

**THE UNIVERSITY OF NORTH CAROLINA AT
CHAPEL HILL
UNDERGRADUATE ATHLETIC TRAINING
EDUCATION PROGRAM
HANDBOOK**

Table of Contents

	Page
Letter from the Director	3
Mission Statement	4
Educational Objectives	4
Academic and Clinical Policies	5
Admissions Policy	6
Evaluation and Retention Requirements	7
Drug/Alcohol/Amorous Relationship Policy	7
Probation	7
Course Requirements	8
Skills of the week	9
Shadow Form	26
Application for Undergraduate Athletic Training Program	27
Guidelines for Clinical Experience	28
Contractual Agreement	31
Student Evaluation Form	32
Clinical Experience Summary	35
Student Evaluation of the Clinical Supervisor	37
Wish List	39
Policies and Procedures	40
Student Athletic Trainer Guidelines	41
Training Room Rules	42
Training Room Daily Duties	43
Dress Code	44
Recording Hours	44
Clinical Hours Log	45
Hours Tally Sheet	46
Record Keeping	47
Injury Management Protocol Non-Athletes	48
Injury Management Protocol Athletes	49
Emergency Situations	50
Staff Athletic Trainer Phone Numbers	50
National Athletic Trainers' Association	51
History	52
Ethical Principles	53
Membership	55
Student Athletic Trainer's Association	56
Application	57
Exposure Control Plan	58

August 30, 2004

Welcome to the University of North Carolina's Undergraduate Athletic Training Education Program. We are pleased that you have expressed interest in the program, as we believe it has a tremendous amount to offer students who wish to begin a career in athletic training or other related medical fields. The program received its initial accreditation by CAAHEP in October 1997. Since this time the program has grown to be recognized as one of the "outstanding programs" in the nation. As the incoming program director it is my goal to maintain the program's level of excellence and continue to move forward and improve our program.

More than 125 students have since graduated from our program. Over 80% of those students passed the NATA-BOC Certification Exam on their first attempt (national avg. of other accredited programs = 65%) and gone on to successful careers in athletic training or other related medical fields. More than 70% of our graduates accept positions in graduate programs related to athletic training / sports medicine or other related medical programs (physical therapy, medical school, physician assistant). While these numbers do not solely determine our program's quality, they speak to our students' level of education and the effort our faculty and clinical instructors put forth towards our students' development.

In spring 2002, the program underwent successful re-accreditation. Following the on-site evaluation the CAAHEP review team indicated that our program was one of the top programs and serves as a model for others. This recognition can be directly attributed our program's students, faculty and staff, and the positive changes that have taken place since our initial accreditation. Our program offers seven core athletic training classes, in combination with the Department of Exercise and Sport Science curriculum. We provide clinical opportunities at a local college and several local high schools, as well as UNC athletics. Our students also gain clinical experience through our general medicine observation and orthopaedic surgery observation programs to further enhance learning opportunities for the athletic training student. We hold regular in-services for our observer students so that they may gain additional knowledge about various athletic training related topics.

Without question, we set very high standards for our athletic training students, clinical supervisors, and faculty. It is very important that athletic training students are aware of the program policies and procedures, and this can best be accomplished by familiarizing yourself with this handbook. The undergraduate athletic training student is a vital part of our sports medicine team. We hope you will take pride in your work, ownership in our program, and represent the University of North Carolina with utmost professionalism. Best of luck in your endeavors!

Sincerely,

Darin A. Padua, PhD, ATC-L
Program Director

Meredith Petschauer, MA, ATC-L
Clinical Coordinator

**UNIVERSITY OF NORTH CAROLINA – CHAPEL HILL
UNDERGRADUATE ATHLETIC TRAINING EDUCATION PROGRAM**

Mission Statement

The primary purpose of the Athletic Training Education Program at UNC is to develop a competent and contributing entry-level professional in the field of athletic training. This will be accomplished by providing an educational experience that includes an effective blend of classroom instruction and clinical experience in preparation for taking the National Athletic Trainers' Association Board of Certification examination. This preparation, along with successfully passing the certification exam, will qualify certified athletic trainers for employment in high schools, colleges, professional sports programs, and other health care settings.

Athletic Training Educational Objectives

1. To promote acceptable standards of ethical conduct at every opportunity, and adhere to the NATA code of ethics.
2. To provide an opportunity for each student to develop optimal skills as specified in the Competencies in Athletic Training for the following areas:
 - Prevention of athletic injuries
 - Recognition, evaluation & assessment of Injury
 - Immediate care of injury
 - Treatment, rehabilitation & reconditioning of athletic injury
 - Health Care Administration
 - Professional Development & Responsibility
3. To continually determine the reliability and validity of athletic training course content and training room experience.
4. To continually seek the highest quality in (a) instructional technique, (b) equipment, (c) clinical experiences, and (d) student work.
5. To provide all students the opportunity to develop their skills in a variety of clinical settings and with a variety of athletes. This should include opportunities to work with both male and female sports, team and individual sports, contact and non-contact sports.
6. To place students into supervised situations which require the use of common sense, rational thinking and problem solving skills.
7. To offer situations in which the student may put the theory of the classroom into practice.
8. To expose the student athletic trainer to other professionals of the athletic health care team both in the classroom and in the clinical settings.

ACADEMIC AND CLINICAL POLICIES

Success is a journey, not a destination.

You'll always miss 100% of the shots you don't take.

Admission Policy

1. Students apply to enter the athletic training program during the fall semester of their sophomore year for entrance during the spring semester. Prerequisites for application include: a minimum of 50 hours of observation in the Fetzer Training Room, a minimum GPA of 2.75, and a minimum grade of a B in EXSS 75 (Human Anatomy) and EXSS 88 (Emergency Care of Injury and Illness). NOTE: In order to be assigned observational hours prior to applying students must have a minimum GPA of a 2.5. Once admitted to the program students are required to be certified in both CPR and First Aid.
2. Applications are accepted between **October 1st** and **October 15th** for students who wish to begin the program during the following academic semester. The application process is completed with a formal interview. Athletic training faculty, staff athletic trainers, and graduate students may be asked to serve on the interview committee. The program director and clinical site coordinator will make all final decisions.
3. Students are notified of their status just prior to registration so they can schedule the appropriate courses for the semester. Students who are granted a position in the program are notified of their clinical affiliation site for the spring semester around **November 10th**.
4. The number of students accepted into the program each year is based upon the availability of staff and clinical experience opportunities. On average, the number of students accepted per year will range between 12 and 15.
5. Once admitted to the program, students must commit themselves to a minimum of five semesters for the completion of coursework and clinical experience. The clinical experience of 1000 hours (minimum 200 hours per semester) must be completed in no less than five semesters.
6. Students must have been or plan to be vaccinated for Hepatitis B Virus or sign a waiver indicating they decline to receive a vaccine and assume the risks involved.

Transfer Students

Transfer students that have met the aforementioned admissions requirements are eligible to apply for admittance to the program. Courses (credits) are transferable however, students will be required to take the human anatomy course (EXSS 75) and the emergency care course (EXSS 88) from UNC-Chapel Hill as well as the core Athletic Training Classes (EXSS 65-69). Students must also complete the 100 hours of observation in the **UNC FETZER** athletic training room (i.e., hours obtained from another institution are not transferable).

Student Athletes

Student athletes are eligible to apply for admittance into the Undergraduate Athletic Training Program, however, it will be not be possible to complete the program requirements without full cooperation from the athlete's coaching staff. No exceptions will be made to the course sequencing if admitted to the program, nor will exceptions be made for meeting the required 1000 clinical hours within the minimum of five semesters. Clinical hours during the athlete's in-season may be deferred to a later semester. During the athlete's off-season he/she will not be permitted to participate in his/her respective sport if it conflicts with the clinical site assigned.

Progress Evaluation and Retention Requirements

1. Normal progress towards completion of the program requirements will be monitored by the student's faculty advisor, the Program Director, and the clinical site coordinator.
2. Students falling below 2.75 (cumulative) GPA will be placed on a one term probationary status and removed from their clinical setting. Students must attain a 2.75 GPA after one term to remain in the program and return to the clinical setting.
3. No grade lower than a C will be accepted in any athletic training course, including the clinical experience classes and all practical competencies must be passed with a minimum of 80% in order to advance to the next athletic training course.
4. There will be two personal performance evaluations each semester (see Student Athletic Trainer Evaluation Form). If more than 1/3 of the evaluation scores for sections I-III are less than or equal to fair, a mandatory conference will be scheduled with the program director and clinical site coordinator at which time the student may be placed on probation. Additionally for sections IV and V of the evaluation form, it is expected that senior level students will perform consistently at a rating of four, juniors at a rating of three, and sophomores at a rating of two.
5. Students must maintain CPR and First Aid certification throughout the duration of the program.
6. Any leave from participation in the program will result in withdrawal from the program unless deemed appropriate by the program director (i.e. medical reasons will be considered).

Drug/Alcohol/Amorous Relationship Policy

1. Undergraduate student athletic trainers shall always serve as a role model to athletes and other student athletic trainers with whom they have the privilege of working. In doing so, they will refrain from becoming involved in an amorous or sexual relationship with any current athlete for whom the student provides athletic training services or for any athlete whom they may have a future chance of providing athletic training services.
2. Undergraduate student athletic trainers shall always serve as a role model to athletes and other student athletic trainers with whom they have the privilege of working. In doing so, they will refrain from engaging in the consumption of alcoholic beverages or other substances deemed either illegal or not conducive to athletic performance with any current athlete for whom the student provides athletic training services or for any athlete whom they may have a future chance of providing athletic training services.
3. An undergraduate student who fails to act as a quality role model by violating one of the aforementioned policies will be placed on a mandatory one-semester (or four consecutive months during the academic year) probation.

Probationary Status and Dismissal Policies

1. Probation is determined by the program director and clinical site coordinator upon consultation with any involved clinical instructors and/or faculty members.
2. Probation may include:
 - A. Total removal from the clinical site. (length of removal to be determined)
 - B. Reassignment of the clinical site to General Training Room. (length to be determined)
3. Any student who has previously been placed on probation and receives subsequent probation, may be dismissed from the program. Any student who encounters a third infraction will be dismissed.

UNC-CH UNDERGRADUATE ATHLETIC TRAINING EDUCATION PROGRAM **SUGGESTED COURSE SEQUENCING**

Freshman Year:

Fall Semester

_____ General College requirements
 _____ General College requirements
 _____ General College requirements
 _____ General College requirements
 _____ General College requirements

Spring Semester

_____ General College requirements
 _____ General College requirements
 _____ BIO 11 - Biology
 _____ BIO 11L - Biology 11 Lab
 _____ Elective
 (3) _____ EXSS 88–Emerg. Care Injury & Illness

Sophomore Year:

Fall Semester

(3) _____ EXSS 75 – Human Anatomy
 _____ Elective
 _____ General College requirements
 _____ General College requirements
 _____ General College requirements

Spring Semester

(3) _____ EXSS 41 - Personal Health
 (3) _____ EXSS 65 – Fundamentals of AT
 _____ CLAS 25 – Med. Word Formation
 _____ General College Requirements
 _____ Elective
 _____ General College requirements

Junior Year:

Fall Semester

(3) _____ EXSS 66 – Evaluation of Athletic Injury
 (3) _____ EXSS 76 – Human Physiology
 (3) _____ *EXSS 73 - Research in EXSS
 *EXSS 80 – Nueromuscular Control
 (1) _____ EXSS 75 L – Anatomy Lab
 (1) _____ EXSS 71 –Clinical Education
 _____ Upper-level perspective
 _____ Elective
 _____ One hour Elective

Spring Semester

(3) _____ EXSS 67 – Therapeutic Modalities
 (1) _____ EXSS 71 – Clinical Education
 (3) _____ EXSS 85 - Biomechanics of Sport

 (3) _____ EXSS 81 - Sport Psychology
 _____ Elective
 _____ Upper level perspective
 _____ Activities class

Senior Year:

Fall Semester

(3) _____ EXSS 68 – Therapeutic Exercise
 (3) _____ EXSS 89 – Phys. Basis of Human Performance
 (2) _____ EXSS 70 – General Medicine in AT
 (1) _____ EXSS 71 – Clinical Experience
 _____ Upper-level perspective
 _____ Elective
 _____ Activities class

Spring Semester

(3) _____ EXSS 69 – AT Seminar
 (3) _____ EXSS 60 - Sports Nutrition
 (1) _____ EXSS 71 – Clinical Experience
 _____ Upper-level perspective
 _____ Elective
 _____ Elective

NOTE: *only one of these courses is required for graduation with a degree in Exercise and Sport Science for students accepted into the Athletic Training Education Program.

UNC Athletic Training Student – Observer Program Weekly Learning Tasks

Name: _____

Date entering the Athletic Training Observer Program: _____

- ◆ These are introductory skills – they need to be **practiced**, but not yet perfected!
- ◆ The theory behind the various skills is not yet essential. This will be covered upon entering the undergraduate athletic training education (i.e. cryotherapy, ultrasound, electrical stimulation, etc.).
- ◆ There are several learning tasks presented. Each task should take one week to complete. If you do not complete the specified learning task within the one week period then you may utilize the designated “catch-up” periods to get back on track.
- ◆ Tasks need to be initialed and dated by one of the following individuals: Junior / Senior Athletic Training Students, Graduate Students, Staff Athletic Trainers. The individual that teaches you the specific task should be the one that signs off on it’s completion.
 - Senior Athletic Training Students, Graduate Students and Staff Athletic Trainers are able to sign off on all of the Weekly Learning Tasks.
 - Junior Athletic Training Students may sign off on those Weekly Learning Tasks that they have been formally instructed on during their academic experience.
- ◆ Many of the Weekly Learning Tasks are designed for you to interact with individuals in the Athletic Training Room for help and guidance in completing these tasks. We encourage you to utilize this opportunity to introduce yourself and get to know the Athletic Training Students (undergraduate & graduate) and Staff Athletic Trainers.
- ◆ **Please turn in the packet at the end of each semester to Darin’s mailbox in Fetzer Gym 209 (“Padua”). These will be returned to you at the beginning of the next semester.**

UNC Athletic Training Student – Observer Program
Weekly Learning Tasks
Athletic Training Observer Student Competency Checklist

Name: _____

- ◆ The following are skills and competencies that Athletic Training Observer Students must be educated and evaluated on. Observer Students must undergo formal education and evaluation from an Approved Clinical Instructor (ACI) of these skills and competencies prior to performing the skills in the athletic training room on student athletes and/or patients. After undergoing formal education & evaluation you will only be able to perform these skills and competencies under the direct supervision of a certified athletic trainer.
 - Education will come in the form of in-services that will be held over the course of the semester. In-services will be held approximately every other week. Dates, times and topics for the in-services will be posted during the second week of each semester.
 - Evaluation will be performed by one of the ACI's at the University of North Carolina at Chapel Hill. ACI's include all the staff and faculty in the Athletic Training Education Program, as well as first and second year graduate students.
- ◆ Observer Students are not required to undergo education and evaluation on these skills and competencies; however, you will not be able to perform these skills or competencies unless you've undergone formal education and evaluation on them.
- ◆ Once being evaluated and signed off on a specific skill or competency by an ACI you will need to give a copy of this sheet (signed) to Darin Padua.

Wound Care:

In-Service Attendance: ACI Signature _____
 Date: _____

Evaluation: ACI Signature _____
 Date: _____

Cryotherapy & Thermotherapy:

In-Service Attendance: ACI Signature _____
 Date: _____

Evaluation: ACI Signature _____
 Date: _____

Ultrasound:

In-Service Attendance: ACI Signature _____
 Date: _____

Evaluation: ACI Signature _____
 Date: _____

Electrical Stimulation:

In-Service Attendance: ACI Signature _____
 Date: _____

Evaluation: ACI Signature _____
 Date: _____

Taping – Bandaging:

In-Service Attendance: ACI Signature _____
 Date: _____

Evaluation: ACI Signature _____
 Date: _____

Injury Evaluation:

In-Service Attendance: ACI Signature _____
 Date: _____

Evaluation: ACI Signature _____
 Date: _____

LEARNING TASK 1

Get acclimated, get ready to learn!!

Initial	Date	
_____	_____	Introduce yourself to Sally Mays
_____	_____	Sign out shirt for training room hours
_____	_____	Learn front desk responsibilities (all of them)
_____	_____	Location of supplies & what they are – named, used for...
_____	_____	Cleaning entire ATR (whirlpools, hydrocollator...)

What are names of the four different types of taping supplies located in the taping cabinets?

1. _____
2. _____
3. _____
4. _____

What is Sally Mays' official title (not head athletic trainer of... sports, the other one)?

For which sports does Sally Mays provide medical coverage?

There are 10 other faculty/staff certified athletic trainers that you need to know. Over the course of the next 3 weeks you will be expected to introduce yourself to each of them. It is good for you to know them and for them to know you (especially come application time)!

	Initial		Initial
Sally Mays (met today)	_____	Darin Padua	_____
Terri Jo Rucinski	_____	Meredith Petschauer	_____
Chris Hirth	_____	Bill Prentice*	_____
Kevin Guskiewicz	_____	Dan Hooker*	_____
Cody Malley	_____	Scott Oliaro*	_____
Dean Crowell*	_____	Marc Davis*	_____

*If you can catch them, or you might have to wait until you visit the other training rooms.

LEARNING TASK 2

Initial	Date	
_____	_____	Learn/Review Shoulder Anatomy – muscles, bones, major ligaments, movements
_____	_____	Visit National Athletic Trainers' Association (NATA), North Carolina Athletic Trainers' Association (NCATA), UNC Sports Medicine, and Student Athletic Trainers' Association (SATA) websites
		♦ Print out home page from each website; show them to the person signing off on it. Keep them with your weekly learning tasks packet.
_____	_____	Review the wound care protocol

What is the rule of Universal Precaution?

What is a biohazard bag used for?

Name three ways to stop bleeding?

What are the 4 website addresses?

- ♦ NATA –
- ♦ NCATA –
- ♦ UNC Sports Medicine –
- ♦ SATA –

What does the abbreviation “ATC” stand for?

LEARNING TASK 3

Continue learning/reviewing shoulder anatomy

Initial	Date	
_____	_____	Review Scenario 1 (see below)
_____	_____	Medical Terminology (abbreviations, directional terms...)

Scenario 1

An individual enters Fetzer Athletic Training Room. You are stationed at the front desk and ask how you may help the individual. It is obvious that this individual is upset and looking for help. The individual indicates that while playing racquetball their partner passed out and seems to be unconscious.

What is your initial step in this type of situation?

You are instructed to call 911 and activate the emergency response system. What type of information do you need to provide to the operator?

What is the address to Fetzer Gymnasium?

What is the phone number to Fetzer Gym Athletic Training Room?

What are the names of the nearest cross streets to Fetzer Gymnasium?

What type of emergency equipment is kept in Fetzer Gym Athletic Training Room?
Where is this equipment located in Fetzer Gym Athletic Training Room?

What are the three joints of the shoulder complex?

What are the four rotator cuff muscles?

How many muscles are involved with motion at the shoulder joint?
Name the major motions performed by each of the following shoulder muscles.

Deltoid

Pectoralis Major

Supraspinatous, Infraspinatous, Teres Minor

Subscapularis

Trapezius (all 3 parts)

Word Bank (fill in the questions below with the appropriate term from the word bank)

-Anterior	-Posterior	-Superior
-Inferior	-Distal	-Proximal
-Medial	-Lateral	-Origin
-Insertion		

The lumbar vertebrae are _____ to the cervical vertebrae

The _____ of the short head of the biceps is the coracoid process

The wrist is _____ to the elbow

The semimembranosus and semitendinosus are _____ to the biceps femoris

The manubrium is _____ to the xyphoid process

The rectus femoris is _____ to the VMO

The gastrocnemius is on the _____ surface of the tibia

The hip is _____ to the toes

The anterior tibialis is on the _____ surface of the tibia

The _____ of the short head of the biceps is the radial tuberosity

LEARNING TASK 4

Initial	Date	
_____	_____	Review/Learn Elbow Anatomy – Muscles, bones, major ligaments, and movements
_____	_____	Crutch fitting & proper use
_____	_____	Location & stocking of athletic training kits (how, why, what...)
Who are the four officers of SATA?		
President –		
Vice-President –		
Secretary –		
Treasurer –		

What are the six specific practice areas of an ATC (information located on SATA website)?

When crutches are properly fitted what is the appropriate elbow flexion angle?

What is the proper way to go up and down stairs while using crutches?

How many fingers should fit between the axilla and the crutch when setting up an individual with crutches?

****You should have met all of the Staff/Faculty trainers by the end of this task.
For which sports do each of the staff certified athletic trainers provide medical coverage? If they do not provide medical coverage for a specific sport what is their official title?**

Cody Malley

Terri Jo Ruscinski

Chris Hirth

Bill Prentice

Dan Hooker

Scott Oliaro

Meredith Petschauer

Marc Davis

Dean Crowell

TASK 5

Continue learning/reviewing the anatomy of the elbow.

Initial **Date**

_____ Review scenario 2 (see below)

Scenario 2

An individual participating in intramural basketball receives an elbow (direct blow) above their left eyebrow. The individual reports to the training room with an open laceration above the eye. Upon inspection there is no damage to the eye itself and vision is normal. However, there is a significant amount of bleeding due to the laceration.

What precautions must be taken in managing this type of injury?

How does one properly dispose of all materials that have been in contact with blood?

What are the two most significant bloodborne pathogens?

What is the proper terminology for guidelines that describe how to properly handle objects that may have been exposed to a bloodborne pathogen?

Name the major motions performed by each of the following elbow muscles.

Biceps Brachii

Triceps Brachii

Brachialis

Pronator Teres

What structure in the elbow is susceptible to injury if ice is left on too long? Why is it so susceptible?

What ligament in the elbow is injured most often in baseball players?

If this ligament were to rupture, what is the name of the surgery that would be done to repair it?

TASK 6

Initial	Date	
_____	_____	Review/Learn wrist/hand Anatomy – Muscles, bones, major ligaments, and movements
_____	_____	Proper practice set-up (for at least 1 sport)
		◆ Ask the trainers for a team if you can help them prepare for practice and if you can go to practice with them
_____	_____	Proper tape tearing
_____	_____	Thermotherapy (hydrocollator packs, wwp)

What is the proper temperature for the warm whirlpools?

What are the three requirements to get into the undergraduate athletic training education program at UNC? (information located at SATA website)

What is the deadline for applying to the undergraduate athletic training education program?

How many semesters long is the undergraduate athletic training education program?

TASK 7

Catch-up week – finish any task that you have not finished
Review the Anatomy and Motions of the Upper Extremity

How many phalanges are in each hand? How many metacarpals? How many carpals?

Name the carpal bones of the wrist.

What is the carpal tunnel? How many structures run through it?

What structure is "injured" in carpal tunnel syndrome?

Name the major motions performed by each of the following wrist and hand muscles.

Flexor Digitorum

Extensor Digitorum

Flexor Pollicis

Extensor Pollicis Longus

Flexor Carpi Ulnaris

Flexor Carpi Radialis

TASK 8

Initial

Date

Review/Learn hip Anatomy – muscles, bones, ligaments, and movements

Injury Evaluation Steps

Wrist Taping

What are the basic steps to an injury evaluation?

What is the purpose of each step in the evaluation?

TASK 9

Continue learning/reviewing the anatomy of the hip.

Initial

Date

_____ Review Scenario 3 (see below)

_____ Filling out injury report forms (how, why, what...)

Scenario 3

An individual is injured during a soccer match. A certified athletic trainer and yourself respond to the injury. The certified athletic trainer suspects that the individual has fractured their tibia. Any suspected fracture should always be splinted before the athlete is moved.

Why does a suspected fracture need to be splinted prior to transporting the injured individual?

What types of splinting devices are available in Fetzer Athletic Training Room?

Where are these splinting devices kept in Fetzer Athletic Training Room?

Practice applying each of the different splinting devices with a junior/senior or graduate athletic training student.

What is the importance of the injury report form?

Name three types of medical forms that we use in the training room to document injuries/treatments/rehabs.

Name the major motions performed by each of the following hip muscles.
Iliopsoas

Adductors

Gluteus Maximus

Gluteus Medius

Gluteus Minimus

Hamstrings (at the hip)

How many muscles in the hip perform external rotation? Which one is injured the most often?

What is the name of the largest nerve in the human body that runs through the hip region?

Name the three different adductor muscles.

TASK 10

Initial	Date
_____	_____ Review/Learn Knee Anatomy – muscles, bones, ligaments, and movements
_____	_____ Attend another practice: wr, tr, gym, vb, wbb, fh, lax, sc, bb, sb, cheer
_____	_____ Ace wrap usage (Compression wrap, muscle assist, etc.)
_____	_____ Thumb Taping
_____	_____ Purchased UNC Student Athletic Trainer Handbook from Student Stores

List the multiple uses of an ace wrap.

What is the purpose of using an ace wrap for compression?

Where should the compression from the ace wrap be the greatest? The least?

When using an ace wrap for compression it needs to be tight, but not cut off the blood supply. How can you make sure that the blood is still reaching the fingers/toes?

Why would you use an ace wrap to assist a muscle?

Would the ace wrap assist the muscle by placing it in a shortened or lengthened position?

TASK 11**Continue reviewing/learning that anatomy of the knee.**

Initial	Date
_____	_____ Review scenario 4 (see below)
_____	_____ RICE

Scenario 4

An individual injures her right ankle during a pick-up basketball game. In questioning the individual you discover that the injury occurred when the individual stepped on another person's foot while landing from jump, forcing the ankle into excessive plantar-flexion and inversion.

At the time of injury, the individual complained of pain on the lateral aspect of the ankle before falling to the ground. After the injury, the athlete complained of moderate pain on the lateral aspect of the right ankle. During palpation the individual is point tender over the soft tissue lying directly anterior and distal to the lateral malleolus of the right ankle. Walking on the right foot is very difficult. Swelling is occurring around the lateral malleolus. It is determined that the individual has suffered a grade 2 inversion ankle sprain.

Based on the above information, what ankle ligament was likely injured?

What immediate steps should be taken in caring for this injury?

What type of home instructions should be given to this individual to properly care for this injury?

Name the major motions performed by each of the following knee muscles.

Quadriceps

Hamstrings (at the knee)

Sartorius

Gastrocnemius (at the knee)

What are the four muscles that make up the quadriceps?

What are the three muscles that make up the hamstrings?

What does RICE stand for?

What does each component of RICE seek to accomplish in helping the athlete's injury?

TASK 12

Initial	Date
_____	_____ Review/Learn Ankle/Foot Anatomy – muscles, bones, ligaments, and movements
_____	_____ Visit satellite ATR facilities – kenan, PT, smith center, woollen
_____	_____ Finger Taping
_____	_____ Ankle Taping
_____	_____ Stretching (static, dynamic, PNF)

What are the names of the tarsal bones?

What is the name of the joint formed by the tibia/fibula and the talus? What motions occur here?

What is the name of the joint formed by the talus and the calcaneus? What motions occur here?

What is the plantar fascia? What is its function in the foot?

Name the major motions performed by each of the following ankle and foot muscles.
Soleus

Anterior Tibialis

Flexor Hallicus

Extensor digitorum

Peroneal Longus, Brevis, and Tertius

TASK 13

Catch-Up week – finish any task that you have fallen behind
Review the Anatomy and Motions of the Lower Extremity

TASK 14

Initial	Date	
_____	_____	Review the injury management protocol from the Student Handbook
_____	_____	Review the athletic training classes that you would take once admitted into the program

List the title for each of the athletic training courses? Briefly describe the content for each of the athletic training courses.

TASK 15

Initial	Date	
_____	_____	Review/Learn Trunk (Abdomen/Low Back) – muscles, bones, ligaments, and movements
_____	_____	SOAP note documentation

What does SOAP stand for?

What is the difference between the first two sections of a SOAP note?

What kind of things should be included in each section?

TASK 16

Anatomy Review (Hip/Thigh/Knee/Ankle/Foot/Abdomen/Low Back)

TASK 17

Initial _____	Date _____
-------------------------	----------------------

Cryotherapy (ice cups, ice massage, cwp – why, how, what happens, etc.)

- ◆ Learn the proper way to make an ice bag

What is the proper temperature for the cold whirlpools?

How many minutes should a person ice an injury at one time?

What are the dangers of allowing an individual to ice for too long?

TASK 18

*Initial**Date*

Electrical Stimulation

What are three purposes of using electrical stimulation on an injury?

Name five types of electrical stimulation.

What is the difference between a monopolar, bipolar, and quadpolar set up.

TASK 19

*Initial**Date*

Review/Learn the biarticular muscles of the body

What is meant by “biarticular” muscles?

Name 5 biarticular muscles from the lower extremity and what joints they cross.

Name 5 biarticular muscles from the upper extremity and what joints they cross.

TASK 20

Catch-up & start trying to perfect the skills (some are very easy & some are very difficult – each must be treated with the same goal in mind – LEARN AS MUCH AS YOU CAN!)

TASK 21

Finish-up for the semester

- ◆ Next semester – start mastering the skills and teaching other new student athletic trainer observers the same skills!

SHADOW FORM

Name: _____ Date: _____

Supervising ATC: _____ ATC Signature: _____

What did you do today while shadowing?

What did you learn today while shadowing?

How do you think you can apply what you learned today?

APPLICATION FOR UNC UNDERGRADUATE ATHLETIC TRAINING EDUCATION PROGRAM

Name: _____ Date _____ PID# _____

Permanent Address: _____ Year _____

Phone Number: _____

School Address: _____

Phone Number: _____

Overall GPA: _____

EXSS GPA: _____

In the table below, list previous and current courses taken in the department of EXSS. List the presently attained grade in those courses currently being taken.

Course/Number	Grade	Course/Number	Grade	Course/Number	Grade

Amount of Training Room Experience: _____ Hours _____ Semesters

List two references (staff athletic trainers, graduate students, and faculty) who could be contacted to discuss your work ethic and/or ability to succeed as a student athletic trainer.

Name _____

Phone _____

Name _____

Phone _____

On the reverse side of this application or on an attached sheet, briefly (less than 300 words) discuss your professional goals. Please include how you might be an asset to the athletic training program and how your short and long term goals might be met by participation in the program.

The information provided above represents an accurate representation of course work completed or currently in progress according to existing transcripts.

Signature _____

Date _____

Guidelines for Clinical Experience

Purpose and Design of Clinical Experience

The athletic training clinical and field experience is designed to provide students with the various “real life” situations that athletic trainers face on a daily basis. The student will attend both practices and competition. During these sessions, he/she will be responsible for injury prevention, recognition, management, and rehabilitation for athletes affiliated with their particular sport(s). The experience is provided to allow students to develop specific technical skills and knowledge through direct application of services to the athletes.

The general outline of this experience is defined to some extent by the requirements set by the NATA, yet is designed according to the unique opportunities available at the University of North Carolina and the surrounding area. The variety of settings available to students should provide for a diversified experience over the duration of their education, and prepare students for jobs in settings they will most likely be seeking following graduation.

Clinical Coordinators

Darin Padua, PhD, ATC-L
Meredith Petschauer, MA, ATC-L

Description of Clinical Settings

The University of North Carolina at Chapel Hill currently fields 28 varsity sports teams which operate out of three training rooms. The training rooms are staffed by seven full-time certified athletic trainers, five of whom also have some responsibilities in the Student Health Service’s Physical Therapy Clinic. Each of these athletic trainers is responsible for approximately three teams. Additionally, several faculty and graduate students from the Department of Exercise and Sport Science, work as certified athletic trainers. All UNC certified athletic trainers serve as approved clinical instructors. In addition to the staff athletic trainers, 1 or 2 graduate assistant athletic trainers enrolled in the NATA accredited Graduate Program in Athletic Training are assigned to each team. These graduate assistants also play an active role in the education and supervision of the undergraduate athletic training students.

The program’s remaining clinical sites are at various settings throughout the Triangle area. All clinical supervisors at these sites are approved clinical instructors that have undergone the appropriate training and education.

Statement

All athletic training students must complete a minimum of 1000 clock hours of clinical experience under the direct supervision of approved clinical instructors located in the various clinical sites. These 1000 hours must be accrued over the student’s last four semesters, which is considered the minimum length of time necessary for the student to

develop the expected competencies. Students must collect a minimum 200 hours during each of their last five semesters in the program. Students will likely complete 1000+ hours over five semesters.

The clinical experience will include both athletic practices and competitive events. Some of the practical experience (no more than 275 hours towards the 1000) may extend beyond the traditional setting, into a sports medicine/physical therapy clinic or research laboratory setting that is supervised by a certified athletic trainer, who is an approved clinical instructor.

Each student will rotate through several types of clinical settings including equipment intensive sports, upper and lower extremity sports and well as a general medicine exposure.

Contractual Agreement

Once students begin their clinical rotations, they are required to sign a contractual agreement (see form on page13), for each clinical assignment, outlining specific responsibilities which will have been agreed upon by both student and supervisor. This contract emphasizes the student's commitment to the clinical experience.

Enrollment and Grading

Students who have been accepted into the program will be assigned to work with an approved clinical instructor. During the last four semesters students will register for the Clinical Experience course (EXSS 71). The grade for this class is dedicated to their performance in the clinical setting while working with their approved clinical instructor. Part of the student's grade will reflect his/her performance during the clinical experience as assessed through a standard Clinical Evaluation Form (see form). A formal evaluation will be conducted at mid semester and at semester's end. The evaluation will be completed by the clinical instructor and discussed in depth with the student so that the student may be aware of his/her strengths and weaknesses. Any breach of the contractual agreement will be documented on the evaluation form. The remaining portion of the grade will be determined based on performance during the practical skills exams. The remaining portion of the student's grade in EXSS 71 will come from the student's performance on Signature Assignments over the course of the semester.

Clinical Assignments and Rotations

Assignments for the students are ultimately made by the clinical site coordinator following consultation with the other clinical instructors. Every effort is made to offer students a variety of experiences (university, high school, clinic, research settings) during their five semesters.

At approximately mid-semester of every spring, students in the program are asked to rank their preference for clinical sites for the next school year. Prior to semester's end (approximately April 20th), letters of assignment are delivered and students are instructed to meet with their clinical supervisor before leaving for summer break. At this time,

students are assigned a reporting date by their clinical instructor. **In most cases students are required to begin their clinical experience several days prior to the start of school (be prepared to begin as early as August 10th). Note: vacations, summer jobs, sorority/fraternity functions, etc. are not acceptable excuses.** Students will remain at their clinical site for one semester, with all responsibilities terminating on the day prior to Reading Day. These students will then be responsible for meeting with their clinical instructor for the spring semester before leaving for break. **Again, students may be asked to return to their new sites prior to the start of school (January 3rd).** This rotation will also last one semester, with responsibilities terminating on the day prior to Reading Day. Additional supervised hours may be accrued following completion of final examinations if both student and clinical instructor agree.

Those students assigned to winter sports (basketball, wrestling, gymnastics, and swimming) will be assigned to either Fetzer Training Room or the Sports Medicine Research Laboratory during the first one-third of the fall semester and the last one-third of the spring semester (or whenever their team is not in season).

Clinical Progressions

The program director and the clinical site coordinator will make assignments based on the need of each student enrolled in the program. Needs are based on the following criteria (prioritized):

1. Adequate balance of upper extremity, lower extremity and equipment intensive sports, as well as a rotation through general medicine.
2. Adequate balance of types of settings, whereby the student will spend at least one semester in each of the three types of settings: UNC in season sport, UNC out of season sport, and off campus setting (high school or clinic).
3. Adequate balance of men's and women's sports.
4. Variety of clinical instructors, whereby the student will have at least 3 different clinical instructors during his/her last 4 semesters.
5. Future direction of the student, whereby the student will be assigned (if possible) to a clinical site that best represents the setting for which they may seek employment following graduation.

Student Summary of Clinical Experience

Students will be asked to submit a summary (see form) of their clinical experience at the conclusion of every semester. This summary will help the program director and clinical site coordinator critique the various clinical settings to ensure that students receive what they believe to be a quality experience. Furthermore, the summary will help to validate the program's goals and mission statement.

Students will also submit an evaluation of their clinical instructor. This evaluation will serve to enhance the experience of future students by giving the program director and clinical site coordinator an idea of the performance of the clinical instructors.

**University of North Carolina
Student Athletic Trainer
Contractual Agreement**

I accept the position of student athletic trainer on the _____ athletic training staff for the _____ semester 20_____. I have discussed my roles and responsibilities with my clinical supervisor: _____.

My direct responsibilities include:

I have read the UNC-CH Undergraduate Athletic Training Program's mission statement & athletic training educational objectives. I agree to complete a minimum of 200 supervised hours in this clinical setting during the semester listed above. In so doing, I will fulfill my duties to the best of my ability.

I accept this contract with the understanding that I am representing the University of North Carolina's Undergraduate Athletic Training Program at all times. In accepting the terms of this contractual agreement, I understand that being a student athletic trainer is a commitment which is preparing me to be a certified athletic trainer. I understand that I will be closely supervised and my progress will be evaluated according to the criteria in the Academic and Clinical Policies section of the Athletic Training Handbook. I furthermore understand that my evaluation will become part of my personal records and my performance will partially determine my continuance in the program.

In addition to my duties described above, I have reviewed the emergency action plan with my supervisor and feel comfortable with my duties in an emergency situation.

Student's Name: _____
(Print)

Student's Signature: _____ Date: _____

Clinical Supervisor's Signature: _____ Date: _____

Clinical Site Coordinator's Signature: _____ Date: _____

**UNIVERSITY OF NORTH CAROLINA
ATHLETIC TRAINING STUDENT
EVALUATION FORM**

Student Name _____ Date _____

Clinical Supervisor _____ Site _____

Evaluation Scale: Strongly Agree -5; Agree -4; Undecided -3; Disagree -2; Strongly Disagree -1

I. Administration/Professionalism

- _____ Is punctual and dependable
- _____ Is appropriately dressed
- _____ Demonstrates professionalism with athletes
- _____ Demonstrates professionalism with coaches and other athletic trainers
- _____ Adheres to training room procedures
- _____ Maintains confidentiality
- _____ Maintains a balance between personal and professional relationships
- _____ Assists in preparation for games and practices
- _____ Works cooperatively with other athletic training students
- _____ Demonstrates emotional maturity & effective coping skills
- _____ Demonstrates overall awareness during games and practices
- _____ Understands and demonstrates knowledge of event management

II. Methods for improving skills

- _____ Is willing to receive and respond to constructive criticism
- _____ Is eager to learn and ask questions
- _____ Is willing to supervise and instruct other athletic training students
- _____ Takes an active role in learning
- _____ Accepts responsibility
- _____ Conveys respect for clinical instructor's opinion
- _____ Conveys respect for other athletic training student's opinion
- _____ Applies knowledge from the classroom to the clinical setting

III. Communication skills

- _____ Speaks with tact and diplomacy
- _____ Communicates in an organized logical manner
- _____ Recognizes the effects of non-verbal communication (i.e. attitude, expression, etc..)
- _____ Exhibits confidence with skills and knowledge
- _____ Communicates daily with the supervising clinical instructor

Rating Scale Definitions

4 - Student confers with the clinical instructor when appropriate for validating decision making. The student is able to perform this skill safely and independently.

3 - Student needs advice from the clinical instructor, but the presence of the clinical instructor in the immediate vicinity is not necessary. Student needs guidance from the clinical instructor.

2 - Student requires supervision from the clinical instructor. Student needs verbal cueing or physical assistance from the clinical instructor.

1 - Student requires constant supervision from the clinical instructor and cannot accomplish the task without the instructor.

N/A - Not applicable - student not presented with the opportunity to perform the respective skill

N/O - Not observed - clinical instructor(s) did not directly observe student on the respective skill at any point during the clinical assignment

IV. Administration Skills

- _____ Demonstrates accurate and up to date record keeping
- _____ Maintains accurate and up to date SOAP notes
- _____ Maintains an appropriately stocked kit
- _____ Appropriately keep the training room stocked and clean
- _____ Uses the appropriate medical terminology
- _____ Writes legibly and uses the correct format

V. Evaluation Skills

- _____ Obtains a pertinent history
- _____ Clearly observes the area and identifies problems
- _____ Correctly palpates the area recognizes specific areas of tenderness
- _____ Correctly evaluates active range of motion
- _____ Correctly evaluates passive range of motion
- _____ Performs special tests with confidence and understanding
- _____ Correctly evaluates and grades strength
- _____ Properly evaluates functional ability when appropriate
- _____ Accurately determines the results of the evaluation
- _____ Recognizes the difference between on field evaluations and clinical evaluations
- _____ Understands their role in carrying out the emergency action plan and is able to implement and instruct others when necessary.

VI. Treatment

- _____ Demonstrates appropriate emergency first aid skills
- _____ Provides safe and effective initial injury management
- _____ Complies with OSHA guidelines
- _____ Applies taping and bracing effectively
- _____ Properly fits crutches
- _____ Demonstrates the ability for proper wound management
- _____ Demonstrates the use of prevention measures such as stretching and hydration
- _____ Sets goals for the athlete and recognizes the goals of the athlete
- _____ Implements an effective well thought out rehabilitation program
- _____ Incorporates the proper use of modalities
- _____ Reassess the athlete's needs
- _____ Continues to adapt to the needs of the athlete
- _____ Educates the athlete
- _____ Provides a high quality of care
- _____ Able to effectively educate and communicate with the injured athlete

VII. Please list strengths of this student.

VIII. Please list weaknesses of this student.

IX. Please indicate ways that this student can improve.

This is to acknowledge that I have seen and discussed its contents with the evaluator.

Student's Signature _____ Date _____

Clinical Instructor's Signature _____ Date _____

University of North Carolina
Undergraduate Athletic Training Education Program
Clinical Experience Summary

Name: _____ Semester: _____

Clinical Site: _____ Supervisor: _____

Brief description of your duties/responsibilities as outlined in your contractual agreement:

Using a 5-point scale, please indicate your perception of having received an adequate clinical experience in the following areas:

	1 = Strongly Disagree (SD)		4 = Agree (A)		
	2 = Disagree (D)		5 = Strongly Agree (SA)		
	3 = Undecided (U)				
		<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u> <u>SA</u>
1.	Prevention of athletic injuries/illnesses	1	2	3	4 5
2.	Evaluation of athletic injuries/illnesses	1	2	3	4 5
3.	First aid and emergency care	1	2	3	4 5
4.	Rehabilitation/reconditioning	1	2	3	4 5
5.	Therapeutic modalities	1	2	3	4 5
6.	Organization/administration of athletic training	1	2	3	4 5
7.	Counseling and guidance of athletes	1	2	3	4 5
8.	Received quality interaction/feedback from clinical supervisor at regular intervals	1	2	3	4 5
9.	Adequate responsibilities were given to you	1	2	3	4 5
10.	Time commitment was about what you expected	1	2	3	4 5

Overall, what part of your clinical experience was most rewarding to you as an athletic training student?

What suggestions for improving, revising, or refining the clinical experience could you offer?

University of North Carolina Athletic Training Student Evaluation of the Clinical Instructor

Please evaluate your clinical instructor by answering the questions below. Please be honest and truthful. All information will remain confidential. Please use the space provided to explain any responses below a "2".

Using a 5-point scale, please indicate your perception of having received an adequate clinical experience in the following areas:

1 = Strongly Disagree (SD)

4 = Agree (A)

2 = Disagree (D)

5 = Strongly Agree (SA)

3 = Undecided (U)

Teaching:		SD	D	U	A	SA
1.	Discussed site policies and procedures with me	1	2	3	4	5
2.	Involved me in the evaluation of injured athletes	1	2	3	4	5
3.	Discussed proper rehabilitation techniques	1	2	3	4	5
4.	Explained the rationale for treatment and rehab	1	2	3	4	5
5.	Discussed the use of therapeutic modalities	1	2	3	4	5
6.	Provided prompt and appropriate feedback	1	2	3	4	5
7.	Provided a stimulating & challenging work environment	1	2	3	4	5
8.	Willing to share knowledge and resources	1	2	3	4	5
9.	Is a role model	1	2	3	4	5
10.	Open to new ideas and concepts	1	2	3	4	5
Professionalism:		SD	D	U	A	SA
1.	Demonstrates patience and tactfulness	1	2	3	4	5
2.	Show self-confidence	1	2	3	4	5
3.	Demonstrates punctuality and reliability	1	2	3	4	5
4.	Can delegate responsibility, when necessary	1	2	3	4	5
5.	Maintain a professional appearance	1	2	3	4	5
6.	Respects SAT's and athletes	1	2	3	4	5
7.	Promotes high professional standards	1	2	3	4	5
8.	Maintains proper ethics	1	2	3	4	5
9.	Overall rating of professionalism	1	2	3	4	5
Communication:		SD	D	U	A	SA

1.	Demonstrates rapport with medical staff	1	2	3	4	5
2.	Demonstrates rapport with coaches	1	2	3	4	5
3.	Is accessible for discussion	1	2	3	4	5
4.	Is in verbal or physical contact with me at all times	1	2	3	4	5
5.	Provides constructive feedback at appropriate times	1	2	3	4	5

Comments:

Please discuss the strengths of your clinical instructor.

Please discuss the weaknesses of your clinical instructor.

Name of Clinical Site _____

Name of Clinical Instructor _____

RETURN TO MEREDITH PETSCHAUER'S MAIL BOX
Undergraduate Athletic Training Clinical Assignment

Name: _____ School Phone: _____
 Class Year : _____ Summer Phone: _____

School Address (Fall if known):

Summer Address (This form will not be accepted without a summer address and phone number):

Total number of hours (team and/or clinic) completed: _____

Number of hours earned with a team at UNC: _____ Other site: _____

Team / # Hours:	_____	_____
	_____	_____
	_____	_____
	_____	_____

CPR/First Aid Cert. ?

 (Enclose a copy of your current card)

Rank order your choices:

Fall :

on campus sites:

1.

2.

3.

off campus sites:

1.

2.

3.

Spring:

on campus sites:

1.

2.

3.

off campus sites:

1.

2.

3.

POLICIES AND PROCEDURES

*If you open it, close it.
If you turn it on, turn it off.
If you unlock it, lock it.
If you break it, and you are permitted to, repair it.
If you shouldn't mend it, report it to the proper person.
If you borrow it, return it.
If you use it, take care of it.
If you make a mess, clean it up.
If you move it, put it back.
If it belongs to someone else and you want to use it, get permission.
If it doesn't concern you, don't interfere with it.
- ECU Sports Medicine*

UNC - Athletic Training Student Guidelines

1. The athletic training student will report promptly when scheduled. This includes treatments, practices, games, meetings, inservices, and any other activity deemed essential by the administrative athletic training staff.
2. The athletic training student will dress in the appropriate attire when representing the athletic training program (see dress code). Professional appearance is expected at all times.
3. The athletic training student is responsible for assisting in the maintenance of the athletic training facility whether on or off duty. It is extremely important the athletic training facilities are maintained to provide a professional atmosphere and to decrease the risk of infection and spread of disease.
4. The athletic training student will be held accountable and responsible for their actions whether on or off duty. As a representative of the athletic training education program and the University of North Carolina, it is imperative that a positive and professional attitude be maintained at all times.
5. The athletic training student is expected to maintain the academic standards required of student athletes. Additional standards are required of students pursuing the athletic training specialization (see the requirements of the athletic training program).
6. The athletic training student is expected to arrange their academic schedules as to allow reasonable scheduling in the athletic training facility.
7. The athletic training student will place professional responsibility and their educational pursuit as an athletic trainer as a priority.
8. The athletic training student will schedule any part time jobs or extra curricular activities secondary to their athletic training responsibilities.
9. The athletic training student is expected to be attentive to the safety of all athletes with whom they come in contact. The athletic training student must be aware of any treatments, rehabilitation, or other activities occurring in or out of the athletic training facility and must know the proper emergency protocols.
10. The athletic training student must recognize their personal and professional limitations. It is the responsibility of the student to improve upon and strive to gain the necessary knowledge to become the best athletic trainer they can be.
11. The athletic training student should accept personal praise and criticism with a professional attitude. Discuss any disagreements with the proper administrator immediately.
12. The athletic training student will be exposed to a variety of athletic injury experiences. This is done to provide the student with a comprehensive background in athletic injuries and facilities. The student must accept these assignments as a necessary entity in their development as an athletic trainer.
13. The athletic training student will not discuss any injury or other information that is deemed confidential, with anyone not associated with the athletic training staff. It is the professional and

ethical duty of the student athletic trainer to uphold the confidentiality of the athletic training department and those who seek its services.

14. The athletic training student will maintain up to date CPR and First Aid certification. It is the student's responsibility to update these or any other certifications that are deemed essential by the administrative athletic training staff.

15. The reputation of the athletic training student is based on respect, responsibility, and maturity. Student athletic trainers should be professional in their work habits and in their relationships with those involved in the intercollegiate athletic programs. It is expected that friendships developed will never interfere with the objectivity needed in this profession.

Training Room Rules

- This is a medical facility and should be treated as such
- Sign in for treatment **ALWAYS**
- No shirt, no shoes, no service
- No cleats or spikes
- No food or drink
- No shoes on the treatment tables
- No towels are to be taken from the athletic training room
- This is not a lounge
- Phone use by permission only
- Athletes are not allowed to treat themselves; an athletic trainer or student athletic trainer must set up the modality equipment and then supervise the treatments.
- Athletic training room is to be kept neat and clean at all times

Training Room Daily Duties

It is the duty of everyone working in the training room to keep the athletic training room clean. Please remember that it is a medical facility and that open wounds are being treated; therefore all surfaces that an athlete's skin may contact should be clean. Everyone will help the training room work. **The most valuable student is one who can see work without being told.**

The following is a list of duties that the undergraduate student athletic trainer should be performed daily:

Treatment area:

1. Clear off the tape counter, wipe down with cleaner and then alcohol, and replace items.
2. Restock tape and supplies on and underneath the counter.
3. Wash all tables with alcohol after each use.
4. Refill ultrasound gel and water containers for the ES/US units.
5. Empty ice bags that are in the sink and dispose of them.
6. Clean ES/US units and untangle the wires and pads. Place them neatly near their respective units.
7. Check the water level in the hydrocollator machine. Make sure that if you are going to fill it that all of the pads are in place as to avoid overflow.
8. Hang hydrocollator covers to dry and those that are dry can be returned to the table. Do not throw them in the laundry unless instructed to do so by a staff athletic trainer.
9. Throw dirty and or wet towels in the laundry bin. Restock clean towels on the table outside the whirlpool room.
10. When the dirty towel bin becomes full remove the bag and place it in the front exam room. Replace the bag with a new one.
11. Roll clean elastic wraps and place them in the drawer.
12. Prepare heel and lace pads.
13. Wipe down the hydrocollator, whirlpools, and ice machine.
14. Drain and clean whirlpools.

Rehabilitation Area:

1. Wipe all tables and equipment with alcohol.
2. Take weights off the machines and stack on the appropriate racks.
3. Wipe exercise bikes with alcohol after each use.
4. Vacuum the carpet.

Dress Code for Athletic Training Students

You are expected to dress professionally when you are in the training room. All clothing should be neat and clean.

Observers:

Khaki Pants/Shorts (Colors:Blue or Khaki)

Wind Pants – Blue Only

Carolina Blue Observer Shirt ** Must be tucked in**

Name Tags

No Hats

Proper Shoe Wear (Tennis shoes; no open toe shoes/sandals)

Students in the program:

Khaki Pants/Shorts (Colors:Blue or Khaki)

Wind Pants – Blue Only

Sports Medicine Shirt (Collar or T-shirt) ** Must be tucked in**

No Hats

Proper Shoe Wear (Tennis shoes; no open toe shoes/sandals)

Recording Hours

As part of the athletic training education program you are required to record the number of hours and type of clinical experience. Hours sheets are in a notebook located in Fetzer Training Room. Your hours should be recorded in the following manner:

1. Please complete the sheet daily and have it signed by the staff or graduate athletic trainer supervising you that day. Please keep the sheet in alphabetical order in the notebook.
2. If you are at a clinical site other than the Fetzer Training Room, please use the same form. You may record your hours on a daily or weekly basis, whichever is most convenient for you and the clinical instructor.
3. At the end of the semester you will be asked to turn in the hour forms. These forms will be copied and kept in a file and then the originals will be returned to you.
4. If you need additional forms you can obtain them through Kevin or Meredith or make a copy of the form found in this manual.

[illegible]

Signature of Certified Member _____ **TOTAL:** _____
 Certification Number _____ Date _____

University of North Carolina
Undergraduate Athletic Training
Hours Tally Sheet

Name _____ Semester _____

Type	<u># Hours</u>		<u>% Hours</u>	
	current sem.	/ cumulative	current sem.	/ cumulative
Upper Ext.	_____	_____	_____	_____
Lower Ext.	_____	_____	_____	_____
General Med.	_____	_____	_____	_____
Equipment Int.	_____	_____	_____	_____
Other	_____	_____	_____	_____
TOTAL HRS: _____				

Type	<u># Hours</u>		<u>% Hours</u>	
	current sem.	/ cumulative	current sem.	/ cumulative
High School	_____	_____	_____	_____
UNC (in season)	_____	_____	_____	_____
UNC (off season)	_____	_____	_____	_____
Clinic	_____	_____	_____	_____
Other	_____	_____	_____	_____
TOTAL HRS: _____				

Type	<u># Hours</u>		<u>% Hours</u>	
	current sem.	/ cumulative	current sem.	/ cumulative
Mens	_____	_____	_____	_____
Womens	_____	_____	_____	_____
TOTAL HRS: _____				

Record Keeping

It is very important that the proper documentation is maintained on everyone who enters the training room. It is part of your responsibility to help with that documentation.

1. Everyone is to sign in at the front desk before any treatment begins.
2. If a non-athlete comes into the training room it is your responsibility to have them complete the personal data on the Athletic Injury Report Form. Once you have started a form on someone they are your responsibility until they leave the training room. Do not disappear once another athletic trainer begins to evaluate the individual. It is in your best interest to watch and learn from the supervising athletic trainer. (see injury protocol Non-athlete)
3. If an athlete comes in they will either be in for treatment or a new evaluation. If this is a new injury then the top of the Student Health Service form needs to be completed. An athlete's injury will be recorded in the SOAP note format (see SOAP notes).
4. If they are just in for treatment make sure you check with the athlete's graduate athletic trainer or staff athletic trainer before setting them up with treatment and/or rehabilitation unless you have been working with this athlete and know what they are supposed to receive (see injury protocol Athlete). Additionally, they should have a card in the file describing the treatment they are to receive. Athletes will not be treated without a card on file.

SOAP NOTES

Record keeping is an extremely important aspect of athletic injury management. A common method of record keeping is the SOAP note. SOAP is an acronym for the following:

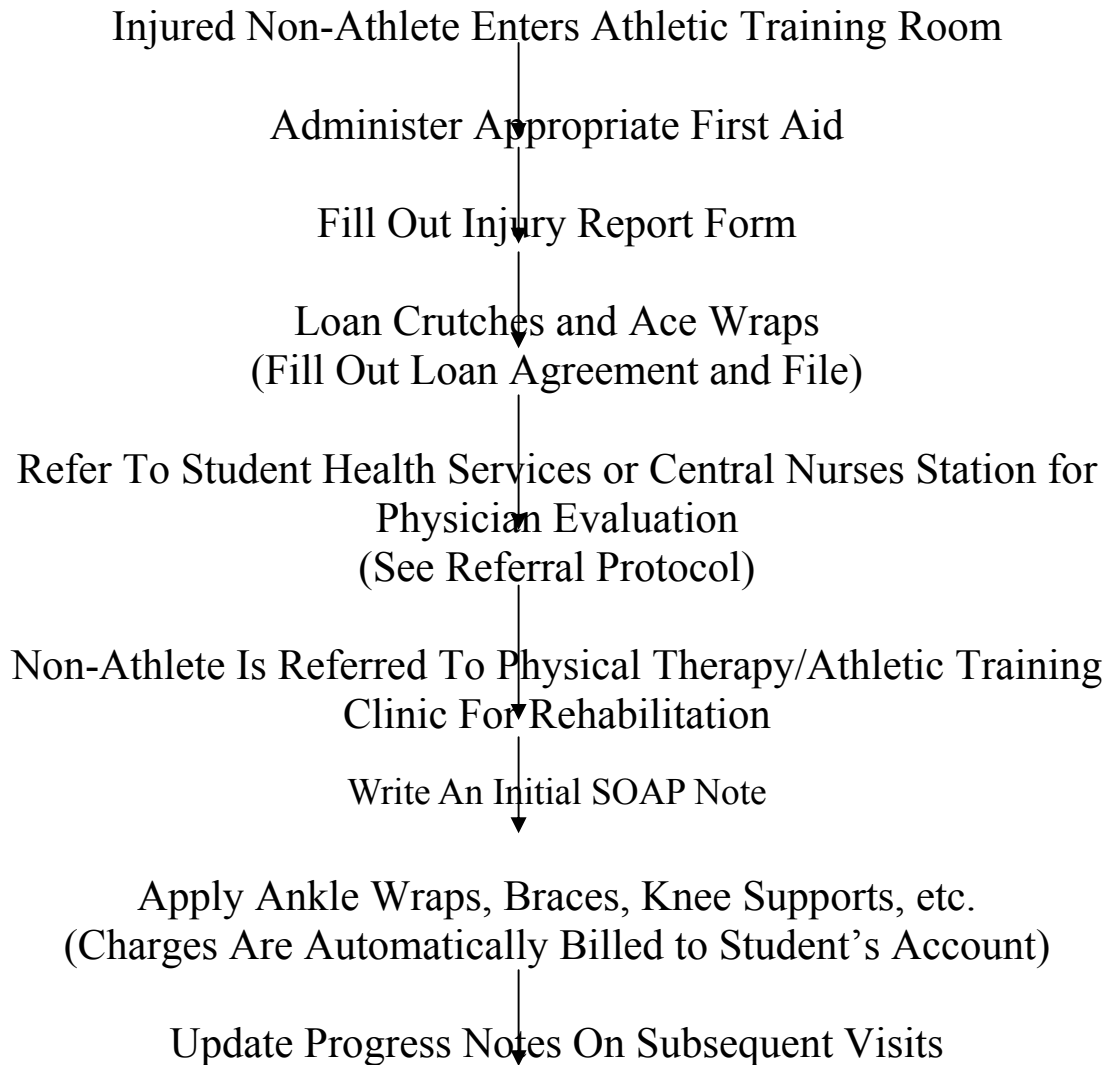
S Subjective: Statements made by the athlete such as the current/chief complaint, history of the injury including previous injury to that body part, description of the injury, the mechanism of injury, functional impairment caused by the injury, pain, discomfort, neurological symptoms, and anything that was performed previous to your examination.

O Objective: The athletic trainer's visual observations, including deformity, ecchymosis, skin color and texture, gait, and posture. This also includes that athletic trainer's hands on evaluation including; palpation, sensory and nervous system testing, range of motion testing, special joint stability tests, strength testing, and functional testing.

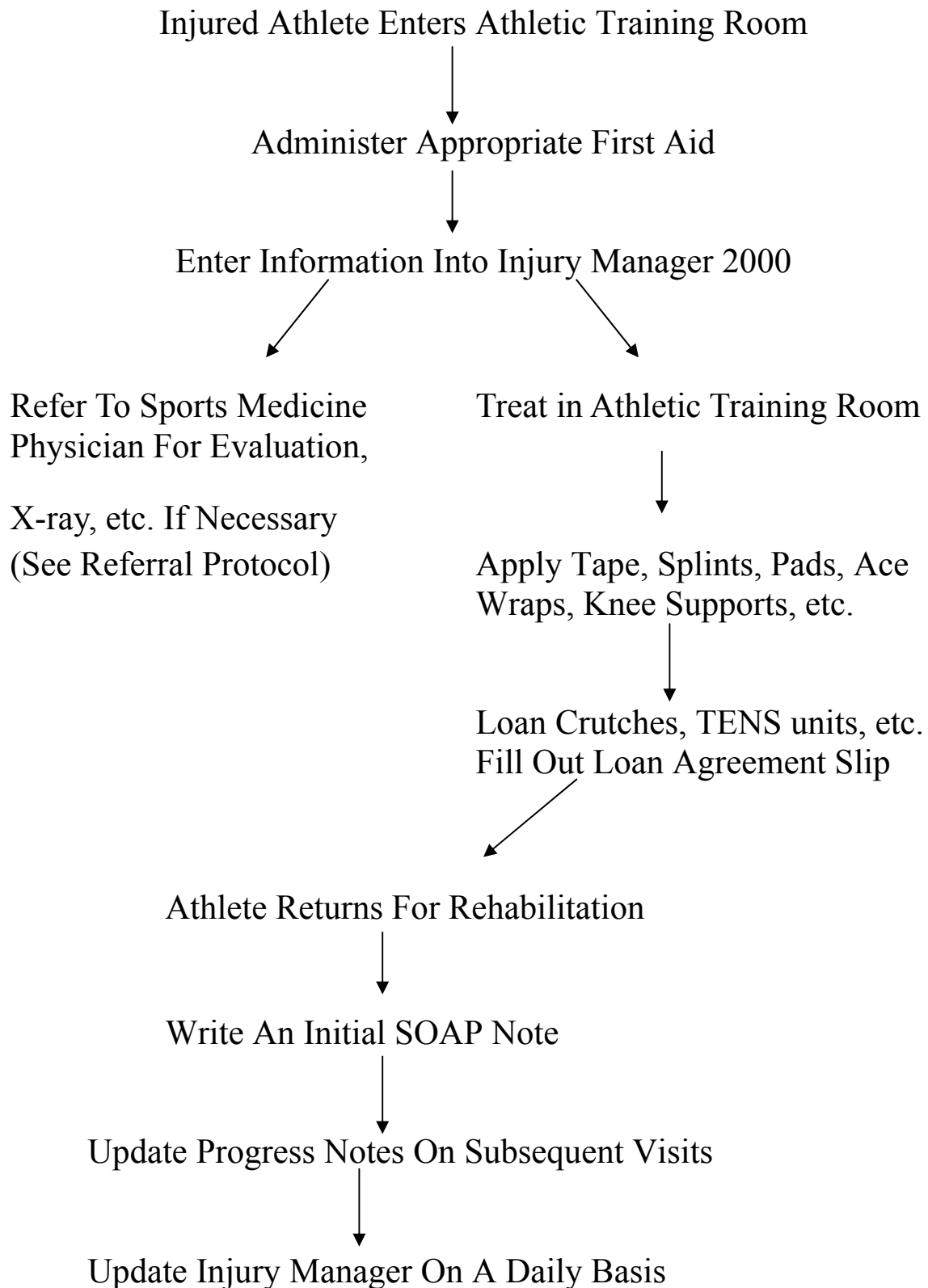
A Assessment: This includes the athletic trainer's impression of the injury. It should include the severity of the injury, the type of injury, and the body part involved.

P Plan: This is the formulation of a plan for immediate treatment and future plans and an indication of a referral if necessary. Also included should be any short and long term goals set for the athlete.

INJURY MANAGEMENT PROTOCOL FOR NON-ATHLETES



INJURY MANAGEMENT PROTOCOL FOR ATHLETES



Emergency Situations

If an emergency situation arises determine if it is life threatening or not.

1. If the emergency is life threatening such as heat stroke, cardiac arrest, extensive bleeding, etc. the athlete should be routed directly to UNC hospitals emergency room via the South Orange Rescue Squad (dial 911) on campus or when using the cellular phone call 929-2121.
2. If the emergency is not life threatening and you are without a graduate athletic trainer or staff athletic trainer you need to call one of them and they will instruct you as to what to do. The phone numbers are listed below.
3. There are different emergency procedures at each clinical site and it is your responsibility to find out from the supervising athletic trainer what the emergency plan is for the facility in which you are currently working.

Staff Athletic Trainer Home Phone Numbers

Cathy Brown	405-2699
Dean Crowell	405-2699
Marc Davis	967-6865
Kevin Guskiewicz	932-1429
Chris Hirth	933-8558
Dan Hooker	929-9173
Cody Malley	367-0171
Sally Mays	572-6785
Scott Oliaro	361-9043
Darin Padua	806-2458
Meredith Petschauer	567-3687
Bill Prentice	933-8349
Terri Jo Rucinski	572-2749

NATIONAL ATHLETIC TRAINERS' ASSOCIATION

*We, the willing
led by the unknowing
are doing the impossible
for the ungrateful.*

*We have now done so much
for so long
with so little*

*We are now qualified
to do everything
with nothing.*

History of the National Athletic Trainers' Association

The National Athletic Trainers' Association was organized in Kansas City, Missouri in 1950. The initial meeting was attended by 101 athletic trainers whose concerns were the physical welfare of athletes at colleges, universities, and other institutions.

At the June 1969 meeting of the NATA in Cincinnati, Ohio the subcommittee on certification by examination presented to the Board of Directors a procedure for certification. The first NATA certification examination was held on December 31, 1969. Ten years later in June 1979, approximately 1,560 candidates had successfully completed the examination.

Currently, over 19,000 individuals are certified athletic trainers, and membership in the NATA exceeds 25,000 people, including 5,000 students involved in certified athletic training curriculum programs. NATA members include certified athletic trainers, students pursuing an athletic training career, sports medicine physicians, and others whose business or profession is related to sports medicine and athletic training.

National Athletic Trainers' Association Ethical Principles

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.

How do I become a Member of the NATA?

Membership Policies

For information about the National Athletic Trainers' Association and the process for becoming a member please visit the NATA web site www.nata.org. This site also contains information about accredited programs and the athletic training profession.

Student Athletic Trainers' Association

The Student Athletic Trainers' Association (SATA) is an organization comprised of and managed by student athletic trainers and observers. The purpose of SATA is to improve and enhance the learning of the student athletic trainers and aid them in attaining their goals academically, clinically, and professionally. The SATA began in 1995 and is continuing to grow in members and in its role in the undergraduate athletic training program. All of the members of SATA are students interested in or participating in UNC's Athletic Training Program. To become a member, students fill out an application and pay a \$10 due for the school year. SATA meetings are held monthly and they contain both educational material and club business. Speakers at the meetings are usually grad students (Masters and Ph.D.), department professors, staff athletic trainers, or coaches. They speak on subjects such as choosing graduate schools, preparing for the NATA exam, and coach-athletic trainer relationships. We also participate in the education of high school students by holding an athletic training seminar each year. This is one of many fundraisers that the club participates in to help raise money. The money goes toward paying for gas for students who work at high schools, and registration and travel money for students who attend the national, regional, or state athletic trainers conventions. For more information on the SATA, visit our web site at <http://www.unc.edu/student/orgs/sata/first.html>.

Student Athletic Trainers' Association Membership Application

Name _____

Email address _____

Local Address

Permanent Address

Phone: _____

Phone: _____

Academic Year: Fresh Soph Jr Sr

Major: _____

cGPA: _____

Professional Goals: _____

What do you expect from SATA: _____

Dues : Fall (\$5.00) _____

Spring (\$5.00) _____

I understand and verify that I meet the requirements for membership in the Student Athletic Trainers' Association (SATA). It is my intention to advance the interests and ideas of the SATA to the best of my ability. I agree to abide by the Constitution of the SATA.

Signature _____

Date _____

Everyone is welcome to join the SATA, however, a 2.5 cGPA is required to be a voting member.

BLOOD BORNE PATHOGENS: EXPOSURE CONTROL PLAN

Every year each student must visit the UNC-CH health and Safety Web site to update his/her bloodborne pathogens training. Follow these procedures to update the training:

Go to the web site <http://ehs.unc.edu>
Click on Training at the bottom of the page
Click on Self Study Units
Click on Bloodborne Pathogens
When you are finished reading the material you need to take the post test.
When you have finished the post test print it out and turn it into Meredith Petschauer. **(DO NOT SUBMIT IT TO HEALTH AND SAFETY)**

Students are encouraged to obtain the Hepatitis B Vaccine. If you have been vaccinated you must submit your immunization record to Meredith Petschauer. If you choose not to be vaccinated you must fill out a declination form and submit it instead of the immunization record.

If you have any questions or have an incidence of exposure it must be reported to your clinical supervisor and Meredith Petschauer immediately.

The exposure control plan for the university can be found at <http://ehs.unc.edu/biological/bbp/default.htm>.