

ATHLETIC TRAINING PROGRAM GRADUATE STUDENT HANDBOOK

2020-2021



Sterling College
Sterling, Kansas

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History

The Athletic Training Program (AT Program, ATP) at Sterling College began in the fall of 2001 and has seen many changes, much growth, and achieved initial accreditation from the Commission on Accreditation of Athletic Training Education (CAATE) in July of 2006. In July of 2011, the AT Program was awarded continuing CAATE accreditation through the 2020-2021 academic year.

In May of 2015, the Strategic Alliance (a joint effort involving the Board of Certification (BOC), the Commission on Accreditation of Athletic Training Education (CAATE), the National Athletic Trainers' Association (NATA), and the NATA Research and Education Foundation (NATA Foundation), made a public announcement noting that the profession of athletic training would move to the Master's Degree for the professional degree level. With that announcement, the AT Program began the process of transitioning to a master's degree professional program. The Commission on Accreditation of Athletic Training Education (CAATE) accredits the graduate Athletic Training Program at Sterling College. Sterling College's request to change the degree level was approved in December 2017.

The Sterling College Graduate Athletic Training Program was developed to assist and nurture the spiritual, intellectual, physical, and emotional growth of students into the field of athletic training. It is our goal to meet the needs of the students with active clinical participation, classroom instruction and interpersonal relationships. Once a student enters the graduate athletic training program, that student becomes part of the athletic training family at Sterling College. With high expectations and rigorous educational standards, it is our objective to produce the finest Christ-minded and servant leadership-orientated athletic trainers in the country. The MSAT program is housed within the Health Science Department of Sterling College.

Mission

The Sterling College Master of Science in Athletic Training Program (SC MSAT) enables its students to develop and demonstrate all entry-level competencies and proficiencies within the athletic training profession. A variety of lectures, labs, clinical experiences, and field experiences are coordinated through Sterling College and delivered through a variety of affiliate sites to provide each student education and practice in developing theories and skills common to the profession. Sterling College is dedicated to providing an excellent liberal arts education within an environment shaped by the mission, vision, and core values of the institution. From this institutional platform, the MSAT is committed to developing service-oriented professionals.

Goal #1: To provide students with academic and clinical experiences that will allow them to develop the knowledge and skills required of certified athletic trainers.

1. The student will demonstrate competency in knowledge and skills related to accepted methods of athletic injury and illness prevention.
2. The student will demonstrate competency in clinically evaluating and diagnosing athletic injuries.
3. The student will demonstrate competency in providing immediate care to athletic injuries.
4. The student will demonstrate competency of treatment, rehabilitation, and reconditioning of athletic injuries.
5. The student will demonstrate competency in knowledge and skills related to the plans, policies, and procedures by which athletic trainers organize and administrate athletic training programs.
6. The student will demonstrate competency in knowledge and skills related to ethical, legal, and other professional standards necessary for the safe practice of athletic training.
7. The program will provide a quality clinical experience that ensures an adequate and safe learning environment under the supervision of qualified preceptors.

Goal #2: To provide students with the educational preparation for success in the field of athletic training.

1. The student will demonstrate ability to successfully complete the BOC examination.
2. The student will secure a job as an athletic trainer or begin advanced study.

Goal #3: To fulfill the mission of Sterling College.

1. The program will strive to produce graduates who are creative and thoughtful leaders who understand a maturing Christian faith.

Individual assessment tools and benchmarks will be communicated by the CEC and PD.

MSAT Program Requirements

The Sterling College Athletic Training Education Program (MSAT) is a high-quality curriculum accredited by the Commission on Accreditation of Athletic Training Education. This degree program is designed to prepare the student to sit for the Board of Certification examination. More information about the CAATE and the BOC can be found at <http://caate.net> and <http://www.bocatc.org>. Upon graduation and successful completion of the BOC examination students will earn the credential of ATC, Certified Athletic Trainer.

Admission Requirements – Post-baccalaureate

1. Possess an earned bachelor's degree from a regionally accredited institution
2. A minimum, cumulative undergraduate GPA of 3.0 – and a grade of “C” or higher in the prerequisite courses listed below
 - First Aid/CPR (AHA or ARC) (3 hours)
 - Exercise Physiology (3 hours)
 - Nutrition (3 hours)
 - Kinesiology or Biomechanics (3 hours)
 - Health – Essentials of Health or Personal Community and Health (3 hours)
 - Psychology - General Psychology or Sport Psychology (3 hours)
 - Medical Terminology (1-3 hours)
 - Anatomy and Physiology (8-10 hours)
 - Introductory Biology (3-5 hours)
 - Introductory Chemistry (3-5 hours)
 - Introductory Physics (3-5 hours)
3. Completion of full application process through ATCAS
 - Resume or Curriculum Vitae
 - Letter of Interest
 - 3 letters of recommendation
 - Official transcripts from all college/universities attended
 - Documentation of 50 hours of direct observation with a certified athletic trainer
4. Proof of current American Red Cross or American Heart Association First Aid and CPR-PR/BLS certifications
5. Students must read, sign and return the “Technical Standards for Admission into the Athletic Training Program” found on the Athletic Training Webpage at <http://www.sterling.edu/node/1484> verifying that the student meets the minimal required technical standards for admission into the program.
6. Successful completion of an interview with the MSAT Admissions Committee (invitation only).

Conditional admission decisions will be made on a case-by-case basis but typically not later than May 1st of each calendar year. Late applications will be accepted/reviewed if space is available. Full admission is contingent upon completion of required prerequisites that may still be in-progress.

Admission Requirements - MS in AT 3+2

1. Completion of all Health Science Pre-Athletic Training Concentration required courses.
2. Completion of all general education requirements.
3. Earn at least 102 credits towards graduation.
4. Meet requirements 2-6 listed in the MSAT- Post-baccalaureate Admission requirements

Post-Admission Requirements

Following formal acceptance in to the MSAT program, the following items must be completed and submitted by June 1st of that year:

1. A current health history and physical examination (see form on website)
2. Copy of immunization records including Hepatitis B vaccine (or waiver) and current TB skin test
3. Background check (One-time fee of \$70)
4. Deposit (One-time fee of \$100)
5. TB Skin Test

Program Retention Policy

To remain in the Athletic Training Education Program as an athletic training student, the student must achieve the following standards:

1. Must be in “Good Standing” with the SC GATP, Graduate School and College.
2. Meet all SC GATP clinical requirements.
3. Must meet the Satisfactory Progress requirements as outlined in the Graduate Academic Catalog.
4. Participate in blood borne pathogen, confidentiality, and communicable disease training at the beginning of each academic year.
5. Maintain CPR-PR/AED certification every year.
6. Show progress through clinical instruction and learning over time.
7. Perform all duties assigned to the best of one’s ability.
8. Show a professional attitude and character in all areas of athletic training, both academic and clinical.

Any questions concerning the program should be directed to:

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Required Courses for the MS in Athletic Training Major

The following list of courses must be completed to earn the MS in Athletic Training.

AT500	Introduction to Practical Experience	2 credits
AT510	Techniques in Athletic Training	3 credits
AT511	Foundations of Orthopedic Evaluation	3 credits
AT501	Practical Experience I	1 credit
AT502	Practical Experience II	1 credit
AT503	Practical Experience III	1 credit

AT504	Practical Experience IV	1 credit
AT520/L	Orthopedic Evaluation I/Lab	3 credits
AT521/L	Orthopedic Evaluation II/Lab	3 credits
AT530/L	Therapeutic Interventions I/Lab	3 credits
<u>AT531/L</u>	Therapeutic Interventions II/Lab	3 credits
AT540	Pharmacology	1 credit
AT541	Psychosocial Interventions	1 credit
AT605	Practical Experience V	1 credit
AT606	Practical Experience VI	1 credit
AT607	Practical Experience VII	1 credit
AT608	Practical Experience VIII	1 credit
AT610	General Medical Concerns	3 credits
AT611	Organization and Administration	3 credits
AT620	Research Methods I	3 credits
AT621	Research Methods II	3 credits
AT622	Seminar in Teaching and Research	3 credits
AT630	Topics in Athletic Training	3 credits
AT640	Professional Responsibilities and Ethics	3 credits
BI510/L	Cadaver Anatomy I/Lab	3 credits
BI511/L	Cadaver Anatomy II/Lab	3 credits

Total: 57 credits

Course Sequence

Year 1	<u>Summer</u> AT 500 Introduction to Practical Experience – 2 AT 510 Techniques in Athletic Training – 3 AT 511 Foundations of Orthopedic Evaluation – 3			
	<u>Fall 1</u> AT 501 Practical Experience I – 1 AT 520 Ortho Eval I/Lab – 3 BI 510 Cadaver Anatomy I/Lab – 3	<u>Fall 2</u> AT 502 Practical Experience II – 1 AT 521 Ortho Eval II/Lab – 3 BI 511 Cadaver Anatomy II/Lab – 3	<u>Spring 1</u> AT 503 Practical Experience III – 1 AT 530 Ther Intervention I/Lab – 3 AT 540 Pharmacology – 1	<u>Spring 2</u> AT 504 Practical Experience IV – 1 AT 531 Ther Intervention II/Lab – 3 AT 541 Psychosocial Interventions – 1
Year 2	<u>Fall 1</u> AT 605 Practical Experience V – 1 AT 610 Gen Med – 3 AT 620 Research Methods I – 3	<u>Fall 2</u> AT 606 Practical Experience VI – 1 AT 611 Organization and Administration – 3 AT 622 Seminar in Teaching and Research – 3	<u>Spring 1</u> AT 607 Practical Experience VII – 1 AT 630 Topics in AT – 3 AT 621 Research Methods II – 3	<u>Spring 2</u> AT 608 Practical Experience VIII – 1 AT 640 Professional Responsibilities and Ethics – 3

Graduation Requirements

1. Meet all Graduate School requirements for graduation.
2. Complete all course requirements of the MSAT.
3. Overall GPA of 3.00 or higher.
4. No more than two grades of "C."
5. Any grade of "C" (in excess of two), "D", or "F" must be retaken, and a satisfactory grade must be earned.

Satisfactory Academic Progress

The policy written below is from the Sterling College Graduate Academic Catalog. Students must maintain a minimum cumulative and semester GPA of 3.0. *Students whose semester or cumulative GPA falls below the 3.0 requirement will be placed on academic probation. A student may be dismissed for earning more than two grades of "C" or below. A student may also be dismissed for earning a grade of "D" or "F" in any course.*

Students who cannot reasonably be expected to successfully finish their academic program will not be allowed to continue enrolling at Sterling College. The minimum academic standards used to determine satisfactory progress are listed within the Graduate Academic Catalog. These are distinct from financial aid requirements.

Even these minimal standards may not be sufficient for some types of financial aid. Any student who is not making satisfactory progress may lose financial aid and the right to continue attending Sterling College.

Academic Probation

If a student's GPA falls below the required level, the student will be placed on academic probation. The student will have *one semester* to meet the GPA requirement to be removed from academic probation. If a student fails to correct the deficiency, but shows satisfactory progress, the student may be granted an additional semester of academic probation. If at the end of the second probationary semester the GPA requirement has not been met, the student will be dismissed.

Academic Dismissal

A student will be dismissed from the Graduate School for any of the following occurrences:

1. Failure to rectify academic probationary status (as defined above);
2. Earning more than two grades of "C" or below;
3. Earning a "D" or "F" in any required course.

Dismissed students may appeal to the Vice President for Academic Affairs. If a student is granted re-admission, the student will resume graduate study on academic probation and the same continuation standards will apply.

GATP Academic Intervention

Athletic Training students who fall into the following categories are required to meet with the GATP Program Director. This meeting is an opportunity to discuss a student's academic progress and make plans for improving academic achievement. The student will receive a copy of the Student Conference Report.

1. Failure to maintain a minimum cumulative GPA of **3.0**.

2. Receiving a grade of “C” in any MSAT required course.
3. Receiving a 2nd “C” in any MSAT required course.

Note: If a student is academically dismissed, then re-admitted to the college, the student may not be able to progress with their cohort and therefore delay graduation.

Transfer Credits

Sterling College GATP will not accept any transfer credits.

Program Policies

Leave of Absence

Students may need to take a leave of absence due to illness, injury, religious missions, military assignments, or other personal issues. Students who do so must submit a request in writing to the GATP Director. A leave of absence will affect the student’s on-time graduation. The student must take a cumulative exam covering material up to the point in which the leave began. If the student scores 80% or higher on the exam, he/she will be allowed to continue their course of study as scheduled. However, if the student does not earn the minimum score on the exam, remediation will be required. The MSAT faculty will develop a remediation plan, which will include independent study, additional examinations, and/or retaking of required courses. Remediation must be completed prior to continuing with the student's AT major coursework.

It is not in the student's best interest to continue matriculating through the program if they have not retained the knowledge from previous courses. Our goal is to maximize the student's ability to succeed in both future coursework and on the BOC certification examination.

Academic Attendance in MSAT Courses

The Sterling College MSAT faculty expect students to attend all classes for which they have registered. Registration in a course is regarded as an agreement between the student and the institution, the fulfillment of which depends on regular and punctual class attendance. The attendance policy will be clearly stated in each MSAT course syllabus by the respective faculty member. If there is to be an unavoidable absence, the student should inform the instructor in advance and be responsible for making up all work that is missed regardless of the reason for the absence. Students and faculty are expected to be on time for all MSAT courses.

Academic Advising

Each student should meet with the Graduate AT Program Director/advisor at least once per semester, prior to registering for the following semester.

Students are encouraged to utilize their faculty advisor for more than just course scheduling. All faculty members in the MSAT Program have an "open door policy" whereby students can utilize them for discussions regarding academic and/or personal problems, career counseling, etc.

During the pre-registration period, students should make an appointment with the Graduate AT PD to schedule classes. It is extremely important that MSAT students have very thorough academic advising because of the strict sequence of courses. Therefore, it is the student's responsibility to meet with his/her athletic training advisor a minimum of one time per semester, and to keep abreast of course and curriculum offerings and changes.

Statement of Nondiscrimination

Sterling College does not discriminate on the basis of race, color, national origin, sex, disability or age. The policy in the current Academic Catalog will be followed for this class.

Disability Accommodations

Any student with a disability who may need classroom accommodations in this course should contact the Academic Support Office, located in Mabee Library (620-278-4463). The office serves students with a wide range of documented physical and learning disabilities.

Background Check Policy

The GATP seeks to provide a safe and professional environment for students, faculty, staff, and visitors. Background checks are required for all accepted students into the program. Failure to pass the background check will result in acceptance into the program being rescinded.

Background or application information cannot be falsely reported or omitted by an applicant.

Any violation of this policy may result in disciplinary action up to and including removal from the program.

Academic Integrity Policy

The Policy posted below is directly from the SC Graduate Academic Catalog. The policy provided in the current year's Graduate Academic Catalog is always in effect.

Sterling College faculty and students form an academic community committed to the Biblical principles of justice and honesty and to the core values of faith, calling, learning, integrity, service, and community. Within this context, Sterling College has a covenant with its students – past, present, and future. Our commitment to academic integrity requires that each student and faculty member be responsible for creating an environment of trust and respect in which the search for knowledge, truth, and wisdom can be successfully accomplished. These are the expectations:

Students will:

- Perform and represent honestly their own academic work.
- Properly acknowledge others' ideas, words, and creations when appropriate.
- Respect the learning environment and the expression of others' ideas and opinions.
- Demonstrate good stewardship in the use of academic resources.

Any violation of these expectations will be considered academic misconduct and will result in disciplinary action. A record of these violations will become a part of the student's permanent academic record at Sterling College. The following activities are considered a violation of the Sterling College Academic Integrity Policy:

Plagiarism: The presentation of someone else's words or ideas as the student's own.

Cheating: Obtaining unauthorized help on a course activity. Assistance of any kind on course activities will be considered cheating unless the instructor has explicitly expressed consent for such assistance to take place.

False Information: Creation or manipulation of false information (including lying) in or with regard to any course related activity.

Recycling: Use of work submitted in another course to meet course requirements without explicitly expressed consent of both instructors.

Supporting Academic Integrity Violations: Assisting a student in committing any of the violations listed above (plagiarism, cheating, false information, or recycling) where the instructor, through explicitly expressed consent, has not approved such assistance.

Disrupting the learning process and/or experience: Willful and repeated violation of classroom behavior policies as outlined and/or described in the course syllabus.

Simultaneous Offenses

Once an offense has been discovered, the instructor must notify the student and the VPAA's office before the next class meeting. Simultaneous offenses (multiple offenses by one student which are reported to the VPAA before the student has had the benefit of a first offense warning), will be treated as one offense.

Appeal: If a student wishes to appeal the instructor's decision and/or findings, the appeal will go to an Associate Dean for review by the Associate Deans and the VPAA. The appeal process begins when the student speaks with an Associate Dean. The decisions of the VPAA and Associate Deans are final. No appeal will be heard regarding the punitive consequences of an academic integrity violation.

Consequences: The consequences of an academic integrity violation are as follows. Please note that charges to a student's account are not altered as a result of an academic integrity violation, when the student is issued a grade of W and/or is dismissed.

First Offense: Upon confirmation of the first offense the student will be dismissed from the College and receive a grade of F for the class in which the academic integrity violation occurred and a W in all other classes, enrolled in within that session. "Academic Integrity Violation" will be recorded on the student's transcript as the reason for dismissal. The student may apply for readmission to Sterling College the following semester.

Second Offense: Upon confirmation of the second offense, the student will receive an F for the class in which the academic misconduct occurred and a W in all other classes, enrolled in within that session. The offense will be recorded on the student's transcript and the student will be immediately and permanently dismissed from Sterling College.

GATP Student Conduct Policy

Athletic Training Program Probation – Code of Conduct

The ATP expects and demands that students within the program act as respectable and prudent pre-professionals. The demands of the program closely resemble the demands of the profession. The intent of this policy is to ensure the maintenance of academic, professional, and ethical standards as well as the physical and emotional health and safety of Sterling College students, faculty, staff, and administrators. The ATS is required to adhere to the standards as set forth by the NATA Code of Ethics and the Code of Conduct set forth in the following objectives:

- Act in a responsible and professional manner.
- Remain objective and non-discriminatory in your treatment of others.
- Resolve problems and conflicts and bring them to the attention of an ATC/PCP as soon as possible.
- Be Trustworthy, Reliable, and Honest.
- Dedicate yourself to academic growth, the program, and the profession.
- Maintain all information about the student-athlete, patients, and their illness/injury confidential.

To be a part of the SC GATP is a privilege, not a right. Failure to follow behavior expected of a Sterling College Athletic Training Student will result in consequences handed down by the Program Director. A few examples of unacceptable behaviors are as follows:

- Getting in trouble with campus or other authorities
- Inappropriate social network postings or pictures
- Not representing SC GATP as expected

The following is the procedure set forth to handle Program Probation.

1. A meeting with the Program Director will be set up to discuss the situation. The Program Director will determine from the conversation and severity of the offense what the punishment, if any, will be.
2. Possible punishments may include but are not limited to suspension from all clinical responsibilities for a set time or dismissal from the GATP.

Appeals

Appeals of any decisions pertaining to probation or removal from the GATP must follow the Student Academic Appeals Process outlined in the Sterling College Catalog.

Interpersonal Relationships

The following is the GATP policy on interpersonal relationships.

Athletic Training Students: Mutual respect between athletic training students is necessary for a safe learning environment. Treat others the way you would like to be treated.

Coaching Staff: This is a critical relationship. Student's experiences enhance if they learn to work well with coaches thus, communication is imperative. Students are expected to keep coaches informed about the status of injured players, the athlete's compliance with rehabilitation and treatment, and any potential problems that they encounter *as directed by the supervising*

PCP. If a conflict arises between a student and a coach, the student must report directly to the supervising PCP.

Student Athletes/Patients: Students are in a role that requires the building of trust and respect with their patients. Social interaction between athletic training students and student-athletes at Sterling College is inevitable and can foster a sense of camaraderie between the student and the athlete. When in the clinical setting however, students are expected to maintain a professional relationship with the patients. Inappropriate behaviors between students and patients will be dealt with on a case-by-case basis.

Team Physicians: Most communication between the student and the physicians will occur with the certified athletic trainers but there may be times when students will interact with them directly during clinical education. Students should take advantage of the situation to learn from them. Students are expected to assist the physicians in any way necessary while engaged in clinical education.

Dating Policy: An ATS who is currently dating a student athlete prior to their clinical rotation is acceptable; however, if the relationship becomes an issue the CEC/PD will remove the ATS from the clinical experience and assign the ATS to a new experience. If an ATS begins to date a student athlete while on a clinical experience, the ATS may be removed immediately from the clinical experience to ensure that a conflict of interest does not exist.

MSAT Clinical Experiences

Preceptors

The GATP uses Preceptors (PCP) to supervise clinical education experiences for students to meet accreditation requirements. Preceptors are certified athletic trainers (ATC) in good standing with the BOC or other credentialed health care professionals as defined by the American Medical Association and the American Osteopathic Association. In addition, the Preceptor must participate in a Preceptor Workshop offered by the GATP or participate in an individualized training program with the Clinical Education Coordinator.

Preceptors shall provide direct visual and auditory supervision for the student(s) assigned to him/her. In coordination with the practicum instructor, the Preceptor works with a student to develop increased proficiency in the skills delineated by the practicum course.

Practicum Courses: Clinical Experiences

Once accepted into the Athletic Training Program, athletic training students are required to take nine practical experience courses: AT500, 501, 502, 503, 504, 605, 606, 607, and 608. During each of these practicum courses, students will complete assigned competencies and clinical proficiencies. The specific competencies and clinical proficiencies evaluated in each of the practicum courses is detailed in the syllabus for each course and will be met in either clinical, laboratory, and/or classroom experiences. In order to ensure a quality clinical experience for each student, and so that he/she can meet the required competencies and clinical proficiencies for each of the nine practical experience courses, a plan was developed by the Graduate Athletic Training Education Program. Athletic training students are assigned to at least one of the following clinical experiences throughout the practicum courses:

1. Throughout the lifespan
2. Different sexes
3. Different socioeconomic statuses
4. Varying level of activity and athletic ability (for example: competitive and recreational, individual and team activities, high and low intensity activities)
5. Non-sport activities

Athletic training students are assigned to a Preceptor (PCP) when completing these clinical experiences, both on and off campus. The PCP may or may not be the instructor of the practicum course.

Assessment Methods:

1. **Clinical Competency and Proficiency Assessments** – Psychomotor skills will be assessed by the use of check off lists for each skill taught. Each psychomotor skill evaluation rubric is posted on Canvas for student review. This rubric is used to evaluate the student for each psychomotor skill. To successfully complete the check off, the student must score an 80% on each skill. If the student fails to achieve an 80% or higher on a skill, he or she is required to re-do the check off until an 80% score is achieved. The score from the initial attempt is the grade recorded for course grading.
2. **Clinical Experiences** – This course requires the completion of clinical experience. The CEC will provide the clinical experience assignment for each student. A minimum of 120 clinical hours are required for this course. Failure to complete this requirement will result

in an automatic failure of the course. Students should average 15 clinical hours per week over the duration of this course. Students must obtain a minimum of 10 hours each week, not exceeding 30 hours during any week unless prior approval is secured through the CEC.

All students are required to report hours daily using ATrack. Once the student enters his or her hours, the preceptor must approve the hours using ATrack. Students are required to track patient encounters using ATrack. The CEC will check hour entries weekly and award points for appropriate and current recording of hours.

Logging hours is a state licensure component of several state licensing agencies' applications. While the CAATE and the BOC do not require hour logs for accreditation standards or BOC exam application, the SC GATP feels it is beneficial to log practicum and clinical education experience hours for multiple states and their licensure applications.

3. **Evaluations** – At the end of each clinical experience, the student will be evaluated by his or her assigned preceptor. Students will be assessed on their performance associated with the practicum. The athletic training student performance evaluation rubric is utilized for this evaluation. This rubric can be found in the Athletic Training Student Handbook. If a student is assigned to more than one preceptor during a clinical experience session, an average of evaluation scores will be recorded as the evaluation grade.

At the completion of each experience, students will be required to complete an evaluation for their assigned preceptor and/or clinical site.

4. **Journal Entries** – Students are responsible for submitting electronic journal entries to the CEC on a biweekly basis during the clinical experience portion of this course. Due dates are posted below. These entries must be formatted to answer the questions: “What? So What? Now What?”. More details will be explained in class related to this formatting. Each journal entry is worth five points towards the total course points. Journal entries will be graded using the attached rubric.

Make-up Policy

Attendance is required and roll will be taken daily. If the student knows he or she will be absent, work should be submitted/completed prior to the absence. In cases where the absence is unexpected, work must be rescheduled within 48 hours. If the student fails to reschedule the work within 48 hours, it is considered an unexcused absence and the program probation policy may be enforced.

Tardy: Tardy means that a student is more than 5 minutes late to class. If a student is tardy for a skills assessment/check-off they may be considered absent and the previously described make-up policy will be in effect.

Clinical Education Supervision Policy

Athletic training students accepted into the professional program will obtain all of their clinical experiences under the direct supervision of an ATC and/or PCP at Sterling College or its affiliated clinical settings. Every semester, each student's level of maturity, responsibility, dependability and communication skills (to name a few) are evaluated. After this time, and assuming the athletic training student reaches an acceptable level of competency in these areas,

as well as the competencies and clinical proficiencies in their specific practicum courses, he/she is given more responsibility in order to meet the higher-level competencies and proficiencies.

Confidentiality & HIPAA/FERPA Compliance Policy

All athletic training students are bound by the NATA Code of Ethics when working with all patients regardless of the clinical site. All students are specifically reminded that Principle 1 section 1.3 of the Code of Ethics states the following: *“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.”*

All students are expected to comply with the College’s HIPAA and FERPA policies (<https://www.sterling.edu/academics/registrar/ferpa>). At the beginning of each academic year, all athletic training students will read and sign the confidentiality agreement form prior to being allowed to perform athletic training clinical experiences. By signing this form, the student acknowledges understanding and that the student agrees to comply with this policy and all HIPAA & FERPA regulations referenced in the above documents/policies.

Athletic Training Education Clinical Experience Sites

Listed below are the affiliated clinical settings:

- Sterling College
- The Summit
 - a. Alliance Sports Medicine
 - b. Summit Surgical
 - c. Pinnacle Rehabilitation
- Hutchinson High School
- Sterling High School
- Lyons High School
- Nickerson High School
- Sterling Medical Center
- Barton Community College
- Central Christian College

Athletic Training and Clinical Experience Policies:

1. The Supervising PCP must be physically present to intervene on behalf of the patient and/or Athletic Training Student.
2. The supervising PCP will have regular correspondence with Program Director and/or Clinical Coordinator (Personal or Electronic Correspondence).
3. The ratio of Athletic Training Students to PCP will not exceed an 8:1 ratio.
4. Clinical hours that are NOT spent under the direct supervision and instruction of a PCP will not be valid.
5. Hours spent traveling will NOT be valid.
6. The ATS will submit their clinical hours and patient encounters via ATrack. PCPs will verify/approve hours once posted in ATrack system.
7. Students must obtain a minimum of 10 hours each week, not exceeding 30 hours during any week unless prior approval is secured through the CEC
 - a. If after multiple offenses of exceeding the hours limit, the student may be placed on Program Probation.

Current ECC Certification

All students engaging in clinical education experiences are required to have and maintain current certification in Emergency Cardiac Care that is accepted by the BOC Inc. At all times, every Athletic Training student must have current ECC certification. Failure to do so will result in the removal of a student from a clinical experience and may create means for probation &/or withdrawal from the education program. The student is expected to pay the initial certification costs (approximately \$50 per certification need, depending on the provider) associated with certification; re-certification will be paid by the program.

Transportation to Clinical Experiences

Students will assume responsibility for their own transportation to the various clinical assignments that are off campus. Please note that the ATP will attempt to work with those students who do not have their own transportation but remember that the student has the ultimate responsibility in making sure that he/she arrives to his/her clinical assignment on time. Students will not be reimbursed for travel expenses; however, if funding is available assistance for travel may be compensated. Car-pooling is strongly encouraged and recommended.

Equal Opportunity for Education and Clinical Experiences Policy

1. Athletic training students will be given the opportunity to work with a variety of sites during their clinical experience as a student in the SC MSAT.
2. A recording document is maintained by the Clinical Education Coordinator to ensure the students are exposed to the following: lower extremity, upper extremity, equipment intensive, general medical, and immersive experience.
3. In addition to the above exposures, every effort is made to see that students have equal opportunity to work in the following situations: individual and team sports, sports requiring protective equipment, patients of both genders, non-sport patient populations, and conditions other than orthopedics, throughout the lifespan, different sexes, different socioeconomic statuses, varying levels of activity/athletics, and non-sport.

Clinical Rotations during semester or winter breaks

Clinical hours during the semester and/or winter breaks are optional. Students can attend pre-season practices and/or competitions prior to the first day of classes, and able to attend practices and/or competitions during the winter break. These can often be very valuable learning experiences and students are encouraged to gain clinical experiences outside of the academic year.

Cell Phone Use Policy

Cell phones are to be used for emergencies only while at the clinical education experience. Cell phones may not be used for personal use unless approved by the Preceptor.

Medication Administration Policy

Under no circumstances shall an ATS be responsible for the administration of prescription drugs or medications. That is under the jurisdiction of the team physician and strictly controlled by him/her and the AT staff. For any person other than the team physician to dispense prescription drugs would be a violation of federal law. Moreover, only students accepted into the GATP may give out O.T.C. (over the counter or non-prescription) medications and this will only occur with the direct permission of an AT staff member.

Athletic Training and Clinical Experience Absence Policies

Excused Absence: The ATS must request permission of their assigned PCP using the “Leave Request Form” one week prior to missing a clinical experience.

Unexcused Absence:

1. **First Absence:** After the first unexcused absence, a conference is scheduled between the student and the Program Director and/or PCP, with a probationary period pending.
2. **Second Absence:** A second unexcused absence will result in a scheduled conference with the Program Director and a possible suspension.

**NOTE: Students must notify their assigned PCP of Emergency Absences within 24 hours of absence. This does not guarantee that the student will be excused.*

Therapeutic Equipment Safety Policy

The Sterling College Athletic Training Program requires that therapeutic equipment at all clinical sites is inspected, calibrated, and maintained according to the manufacturer’s recommendations. The purpose of this policy is to safeguard the health of the patient and the safety of the student and clinician.

Maintenance of Therapeutic Equipment

- A qualified technician will annually inspect and calibrate applicable therapeutic equipment at all clinical sites. This includes all sites at SC and all off-campus clinical sites where athletic training students are placed.
 - All pieces of therapeutic equipment (e.g. hydrocollator, ice machine, paraffin bath) that have electrical power should be inspected annually for safety.
 - All therapeutic modalities that have electrical power and are used to administer specific dosage-based treatment (e.g. ultrasound, electrical muscle stimulation) should be inspected for safety, as well as calibrated.
 - Sites accredited by the Joint Commission, Accreditation Association for Ambulatory Health Care, or other recognized external accrediting agencies are exempt from this requirement but are expected to follow the policies of those agencies.
- The preceptor(s)/staff at each clinical site must arrange inspection and calibration for the therapeutic equipment.
- The preceptor(s)/staff at each clinical site must arrange payment (if required) for the inspection and calibration. SC is not responsible for payment or reimbursement for inspection and calibration at clinical sites.
- Verification of inspection and calibration will be maintained as follows:
 - Hard or electronic copies of inspection and calibration records by the preceptor(s) at each clinical site; the method may be determined by the site, but the information must be readily accessible at any time by the preceptor(s) for presentation to the Clinical Education Coordinator/Athletic Training Program.
 - Visible notification (e.g., sticker, signage) on applicable therapeutic equipment is ideal but not required.
- The preceptor(s) at each clinical site are also responsible for ongoing maintenance of therapeutic equipment. Any equipment that appears to be unsafe for patient or clinician use shall not be used and shall be clearly marked as not for use until it can be properly inspected and calibrated.

- The Clinical Education Coordinator will verify regular inspection and calibration of all applicable therapeutic equipment at each clinical site during routine site visits and/or prior to placement of athletic training students at a site.

Progression of Clinical Experiences

<p>Level 1</p>	<p>AT500 Introduction to Practical Experience Emphasis: Immediate Care and Prevention, Mini-Immersive Field Experiences: Protective Equipment, Conditions other than Ortho, Male, Female, Individual, Team, Non-Sport Patient Population, Socioeconomic Status, Patients Across the Lifespan</p> <p>AT501 Practical Experience I Emphasis: Immediate Care and Prevention, Interprofessional Education Field Experiences: Protective Equipment, Conditions other than Ortho, Male, Female, Individual, Team, Non-Sport Patient Population, Socioeconomic Status, Patients Across the Lifespan</p> <p>AT502 Practical Experience II Emphasis: Lower Extremity Field Experiences: Protective Equipment, Conditions other than Ortho, Male, Female, Individual, Team, Non-Sport Patient Population</p> <p>AT503 Practical Experience III Emphasis: Upper Body, Interprofessional Education Field Experiences: Protective Equipment, Conditions other than Ortho, Male, Female, Individual, Team, Non-Sport Patient Population</p> <p>AT504 Practical Experience IV Emphasis: Therapeutic Interventions, Pharmacology Field Experiences: Protective Equipment, Conditions other than Ortho, Male, Female, Individual, Team, Non-Sport Patient Population</p>
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<p>Level 2</p>	<p>AT605 Practical Experience V Emphasis: Therapeutic Interventions, Psychosocial Interventions, Interprofessional Education Field Experiences: Protective Equipment, Conditions other than Ortho, Male, Female, Individual, Team, Non-Sport Patient Population</p> <p>AT606 Practical Experience VI Emphasis: General Medical Concerns Field Experiences: Protective Equipment, Conditions other than Ortho, Male, Female, Individual, Team, Non-Sport Patient Population</p> <p>AT607 Practical Experience VII Emphasis: Administration, Interprofessional Education Field Experiences: Protective Equipment, Conditions other than Ortho, Male, Female, Individual, Team, Non-Sport Patient Population</p> <p>AT608 Practical Experience VIII Emphasis: Professional Development, Immersive Field Experiences: Protective Equipment, Conditions other than Ortho, Male, Female, Individual, Team, Non-Sport Patient Population</p>
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Immersive Clinical Experience Policy

Students will be required to engage in an immersive clinical experience during AT 608: Practical Experience VIII. This occurs in the last eight-week session of the two-year program. Students have a minimum of a four-week immersive experience, with the goal of six to seven weeks, depending on agreements with immersive clinical sites. Students are consulted for immersive placements and are encouraged to seek out opportunities in their areas of interest.

As the requirements of the immersive clinical experience differ from other clinical experiences, student(s) and the Affiliated Site will have the following expectations:

- a. While enrolled in Practical Experience VIII, students must obtain a *minimum* of 220 hours, over the eight-week course.
- b. Students must obtain a *minimum* of 10 hours each week, not exceeding 40 hours during any week unless prior approval is secured through the CEC. The hours of participation should reflect the normal day-to-day expectations of the clinical site.

c. Students should be provided with opportunities to make decisions regarding patient care, with the oversight of the preceptor to aid in transition to practice. Furthermore, students should be involved in every aspect of patient care reasonable for the Affiliated Site.

d. All students are required to report hours daily using ATrack. Once the student enters his or her hours, the preceptor must approve the hours using ATrack.

e. Students are required to track patient encounters daily using ATrack. Once the student tracks his or her patient encounters, the preceptor must review encounter logs, provide feedback, and approve patient encounter records. This should be done weekly by the preceptor.

f. During the immersive experience, coursework is not to detract from the expectations and responsibilities associated with that clinical experience.

g. During this immersive experience, students will be required to complete all assignments associated with Practical Experience VIII including, but not limited to, journals, hours logs, discussion boards, site/preceptor evaluations and clinical proficiency assessments.

h. Ultimately, expenses incurred during the clinical experience are the responsibility of the student. However, the Affiliated Site may provide compensation for the student in the form of food, housing, travel, and other funds necessary to meet the demands of the immersive clinical experience. This may vary from one site to the next, and students are made aware of this fact by the PD and CEC prior to accepting an immersive clinical experience.

Interprofessional Education Policy

Students will be required to attend two seminars in which attendance of other area professional healthcare programs is arranged. These can take the form of face-to-face or virtual collaboration with other healthcare profession students. The goal is to expose the students in the ATP to various healthcare profession students throughout their time in the program. At these seminars, there will be cases and skill development opportunities so that all of the students can learn from one another, learn to collaborate with other professionals, and learn about other professions' training and educational background in order to foster more collaborative healthcare as all of these young professionals enter their respective fields.

IPE Activities: Students will...

1. collaborate with students from other healthcare professions to treat simulation patients.
2. discuss his/her own educational background with students from another profession.
3. discuss the educational background of a peer-student from another profession.
4. advocate for his/her own profession through the education of peer-students in other professions.

IPE Objectives: Following IPE seminars, students will...

1. demonstrate interprofessional collaboration across healthcare fields.
2. compare and contrast other professions' "schools of thought" as it pertains to education and training for patient care.
3. appraise ideal practices for the ATs collaboration with other healthcare professionals.
4. assess the learning experience for strengths and weaknesses for the improvement of future seminars.

Dress Code Policy

The guidelines below reflect the minimum standards for clinical rotations with Sterling College athletic teams. Off-site clinical rotations may require a more formal dress code. When in doubt, please consult your Preceptor.

1. All students enrolled in the MSAT must wear the following uniform (unless attire that is more formal is required) while attending clinical education experiences:
 - Practices
 - Dress Shirt/Polo
 - Sterling College Gear (SCAT Polo, SCAT/SC t-shirt, Solid Blue/Red shirt, SCAT/SC Sweatshirt)
 - Shorts/Pants: Khaki's (or otherwise as determined by PCP)
 - Closed toe shoes
 - Events/Games/Contests
 - SCAT Polo, other dress shirts or sweaters
 - Khaki shorts or pants, dress slacks
 - Closed toe shoes
2. For outdoor events, students should be prepared to add layers of clothing in the event of weather changes. Additionally, note the physical nature of Athletic Training, such as kneeling, reaching, lifting, or running. Additional clothing is fine under the following conditions:
 1. The Preceptor approves clothing.
 2. Clothing does not contain vulgar, profane, or other inappropriate advertising.
 3. The student continues to wear the SCAT apparel underneath.
3. Some clinical experiences will require professional dress clothes. Professional dress clothes must be functional and appropriate to the event. This clothing should meet the following guidelines:
 1. No spiked shoes; no high heels over 2".
 2. No skirts.
 3. No low cut or see through blouses.
 4. No clothing that exposes undergarments.
 5. All ties must be worn with a tie tack.
 6. No long jewelry that may interfere with patient care (e.g., long necklaces, dangling earrings, etc.).

4. All students enrolled in the MSAT must follow the additional uniform guidelines while attending clinical education experiences:
 1. All shirts must be tucked in.
 - a. The SCAT women's polo can remain untucked as long as there is a shirt or undershirt tucked in underneath the polo.
 2. All baggy or large pants/shorts must be held up with a belt.
 3. All shoes must be closed-toe shoes; NO sandals or flip-flops; laces must be tied.
 4. Clothing must be neat and clean.
 5. No short shorts or low waist pants (i.e., trendy hip huggers); shorts must be finger-tipped length or longer.
 6. No exposed cleavage.
 7. No ripped or torn pants.
 8. No hats/caps are to be worn indoor during clinical education experiences.
 9. A digital watch or a watch with a second hand should be worn during clinical education experiences.
 10. AT Program nametag (if applicable, see Nametag Policy below)
 11. Hair must be neat and clean and maintained in such a manner to professionally fulfill clinical responsibilities.
 12. No body piercing to areas other than the ear lobe are allowed while attending clinical education experiences; this is an OSHA requirement.
5. All students enrolled in the MSAT must follow this additional guideline outside of clinical education experiences:
 1. Do not wear any clothing that identifies you as a Sterling College Athletic Training Student to any bar, nightclub, gentlemen or ladies clubs, etc.
 2. Do not wear any clothing that identifies you as a Sterling College Athletic Training Student while consuming alcohol.
6. Inappropriate apparel (as defined above) worn during clinical experiences will be addressed in the following manner by the PCP or Program Director:
 1. The student may be asked to leave:
 - a. The student returns properly dressed.
 - b. The student does not return properly dressed.
 2. Any infraction listed above may affect student evaluation and/or course performance grades in the Practical Experience course.

Name Tags

All athletic training students will be issued a nametag prior to the start of their first clinical rotation. For all sites, students are required to wear nametags at all times, to identify yourself to student-athletes/patients as a student. The nametag is to be worn on the upper chest, on the left or right. The first name tag will be provided to the student when enrolled in AT500. If the nametag is lost, the student is responsible for purchasing and obtaining a new tag. The cost is approximately \$10.00. The loss of a nametag will not be accepted as an excuse or reason for poor attendance at clinical education experiences, which can result in a poor clinical rotation and practical experience course grade.

Grievance Procedure

The Athletic Training Program faculty recognize the rights of students enrolled in the ATP to express grievances and attempts to seek solutions and answers to problems, complaints, or injustices arising from the day-to-day working relationships and differences, which may occur between student, faculty or administration. The following is the procedure for ATS to address a grievance for both clinical and classroom program issues.

STEP I – Instructor/PCP: to minimize a misunderstanding, athletic training students are required to discuss their problem or complaint with the instructor/PCP, within three academic days of the occurrence of the situation creating the grievance. The instructor/PCP will decide if the Program Director or Department Chair will be included in this process. The faculty member/PCP will investigate and obtain all pertinent information and provide a solution or explanation within three academic days with full explanation of the reasons for the decision.

STEP II – Program Director of ATP: If, after verbal discussion, the problem, complaint or grievance is not satisfactorily disposed of or answered by the instructor/PCP, the student may appeal to the Program Director. Within five academic days after an unfavorable decision by the instructor/PCP, the PD will decide one of two options:

1. The PD will review the grievance and make a ruling.
2. If the grievance is with the Program Director, STEP III will be activated.

STEP III – Associate Dean of Academic Affairs: If the decision of Step II does not provide a satisfactory solution, the student may appeal in writing to the Associate Dean.

Whenever a misunderstanding or problem exists, athletic training students are encouraged to discuss the situation immediately with their instructor and/or clinical supervisors. Small problems tend to become big problems and are harder to resolve when not discussed with an individual who can correct them in a timely fashion.

Glossary of Commonly Used Abbreviations

The ATP at Sterling College consists of numerous athletic training and medical personnel who contribute their varied experiences and education to make a strong and dynamic athletic training program. The athletic training education and service personnel include Athletic Training Program Director, Clinical Instructors, Clinical Coordinator, Sports Medicine Physicians, Head Athletic Trainer, Assistant Athletic Trainer, and Athletic Training Students. The following is a list and brief explanation of commonly used words or abbreviations used by the Sterling College ATP.

Program Director (PD): The PD oversees the Sterling College ATP and is responsible for administrative aspects including but not limited to: recruitment, selection and retention of athletic training students; advising; teaching; clinical education, and curriculum development for the athletic training major.

Clinical Education Coordinator (CEC): The CEC assures student clinical progressions, clinical site evaluations, student evaluation, Preceptor training, and Preceptor evaluation. The CEC works with the PD to ensure the assessment, advising, and mentoring of students is adequate and fair.

Preceptor (PCP): A certified/licensed professional who teaches and evaluates students in a clinical setting using an actual patient base.

Sports Medicine Physicians: The Sports Medicine Physicians and Fellows are medical doctors who provide medical diagnosis for the SC student athletes. These physicians also provide educational opportunities to the ATS through their evaluation of the SC athletes in the clinical portion of the ATP, as guest lectures in the didactic portion of the curriculum, and via in-services provided for the ATs.

Athletic Training Students (ATS): Students admitted into the SC ATP are held to the highest academic and professional standards. They must follow the guidelines of the NATA, SC, the ATP, and those set forth by the clinical affiliations. Each athletic training student is responsible for meeting and maintaining the requirements of admission, retention, and progression through the ATP. ATs' must strive for and maintain excellence in the classroom, clinic, and other professional settings.

First Responder: An athletic training student that has successfully completed First Aid and CPR for the Professional Rescuer and is not in direct visual or auditory communication with a PCP while in attendance at a clinical experience. At no time are Athletic Training Students required to participate as a First Responder. Time spent as a First Responder will not count towards the required clinical hours for practicum courses.

Athletic Training Clinical Experience Sites: Clinical sites employing an AT/Physician, in which a formal contract or working relationship exists between SC and the specific site.

Supplemental Clinical Experience Sites: Sites that will enhance and broaden the clinical experiences of the ATS; these sites may not employ an AT but have other medical and allied health professionals whom the Sports Medicine Professional must communicate and/or work

with (i.e., physician, nurse, podiatrist, oral surgeon, chiropractor, dietitian, etc.) Athletic Training Students may do class experiences with these individuals

Clinical Proficiencies: The clinical application of a common set of cognitive, psychomotor, and affective competencies.

Educational Competencies: The educational content required of entry-level MSATs described as educational objectives. The competencies encompass three domains: Cognitive (knowledge and intellectual skills), Psychomotor (manipulative and motor skills), and Affective (attitudes and values). These domains are applied clinically through the clinical proficiencies.

Immersive Clinical Experience: A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.

Interprofessional education: When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.

Forms
Sterling College Athletic Training Program
Confidentiality, Privacy, and Security Policy and Agreement

Confidentiality is a cornerstone of building a strong clinical relationship. As an individual who provides health care, the student may have access to patients' confidential information that includes biographical data, financial information, medical history, and other information. The student is expected to protect client confidentiality, privacy, and security and to follow these and all associated agency guidelines. HIPAA and FERPA are the governing acts that guide confidentiality practices.

The student will use confidential information only as needed to perform duties as a member of the Athletic Training Program. This means, among other things, that:

- The student will only access confidential information for which the student has a need to know.
- The student will respect the confidentiality of any verbal communication or reports printed from any information system containing client's/patient's information and handle, store and dispose of these reports appropriately at the College and associated clinical agency.
- The student will not in any way divulge copy, release, loan, alter, or destroy any confidential information except as properly authorized within the scope of all professional activities.
- The student will carefully protect all confidential information. The student will take every precaution so that clients/patients, their families, or other persons do not overhear conversations concerning client/patient care or have the opportunity to view client/patient records.
- The student will comply with all policies and procedures and other rules of the College and associated agencies relating to confidentiality of information and access codes.
- The student will understand that the information accessed through all clinical information systems agencies contains sensitive and confidential client/patient care, business, financial and hospital employee information that should only be disclosed to those authorized to receive it.
- The student will not knowingly include or cause to be included in any record or report of false, inaccurate, or misleading entry.

The student will understand that violation of this Confidentiality Agreement may result in disciplinary and/or legal action. By signing this, the student acknowledges that he or she has read, understands, and will comply with the Agreement.

Print Name: _____

Signature: _____

Witness: _____

Date: _____

Date: _____

Date: _____

Sterling College Athletic Training Program Blood Borne Pathogen/Communicable Disease Policy and Agreement

The purpose of the Sterling College Athletic Training Program Blood Borne Pathogen and Communicable Disease Policy is to protect the health and safety of all parties. This policy will help ensure the welfare of the students enrolled within this department as well as those patients contacted during your clinical experiences. It is designed to provide Athletic Training students, preceptors (PCP), and athletic training faculty and staff with a plan to assist in the management of students with infectious diseases as defined by the Centers for Disease Control and Prevention (CDC). This policy was developed using the recommendations established by the CDC for health care workers (www.cdc.gov).

Workshops and in-services are provided each academic year to keep you informed and up to date with current information. Failure to comply and abide by the procedures outlined in the manual can result in probation and/or removal from the program and may affect your clinical practicum grade. Remember these policies are for your safety and protection. No student may engage in any clinical experiences, including observational experiences, unless they have been adequately educated about the MSAT policies & procedures regarding bloodborne pathogens.

The program requires annual completion of education and training in blood borne pathogens and the program's communicable disease policy. Annual training for all professional students will occur in August of each year.

What are Communicable Diseases?

A communicable disease is a disease that can be transmitted from one person to another. There are four main types of transmission including direct physical contact, air (through a cough, sneeze, or other particle inhaled), a vehicle (ingested or injected), and a vector (via animals or insects). For more information on communicable diseases please visit www.cdc.gov.

Guidelines for Prevention of Exposure and Infection

1. Students must successfully complete annual blood borne pathogens training.
2. Students are always required to use proper hand washing techniques and practice good hygiene.
3. Students are always required to use universal precautions. PPEs are provided at all clinical sites.
4. Students are not to provide patient care if they have active signs or symptoms of a communicable disease.

Guidelines for Managing Potential Infection

1. Any student who has been exposed to a potential infection before, during, or after a clinical experience should report that exposure to his/her PCP immediately and to Nicole Glasgow, Clinical Education Coordinator for the Athletic Training Education Program.
2. Any student, who demonstrates signs or symptoms of infection or disease that may place him/her and/or his/her patients at risk, should report that potential infection or disease immediately.
3. The student is responsible for keeping the Clinical Education Coordinator informed of his/her conditions that require extended care and/or missed class/clinical time. The student may be required to provide written documentation from a physician to return to class and/or clinical site.
4. If a student feels ill enough to miss ANY class or clinical experience that student should notify the appropriate instructor or PCP immediately.

By signing below, you indicate you understand and will abide by the Sterling College Athletic Training Program Blood Borne Pathogen/Communicable Disease Policy. Any breach of the Blood

Borne Pathogen/Communicable Disease Policy will result in disciplinary action determined by Ryan “Pete” Manely, Athletic Training Program Director.

Athletic Training Student (Print): _____

Athletic Training Student (Signature): _____

Date Updated: Spring 2020

Professional Organizations Membership

"Why join national/state professional organizations?"

Below you will find information for joining some of the major national and state professional organizations in Athletic Training. These include the American College of Sports Medicine, the National Athletic Trainers' Association, and the Kansas Athletic Training Society. The benefits far outweigh the sacrifices one might have to make to pay to join a professional organization:

1. Joining a professional organization is one mechanism of demonstrating your interest and commitment to the profession to others. (i.e., prospective employers, graduate schools, and professional schools always look for this!)
2. If you are planning to take the board of certification (BOC) exam, you will save money by joining the NATA. The exam cost is significantly more expensive for non-members.
3. Decreased registration costs for conventions and symposiums, receiving professional journals on a regular basis, placed on a mailing list in which you receive information on the latest equipment/supplies in sports medicine/athletic training, being eligible for certain scholarships those non-members cannot apply for, etc.
4. Grades are not the only way to get the job or position you want!

Sterling College Athletic Training Program Student Conference Report

ATP Setting: _____ Clinical Rotation
_____ Academic
_____ Practicum Course
_____ Other: _____

Type of Report: _____ Verbal Warning
_____ Written Warning
_____ Probation
_____ Suspension from Clinical Duties
_____ Termination from Clinical Duties
_____ Termination from Program

Conference with: _____

Date of Conference: _____

Date(s) of Incident(s): 1. _____ 2. _____ 3. _____

Persons Present at Conference:
1. _____ 3. _____
2. _____ 4. _____

Reason for Conference:

Action Taken:

Recommendations to rectify above grievance:

By signing below the student, may not agree with all the terms, but understands them.

Student's Signature: _____ Date: _____
Program Director: _____ Date: _____

**Sterling College Athletic Training Program
Leave Request Form**

Instructions:

1. Complete the Leave Request Form.
2. Secure the signature of your assigned preceptor at least one week in advance of the absence requested.
3. Present the completed form to the Program Director or Clinical Education Coordinator for final approval.

Athletic Training Student Name: _____

Assigned Preceptor: _____

Clinical Site: _____

Requested Dates of Absence: _____

Will you be able to meet your 10-hour minimum hours required for this absence?
_____ Yes or _____ No

___ I am requesting to go over my 30-hour maximum hours per week to make up for not obtaining my 10-hours.

Please list the dates of the week(s) you will be requesting to exceed your 30 hours:

Student Signature: _____

Preceptor Signature: _____

PD/CEC Signature: _____

Note: The Athletic Training faculty reserve the right to make necessary changes with regard to the student handbook. Students will be notified of any changes or additions. The Graduate Athletic Training Program Director will make final decisions in disputes over interpretations.
Revised 6/19/2020

**Sterling College Athletic Training Program
Excess Hour Approval Form**

Sterling College Athletic Training Program EXCESS HOUR APPROVAL FORM

Instructions:

1. Complete the Excess Hour Approval Form.
2. Secure the signature of your assigned preceptor prior to the completion of the week in which the clinical experience hour overage is requested.
3. Present the completed form to the Program Director or Clinical Education Coordinator for final approval.

Athletic Training Student Name: _____

Assigned Preceptor: _____

Clinical Site: _____

Requested Dates (Week) of Overage: _____

I am requesting to go over my 30-hour maximum for clinical experience hours because:

Current Course Grades:

Course	Grade

Student Signature: _____

Preceptor Signature: _____

PD/CEC Signature: _____

Note: The Athletic Training faculty reserve the right to make necessary changes with regard to the student handbook. Students will be notified of any changes or additions. The Graduate Athletic Training Program Director will make final decisions in disputes over interpretations.

Revised 5/30/2020

**Sterling College Athletic Training Program
Frequent Hours Overage Form**

Sterling College Athletic Training Program HOURS OVERAGE ACTION FORM

Instructions:

1. Meet with the Program Director or Clinical Education Coordinator.
2. Complete the Hours Overage Action Form.
3. Secure the signature of your assigned preceptor following the meeting with the CEC/PD.
4. Present the completed form to the Program Director or Clinical Education Coordinator for final approval.

Athletic Training Student Name: _____

Assigned Preceptor: _____

Clinical Site: _____

Reason for frequent overage: _____

Planned adjustment: _____

Current Course Grades:

Course	Grade

Student Signature: _____

Preceptor Signature: _____

PD/CEC Signature: _____

Note: The Athletic Training faculty reserve the right to make necessary changes with regard to the student handbook. Students will be notified of any changes or additions. The Graduate Athletic Training Program Director will make final decisions in disputes over interpretations.
Revised 5/30/2020

Sterling College Athletic Training Program Clinical Experience Orientation

Student: _____ Clinical Site: _____

Preceptor: _____ Course: _____

Students and Preceptors are required to meet PRIOR to the start of each clinical rotation. Athletic Training Students must complete the professional goals, strengths & weaknesses section on the reverse side PRIOR to meeting with the preceptor. Upon completion of the clinical rotation orientation, this form must be signed by both the preceptor and athletic training student and turned into the Clinical Education Coordinator. Failure to complete orientation will result in the student being suspended from the clinical rotation until the form is completed.

ORIENTATION AGENDA:

- ✓ Student goals (see reverse side)
- ✓ Student strength and weakness (see reverse side)
- ✓ Preceptor expectations of student
- ✓ Clinical and class schedule
- ✓ Documentation of policies and procedures
- ✓ Emergency Action Plans (venue specific)
- ✓ Bloodborne Pathogen Exposure Plan
- ✓ Communicable & Infectious Disease Policy
- ✓ Patient Privacy & Confidentiality
- ✓ Dress code & name tags

By signing this form, you (preceptor and ATS) acknowledge each of the above points were thoroughly discussed and you have a complete understanding of clinical rotation policies and expectations.

Orientation Date: _____

Start Time: ____:____ PM AM

End Time: ____:____ PM AM

Athletic Training Student Signature

Date

Preceptor Signature

Date

Program Director/Clinical Education Coordinator Signature

Date

Professional Goals

(Must be **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely)

Goal #1:

Strategy A:

Strategy B:

Goal #2:

Strategy A:

Strategy B:

Professional Strengths & Weaknesses:

Strengths:

1.

2.

Weaknesses:

1.

2.