below.

Fall Athlete

Sophomore Year

Fall – EXS 202 Clinical Practice I -30 days of clinical experience

Wintersession – complete clinical assignment as necessary

Spring – EXS 203 Clinical Practice II

Junior Year

Fall – sport, clinical assignment after sport completion-45 days of clinical experience

Student will receive an Incomplete for EXS 302

Wintersession – clinical assignment

Student will receive final grade for EXS 302

Spring – clinical assignment, final grade for EXS 402

Senior Year

Fall – sport, clinical assignment after sport completion-60 days of clinical experience

Student will receive an incomplete grade for EXS 303

Wintersession – clinical assignment

Student will receive final grade for EXS 303

Spring – clinical assignment, final grade for EXS 403

Winter athlete**Sophomore Year**

Fall preseason – clinical rotation- 25 days prior to start of sport season

Spring- 25 days after conclusion of sport season

Junior Year

Fall preseason & Fall – 45 days of clinical experience prior to start of sport season

Fall – clinical assignment until official start date of sport, final grade for EXS 302

Spring – clinical assignment after sport completion, final grade for EXS 402

Senior Year

Fall preseason – clinical assignment

Fall – clinical assignment until official start date of sport, final grade for EXS 303

Spring – clinical assignment after sport completion, final grade for EXS 403

Spring athlete**Sophomore Year**

Fall – 2-week clinical rotations

Wintersession – clinical assignment

Spring – clinical assignment until official start date of sport

Junior Year

Fall – clinical assignment, final grade for EXS 302

Wintersession – clinical assignment

Spring – clinical assignment until official start date of sport, final grade for EXS 402

Senior Year

Fall – clinical assignment, final grade for EXS 303

Wintersession – clinical assignment

Spring – clinical assignment until official start date of sport, final grade for EXS 403

4. Academics, including clinical education, will be my first priority during the off-season. Any off-season conditioning or other responsibilities that are required by the coach will be secondary to my Athletic Training requirements.
5. I understand that I may not be able to acquire clinical experience during my designated sports season.
6. I understand that the professors of my clinical courses will do their best to provide all necessary clinical assignments during non-traditional assignment dates to permit an earlier completion of mandatory assignments.

My signature below indicates that I have read and understand the information aforementioned. I agree to abide by the policies above. Failure to abide by the policies above will result in disciplinary action and possible dismissal from the athletic training education program.

Student Athlete Signature

Sport and Season (e.g. fall, winter, spring)

Head Coach Signature

Date of signature

ATEP Program Director, Signature

Date of Signature

ATEP Clinical Coordinator, Signature

Date of Signature