

UNIVERSITY *of*
NORTHERN COLORADO



Athletic Training Education Program

**Athletic Training Student Handbook
2009-2010**



TABLE OF CONTENTS

Introduction	2
Mission	2
Goal	2
Objectives of the ATEP	2
Academic Program	2
Overview	2
Accreditation Status	3
Admission Requirements	3
Admission Criteria	
Directed Observations	
Technical Standards for Admission	
Transfer Students	
Appeals Process	
Didactic Education	4
Overview & Philosophy	
Required Coursework	
Sample Four-Year Plan	
Clinical Experience and Education	7
Overview & Philosophy	
Clinical Experience	
Clinical Rotations	
Clinical Education	
Clinical Education Supervision.....	7
UNC Clinical Supervision Policy	8
Guidelines for Students in Clinical Experiences	8
General Guidelines	
<i>Professional Appearance, Attire, & Grooming</i>	
<i>Professional Conduct</i>	
<i>Sound Judgment</i>	
<i>Punctuality</i>	
<i>Care of Facilities & Equipment</i>	
<i>Relations with Other Medical Professionals</i>	
<i>Relations with Coaches</i>	
<i>Relations with Athletes</i>	
<i>Relations with Other Athletic Training Students</i>	
<i>Professional Disrespect & Differences of Opinion</i>	
<i>Harassment & Discrimination</i>	
<i>Unethical & Criminal Activity</i>	
<i>Removal from Clinical Experiences</i>	
CEU Guidelines & Requirements.....	11
ATEP Evaluations	12
ATS Evaluation	
CI/ACI & Clinical Rotation Evaluations	
End of Semester Evaluations	
ATEP Retention & Review Committee.....	12
Progression /Retention in the ATEP	13
Probation Criteria	
Dismissal Criteria	

Appendices

INTRODUCTION

This handbook outlines the requirements and expectations for students enrolled in the University of Northern Colorado Athletic Training Education Program (ATEP). This handbook is revised annually and each new edition supersedes all previous editions. The most recent edition is available on the ATEP website at www.unco.edu/uncats.

MISSION

The mission of the University of Northern Colorado ATEP is to provide a comprehensive educational experience and a strong clinical foundation to prepare the successful undergraduate student to enter the allied health profession of athletic training.

GOAL

The goal of the University of Northern Colorado's Undergraduate Athletic Training Education Program is to develop quality athletic training students that will contribute and be active in the health care profession, and to promote a positive attitude of healthful living and health care to the physically active.

- Students will be able to demonstrate an understanding of the theoretical foundations of human movement, and the assessment, rehabilitation, and treatment of athletic injuries.
- Students will acquire knowledge in proper prevention, management, and rehabilitation of injuries and illness to physically active individuals, in a variety of settings.

OBJECTIVES OF THE ATEP

- Provide a basis for education, clinical experience, and research for the undergraduate student that is interested in pursuing and entering the allied health profession of athletic training.
- Provide experiences in a variety of clinical settings, under supervision, to ensure the athletic training student meets the entry-level standards of a certified athletic trainer.
- Develop professionalism, confidence and appropriate decision making skills through a combination of clinical course work and varied athletic field experiences.
- Demonstrate positive outcomes in a highly competitive educational program that prepares the student athletic trainer to successfully pass the BOC exam and work with and provide care to the physically active in a traditional and non traditional settings.
- Demonstrate successful completion of clinical proficiencies, outlined in the BOC Role Delineation Study, 5th Edition, throughout a 5 semester athletic training education program.

ACADEMIC PROGRAM

Overview

The UNC ATEP is a 5 semester program recognized as an emphasis area in the School of Sport and Exercise Science (SES) in the College of Natural and Health Sciences (NHS). Entry into the ATEP is selective and competitive. Declaration of Athletic Training as an emphasis area does not assure admission into the ATEP. The ATEP is comprehensive and includes both didactic (classroom) and clinical education elements. These two elements should not be considered separate entities. They should be viewed as intimately linked and essential to the overall goal of the best Athletic Training education possible. The didactic portion of the ATEP focuses on the theory and knowledge behind the practice of Athletic Training. The clinical portion focuses on the "real-world" application of didactic knowledge. Without the clinical portion, the classroom portion has little value because there is no correlation or application possible. Likewise, without the didactic knowledge, the clinical portion is of little value because application without background knowledge is ineffective.

Students should place equal priority on success in both portions of the ATEP. To this end, students should understand that their supervised clinical experiences are part of their educational curriculum. Likewise, students should never think of themselves as "working" or covering a sport or being the assigned Athletic Training provider for a sport. Instead, they should think of themselves as Athletic Training Students assigned to a specific clinical instructor who will supervise and mentor the clinical experiences within a specific clinical setting or settings. This clinical experience will involve some student autonomy in activities as well as some collaboration in decision-making between the ATS and clinical instructor, but students should never be the primary person responsible for the care of an athlete or team. All student decisions must be supervised.

Accreditation Status

The UNC ATEP was established in the 1960's, and was developed into the clinical program by the late NATA Hall of Fame member Dan Libera. In 1988, the UNC program was recognized by the National Athletic Trainers Association (NATA), and in 1990 the NATA approved the UNC program as an undergraduate curriculum program. In the year of its inception, 1995, the Committee on Accreditation of Allied Health Education Programs (CAAHEP) accredited the UNC Athletic Training Education Program. It maintains its accreditation to this day, although under the new Commission on Accreditation of Athletic Training Education (CAATE). The UNC program, recently re-accredited through 2014, is the longest standing athletic training program in the state of Colorado.

Admission Requirements

ADMISSION CRITERIA:

Admission to the ATEP occurs in the Spring semester of each school year. Applications are submitted in mid-November of the Fall semester preceding desired admission. Following admission, the student must complete 5 consecutive and sequential semesters in order to complete the program. Acceptance into the ATEP is a competitive process. Application procedures are outlined and described in detail in SES 181 (Introduction to Athletic Training). To be considered for admission into the ATEP, each applicant must complete all of the following:

Application: An application to the ATEP must be completed and included as the cover sheet of the application packet.

Current CPR: All students must provide evidence of current certification in CPR for the Professional Rescuer (or equivalent) as an admission requirement of the ATEP. A photocopy of the certification card should be included with the application packet

Prerequisite courses: Completion of, or current enrollment in, the following courses is required:

- SES 181: Introduction to Athletic Training
- CHEM 281 Fundamentals of Biochemistry or CHEM 111 Principles of Chemistry I
- SES 220: Anatomical Kinesiology
- SES 380: Prevention and Care of Athletic Injuries
- BIO 110: Principles in Biology
- BIO 245: Intro to Human Anatomy and Physiology

These courses must be completed with a grade of C or better as an admission requirement of the ATEP

Grade Point Average: Students applying to the ATEP must have a cumulative UNC GPA of 2.8 or higher. Enrollment in the ATEP will be contingent upon the required GPA at the end of the semester, prior to beginning clinical rotations.

Observation Hours: Students applying to the ATEP are required to complete three (3), two-hour observation sessions in the Athletic Training Room. These observations may be completed in conjunction with SES 181. Performance in these observations will be evaluated by UNC CI/ACI's as well as a current UNC ATS.

Letters of Recommendation: Each student must include three (3) letters or recommendation with their application packet. Students are strongly encouraged to obtain letters from faculty and allied health professionals with whom the student has had professional interaction. Letters should convey the potential for success of the student in the ATEP. Letters from family, friends, and employers are accepted, but not recommended.

Statement of Interest: Each student should compose a brief essay (1-2 pages) explaining his/her interest in athletic training, career goals, and how the UNC ATEP will help them attain those goals. Essays clearly conveying these points and a comprehensive understanding of the athletic training profession will be recognized during the selection process.

Interview: Only those students completing all the prerequisite requirements will be invited for an interview. The interview process will carry the greatest weight in the selection process. This portion of the application is intended to identify those students who are dedicated to becoming athletic trainers and possess the technical standards necessary to become a successful athletic trainer.



TECHNICAL STANDARDS FOR ADMISSION:

The UNC ATEP is a rigorous and intense program that places specific requirements and demands on the students enrolled. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set for the by the ATEP establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry – level athletic trainer, as well as meet the expectations of the program's accrediting body. All students admitted to the ATEP must read, understand, and agree to the technical standards document. This document must also be signed by a physician that can verify the student's ability to meet these standards.

TRANSFER STUDENTS:

Students transferring from other institutions are encouraged to apply to the ATEP. To be eligible for admission, transfer students must meet all of the pre-requisite requirements described above. Observation hours obtained at locations other than this institution will not be accepted and counted towards the admission requirements.

APPEALS PROCESS:

Should an eligible student not be selected for admission to the ATEP, he/she may appeal that decision to the ATEP Retention and Review Committee (RRC). Such appeal should be requested in writing to the program direction no later than January 1. The decision of the RRC with regard to admission to the program will be final. Students may re-apply the following year. There is no limit on the number of times a student may apply.

Didactic Education

OVERVIEW & PHILOSOPHY

Education is an active and reciprocal process by which the student constructs an education by consuming, organizing, and applying information and experiences made available to them. It is not something that can be given to a student. In other words, a student will only get out of their didactic education, what they put into it. The only way to succeed in this program is for a student to take control of his/her education and to take advantage of every educational opportunity to learn and improve. All instructors involved in the ATEP go to great lengths to provide students with the most current and comprehensive educational materials. However, it is the student, and only the student, who controls their educational success. To the same extent, this didactic education is of no value to the student without a clinical correlation. Students cannot become good practitioners with only exposure to ideas and concepts. Those ideas and concepts must be experienced clinically and practically in order to cement them into learning.

REQUIRED COURSEWORK

Required Major Core Credits - 12 hours

- SES 220 Anatomical Kinesiology (3)
- SES 221 Biomechanics (3)
- SES 322 Exercise Physiology I (3)
- SES 323 Motor Learning and Development (3)

Required Emphasis Credits - 43 hours

- SES 181 Introduction to Clinical Athletic Training (1)
- SES 324 Exercise Physiology II (3)
- SES 333 Psychological Analysis of Sports, Exercise and Physical Activity (3)
- SES 380 Prevention and Care of Sports Injuries (2)
- SES 381 Clinical Practicum in Athletic Training Level I (3)
- SES 382 Clinical Practicum in Athletic Training Level II (3)
- SES 383 Clinical Practicum in Athletic Training Level III (3)
- SES 480 Adv. Funct. Assessment of Str. & Cond. (3)
- SES 481 Clinical Practicum in Athletic Training Level IV (3)
- SES 482 Clinical Practicum in Athletic Training Level V (3)
- SES 485 Mechanisms and Evaluation of Sports Injury (5)
- SES 486 Clin. Methods of Sports Injury Rehabilitation (4)
- SES 487 Therapeutic Modalities (3)
- SES 488 Athletic Training Administration (2)
- SES 489 Medical Conditions (2)

Required Supporting Credits - 20 hours

- BIO 245 Introduction to Human Anatomy and Physiology (4)
- BIO 246 Advanced Human Anatomy and Physiology (3)
- BIO 476 Pharmacology (3)
- FND 210 Medical Terminology (2)
- FND 455 Nutrition for Fitness and Athletic Performance (3)
- SES 436 Social Influences on Sport and Exercise Behavior (3)
- SES 233 Advanced First Aid and CPR (2)

Required Specified LAC Credits - 18 hours

- LAC area 2. Mathematics
 - STAT 250 Statistics for Health Sciences (3)
- LAC area 5. Social and Behavioral Sciences
 - PSY 120 Principles of Psychology (3) (5.e.)
- LAC area 6. - Physical and Life Sciences
 - BIO 110 Principles of Biology (4)
 - FND 250 Principles of Nutrition (3)
 - CHEM 281 Fundamentals of Biochemistry (5)
 - or
 - CHEM 111 Principles of Chemistry I (5)

Elective LAC Credits - 22 hours

Elective University-Wide Credits - 5 hours

A grade of "C" or higher is required in all required courses; the course must be retaken until a "C" is achieved.

SAMPLE FOUR-YEAR PLAN

This is a sample schedule and your specific course schedule is likely to be different. See your advisor for help in putting together your individual plan of study. The ATEP is designed to be completed by full-time students in consecutive semesters. Students who wish to deviate from the usual sequence must first petition both their advisor and the ATEP Program Director and submit a written plan that outlines, in detail, the manner in which they will complete the program. Petitions will be reviewed and considered, but no guarantee of approval is made for atypical plans of study.

Year One

Fall Semester		Spring Semester	
Course	Hrs	Course	Hrs
Liberal Arts Core	5	Liberal Arts Core	3
ENG 122: College Composition (LAC 1a)	3	CHEM 281 or CHEM 111 (LAC 6)	5
BIO 110: Principles of Biology (LAC 6)	4	FND 210: Medical Terminology	2
PSY 120: Principles of Psychology (LAC 5c)	3	SES 220: Anatomical Kinesiology	3
SES 181: Introduction to Athletic Training	1	STAT 150: Introduction to Statistical Analysis (LAC 2)	3
SEMESTER TOTAL	16	SEMESTER TOTAL	16

Year Two

Fall Semester		Spring Semester	
Course	Hrs	Course	Hrs
Liberal Arts Core	2	Liberal Arts Core	3
BIO 245: Intro. to Human Anat. & Phys.	4	BIO 246: Advanced Human Anatomy & Physiology	3
FND 250: Principles of Nutrition (LAC 6)	3	SES 381: Clinical Practicum in AT: Level I	3
SES 221: Biomechanics	3	SES 485: Mechanisms & Evaluation of Sport Injury	5
SES 233: Advanced First Aid & CPR	2	SEMESTER TOTAL	14
SES 380: Prevention & Care of Sports Injuries	2		
SEMESTER TOTAL	16		

Year Three

Fall Semester		Spring Semester	
Course	Hrs	Course	Hrs
Liberal Arts Core	3	Liberal Arts Core	3
SES 322: Exercise Physiology I	3	SES 323: Motor Learning & Development	3
SES 333: Psychological Anal. of Sp., Ex., & PA	3	SES 324: Exercise Physiology II	3
SES 382: Clinical Practicum in AT: Level II	3	SES 383: Clinical Practicum in AT: Level III	3
SES 487: Therapeutic Modalities	3	SES 486: Clinical Methods of Sports Injury Rehab.	4
SEMESTER TOTAL	15	SEMESTER TOTAL	16

Year Four

Fall Semester		Spring Semester	
Course	Hrs	Course	Hrs
Elective	3	Elective	3
BIO 476: Medical Pharmacology	3	SES 480: Adv. Funct. Assessment of Str. & Cond.	3
SES 436: Social Influence on Sport & Exercise	3	FND 455: Nutrition for Fitness & Athl. Performance	3
SES 481: Clinical Practicum in AT: Level IV	3	SES 482: Clinical Practicum in AT: Level V	3
SES 488: Athletic Training Administration	2	SES 489: Medical Conditions	2
SEMESTER TOTAL	13	SEMESTER TOTAL	15

*indicates pre-requisite course for admission into ATEP

Clinical Experience and Education

OVERVIEW & PHILOSOPHY:

Clinical experiences are an integral part of any athletic training curriculum and the importance of these clinical experiences should be viewed on the same level as the didactic (classroom) portion. For this reason, all clinical experiences occur as a part of the *Clinical Practicum in Athletic Training* course sequence and academic credit hours are earned for them. These courses include both clinical education, in the form of in-class application of integrated care, as well as “real-world” clinical experiences where students engage in supervised clinical practice and gain experience. In order to be well prepared as Athletic Trainers, students must work diligently in the classroom to understand the material presented AND they must also work diligently in the clinical setting to apply their knowledge to real-world clinical situations and to develop a high level of clinical skill. Clinical experiences are NOT “work” experiences. Instead, they are educational experiences where classroom knowledge is applied in real-world settings.

CLINICAL EXPERIENCE:

As a component of each semester’s *Clinical Practicum in Athletic Training* course (SES 381, 382, 383, 481, and 482), students typically obtain approximately 20-25 hours per week of clinical athletic training experience. This experience will provide the athletic training student an opportunity for the practical application of athletic training knowledge and skills, under the direct supervision of an Approved Clinical Instructor (ACI) or Clinical Instructor (CI). The intercollegiate athletic program at UNC consists of 19 sports and related activities that serve as the primary clinical setting supplemented with other approved affiliate settings, including an out-patient sports medicine clinic as well as several High School settings. The minimum time period to complete the clinical experience requirements is 2.5 years or 5 consecutive semesters.

CLINICAL ROTATIONS:

First, second and third semester clinical athletic training students will rotate through three 5-week clinical rotations per semester. Fourth and fifth semester clinical athletic training students will be assigned to an ACI for the entire semester.

CLINICAL EDUCATION:

During the course of a semester, all clinical competencies and proficiencies assigned to each clinical course must be evaluated and passed as competent for the ATS to progress to the next clinical course. Failure to complete and pass assigned clinical course competencies will result in clinical suspension, until those clinically assigned course competencies are evaluated and passed. It is the ATS responsibility to work with the clinical course instructor to develop a plan to complete the course requirements. *Should an ATS fail to complete any assigned competencies for that semester, the ATS will not be allowed to continue the clinical course progression, and therefore, will be unable to progress in the ATEP.*

Clinical Education Supervision

Although one of the major goals of a clinical experience is for students to become autonomous in their skills & decision making, students should never confuse autonomy with unsupervised practice. Students will ALWAYS practice Athletic Training under the supervision of a UNC ACI or CI. Autonomy in practice by students refers to students becoming proficient to the extent that they collaborate in making and implementing decisions regarding the care of their patients. Students should work to become competent and comfortable in decision-making, but all care related decisions made by students must be reviewed with their supervisors prior to implementation. Clinical experiences will frequently involve student autonomy in activity and collaboration in decision-making, but students are never the primary care provider for a patient or team. To this end, it is wholly incorrect for a student to see themselves as “the athletic trainer” for a team or to look at his/her time in clinical experience as “covering” a practice or a game. Instead, clinical experiences must be seen from an educational perspective and the students must see themselves as being there to learn and to increase in skill and to develop an understanding for and appreciation of all aspects of the profession.

The University of Northern Colorado’s clinical athletic training education is a vital part of the athletic training student’s complete learning goals. Clinical education integrates the didactic knowledge from the classroom with the practical application of athletic training skill and critical decision making, under direct supervision, to develop the confidence and real world experience while adhering to the standards of supervision of clinical education set forth by CAATE. At no time should athletic training students work independently of their assigned ACI/CI, or make decisions without the collaboration of their ACI/CI, nor should supervision of an ATS be transferred to any person other than the assigned CI/ACI without the express written approval of the UNC ATEP program director. At no time will the athletic training student be viewed as a replacement of a certified athletic trainer (ATC).

CAATE supervision standards and guidelines are defined as follows:

Direct Supervision: Constant visual and auditory interaction between the student and the ACI must be maintained. The ACI/CI must be physically present for proficiency instruction and evaluation.

Supervision: Daily personal/verbal contact at the site of supervision between the athletic training student and the ACI/CI who plans, directs, advises, and evaluates the students' athletic training field experience. The ACI/CI shall be physically present to intervene on behalf of the athlete/patient.

Clinical Education: Clinical education represents the athletic training student's formal acquisition, practice, and ACI evaluation of the entry-level Athletic Training Clinical Proficiencies through classroom, laboratory, and clinical education experiences under the direct supervision of an ACI/CI.

Clinical Education Experience: Those educational opportunities within a clinical environment where clinical proficiencies are taught and evaluated by an ACI/CI.

Field Experience: includes experiential learning opportunities for the athletic training student under the direct supervision of an ACI/CI to practice and apply the entry-level Athletic Training Clinical Proficiencies in a clinical environment. Settings for these experiences typically include athletic training facilities, athletic practices and competitive events.

UNC Clinical Supervision Policy

The UNC ATEP does not support unsupervised clinical experiences nor are they considered part of the athletic training student's clinical educational experience. Athletic training students may not represent themselves as an athletic trainer or perform athletic training activities outside of their clinical experience. However, there may be unplanned times that an athletic training student is briefly unsupervised. During these uncommon times athletic training students will not engage in athletic training activities. At any time should an athletic training student find him/herself in an unsupervised situation he/she understands that he/she has the opportunity to act as a voluntary first aid provider, and can only provide first aid services, which will be viewed as non-compulsory. This voluntary opportunity may be refused by the athletic training student at any time. This refusal will have no detrimental effect on the athletic training student's clinical education.

At the beginning of each semester, all athletic training students will read, understand and sign the clinical education / practice agreement prior to being allowed to perform athletic training clinical experiences.

Guidelines for Students in Clinical Experiences

GENERAL GUIDELINES:

What follows are some general guidelines and expectations for clinical experiences. At the commencement of each clinical experience it is the responsibility of the ATS to clarify all guidelines and expectations with their specific clinical supervisor.

➤ *Professional Appearance, Attire, & Grooming:*

Good grooming and personal hygiene are essential for health care providers and usually is the basis for your patients' first impression of you. Along these lines, students should maintain a neat and professional appearance at all times during clinical experiences. Their appearance should not distract from the professional image they are trying to develop. Any jewelry should be minimal, professionally tasteful, and should not interfere with the performance of any clinical procedures or tasks. Extremes of appearance are to be avoided during clinical experiences. Students should be aware that clinical experiences require specific professional attire. Students are issued and have the opportunity to purchase UNC athletic training shirts and other gear. Only clothing that is UNC oriented or otherwise neutral in nature will be acceptable for clinical experiences. Certain clinical experiences (games, events, travel, etc.) will require a specific dress code that may vary from other clinical experiences. Students should clarify the dress code for each specific clinical experience with their clinical supervisor on or before the first day of the experience. Students who do not comply with the dress code for their clinical experience may be excused from the experience for the day. An ongoing pattern of inappropriate dress may be grounds for dismissal from the experience and/or ATEP. Be sure to clarify appearance expectations with your clinical supervisor prior to beginning each clinical experience.

On occasion, there will be opportunities for students to participate in extra events (e.g. Conference championships, tournaments, HS events, etc.). When these events are organized by UNC Athletics, you will be supervised by a UNC CI/ACI and the event is considered part of your clinical experience. In these situations, the usual dress code will be in effect. In the event that these extra events are not associated with a clinical experience (i.e. you are not being supervised by a UNC CI/ACI), then you are not functioning as a component of the UNC ATEP, nor are you functioning as an Athletic Training Student. You should NOT wear any UNC athletic training attire or any clothing that would identify you as an Athletic Training Student in these situations.



➤ *Professional Conduct:*

Among your first and most important goals in this program is to earn the professional respect of your patients, peers, and supervisors. This respect is key to developing a good rapport with patients, physicians, coaches, etc., key to obtaining recommendations that may lead to employment opportunities, and key to your ultimate professional success. This respect will never be earned without first demonstrating a strong sense of personal responsibility that goes hand-in-hand with being in a profession that places the well-being of others as its highest priority.

You need to demonstrate personal responsibility on a daily basis in this program. You can do so by, first, demanding excellence of yourself and second, demanding it from those around you. You must assume personal responsibility for your own success by seizing upon every available opportunity to grow and develop professionally and seeking out the quality opportunities that are less available. You must assume personal responsibility for the health and well-being of your patients by never compromising their quality of care or assuming someone else will make sure the patient gets the care that they need. You must assume personal responsibility for the quality and condition of your working environment by being meticulous about the upkeep of facilities and equipment. You must assume personal responsibility for getting the job done by never blindly assuming that someone else will take care of it. You must assume personal responsibility for your reputation and this program's reputation by never compromising on your professionalism and work-ethic. You must assume personal responsibility for your conduct in your classes, your clinical experiences, and in your personal life and recognize that all three will influence people's respect for you. You must assume personal responsibility for your mistakes by acknowledging them and learning from the constructive criticism that accompanies them. You must assume personal responsibility for maintaining the legacy of the students who went before you by working hard to be excellent rather than assuming you will be excellent simply because others who preceded you worked hard and became excellent.

➤ *Sound Judgment:*

As a healthcare provider, your ability to make sound judgments while under pressure is absolutely vital to your success and to your professional credibility. Anything that would cause the soundness of your judgment to be questioned will weaken your reputation. This is true of both your professional and personal judgment. On a professional level, you are held to a legal standard of care that involves acting in the manner that would be expected of a reasonable and prudent person with similar training. Part of this is practicing within the bounds of a student and not overstepping your bounds by engaging in unsupervised practice.

On a personal level, your judgment will be a significant factor in your ability to garner favorable recommendations, to open doors to new opportunities, and to earn the respect of your peers, patients, and supervisors. Do not make the mistake of thinking that your actions in your private life will not influence your professional life. The two are far more interrelated than many students realize. Your actions outside of your duties as an athletic training student can and do affect your future. Lapses in judgment such as alcohol or controlled substance law violations, poor conduct at professional meetings or alumni functions, inappropriate voicemail greetings or email addresses, posting embarrassing (or illegal activity) photos or information on publicly accessible websites (like *myspace* & *facebook*), etc. will cause your judgment to be questioned by your peers, your supervisors, your patients and your potential employers. If you demonstrate questionable judgment, you should not expect to receive favorable recommendations from your faculty nor should you expect the faculty to put their personal reputation or this program's reputation in jeopardy by creating special opportunities for you. If you want access to the kinds of opportunities that this program is known for creating, then earn them through your judgment and your work ethic.

➤ *Punctuality:*

Students are expected to be punctual for their classes and clinical experiences. Tardiness is not acceptable for practicing professionals and it is therefore not acceptable for students. Any instance of tardiness should be accompanied by an appropriate excuse. Outside jobs and student organization obligations are not an appropriate excuse for tardiness or absenteeism. An ongoing pattern of tardiness or absenteeism is ground for removal from a clinical experience and potentially for dismissal from the ATEP.

➤ *Care of Facilities and Equipment:*

All clinical experience locations have nice facilities and equipment for student use during classes, laboratories, and clinical experiences. These will remain nice only if EVERY student takes personal responsibility for their care and upkeep. If you don't take pride in maintaining what you have, you will not have it. For example: No cooler (or lid) should EVER be put away without being washed and disinfected. All patient care areas should be kept meticulously clean at all times. Gators, golf carts, etc. should be driven far more carefully than you drive your own car. All Athletic Training facilities should be treated like a hospital and not like a locker room. Supplies are expensive and should never be wasted. Access to our facilities and equipment should be closely monitored and problems reported immediately. You are not to take equipment of site without consent of your supervising athletic training (i.e. no coolers at your home).

A few general guidelines to follow:

1. if it needs done....YOU do it and don't assume someone else will
2. if you take it out....put it away when you are done
3. if you make it dirty....clean it up
4. if you used the last one....re-stock or tell your supervisor if we are out
5. if someone shouldn't be using something....don't let them have it
6. if you broke it....fix it or accept responsibility and tell your supervisor. We realize accidents happen.
7. if you haven't been trained to do it....don't do it without your supervisor's assistance
8. if you are unsure....ask your supervisor

➤ *Relations with Other Medical Professionals:*

Students should be very professional when interacting with physicians and other medical professionals. These interactions are very important to the clinical education of the student and they are to be actively sought out. Students are encouraged to ask questions when appropriate and to use appropriate professional jargon. Avoid using laymen's terms with professionals and avoid using jargon with patients.

➤ *Relations with Coaches:*

It is important that students learn to develop professional relationships with the coaches of teams with whom they are completing clinical experiences. Generally, your clinical supervisor will provide status reports to coaches although students will be required to do this on occasion as part of their education. You should discuss how to handle coaches' questions with your clinical supervisor. Generally, students' interactions with coaches should increase with each clinical experience. Occasionally such interactions can present difficulties. If a student has difficulty with a coach or athlete, he/she should make this known to the clinical supervisor immediately. Most problems can be easily resolved if approached early. Delay in dealing with a problem makes it more difficult to resolve.

➤ *Relations with Athletes:*

The student-athletes and patients at UNC and any of our affiliated clinical sites are your PATIENTS. They are NOT your peers, NOT your social group, and NOT your dating pool. They can sometimes be your friends, but YOU must maintain the boundaries of such friendships so that you do not compromise your professional relationship. You must earn the respect of your patients in order to be effective care providers to them. The person who is your drinking buddy or date will almost never trust you to be the person who takes care of their serious healthcare needs. Understand that the nature of your relationship with your patients is a professional one first and a friendship second. You are NOT in their chain of contact for emergencies and you ARE NOT PERMITTED to provide them care outside of your supervised role as a student. If a student athlete calls you personally to request care for a problem (whether it occurs in athletics or outside of athletics) you should advise them to seek care in an AT facility or in the emergency room as is appropriate and you should also notify your supervisor at the first opportunity to do so. You should never provide private "after hours" or "off the books" care that circumvents the healthcare plan that we have put in place for our student-athletes and patients. Doing so is both unethical and illegal.

➤ *Relations with Other Athletic Training Students:*

Romantic relationships with other ATS are discouraged. In the past, the breakup of some of these relationships has created a hostile atmosphere in clinical facilities where the students are assigned. Such an atmosphere is detrimental to the learning of students and delivery of patient care in the facility. Students creating a hostile environment will be removed from their clinical experience for the duration of the experience and this may lead to a failing grade in the Clinical Practicum in AT course.

- **Professional Respect & Differences of Opinion:**
It is foreseeable that students will have differences of opinion with other students or supervisors regarding patient care. In such cases, students should NEVER express to the athlete/patient their disagreement with the patient care or decisions of their peers, their supervisors or physicians. Instead, students should discuss disagreements privately with the other ATS, CI/ACI, or physician. Never argue in the presence of the patient – it only serves to undermine the patient’s confidence in both you and the other person. Likewise, students should show appropriate professional respect for their instructors, supervisors, physicians, coaches, patients, etc. Disrespectful behavior is unprofessional and may be grounds for removal from a clinical experience. An ongoing pattern of disrespectful behavior may be grounds for disenrollment from the major.
- **Harassment & Discrimination:**
Harassment of other students, athletes, staff, etc. is a severe breach of professional ethics. Harassment and discrimination can take many forms including but not limited to sexual harassment (including sexual preference discrimination), gender discrimination, racial/ethnic discrimination, religious discrimination, sport-based discrimination, socioeconomic discrimination, etc. Athletic Training must be a color blind and gender blind profession in terms of the quality of care provided. No form of harassment or discrimination will be tolerated and students engaging in such discrimination in classes or clinical experiences will be immediately removed from the experience. An ongoing pattern of harassment / discrimination may be grounds for dismissal from the ATEP.
- **Unethical & Criminal Activity:**
Students are expected to abide by the University’s Student Code of Conduct and by all laws of the State of Colorado. Student conduct violations may result in severe penalties including expulsion from the University. Violation of state laws can potentially result in a student becoming ineligible to obtain certification to practice Athletic Training. Any criminal activity may be grounds for dismissal, including those incorrectly perceived as “minor violations” by students. Violations such as drug/alcohol/tobacco violations, theft, and more severe crimes are all potential grounds for dismissal from the ATEP.
- **Removal from Clinical Experiences:**
Clinical supervisors have a primary responsibility to ensure the safety of and provide care for their patients. To this end, a clinical supervisor may remove a student from his/her clinical experience at any time for conduct that compromises the safety or care of the patient or others in the clinical site. Behaviors that are grounds for temporary removal from the clinical experience include but are not limited to confidentiality breaches, harassment, absenteeism or tardiness, malpractice / negligence, failure to fulfill responsibilities, or other activities that the supervisor deems as unsafe or inappropriate.

Students are removed from experiences on a temporary basis and may be reinstated. Removal from an experience for more than three days requires the concurrence of the Program Director and Clinical Coordinator. Students removed for the remainder of the term for disciplinary or patient safety reasons will not be reassigned to another clinical until the next experience cycle. Removal from a clinical experience will most certainly impact the clinical grade of the student, possibly to the extent that it requires repeating the course. Ongoing patterns of unsafe / unprofessional behavior may be grounds for dismissal from the ATEP.

Athletic Training Student “CEU” Requirements

GENERAL GUIDELINES:

As a component of each semester’s clinical course grade, each student will be required to complete a number of “CEU” outside of the associated clinical experiences. The number of hours is commensurate with the student’s semester level in the program.

- 1st Semester ATS requires 5 CEU’s
- 2nd Semester ATS requires 10 CEU’s
- 3rd Semester ATS requires 15 CEU’s
- 4th Semester ATS requires 20 CEU’s
- 5th Semester ATS requires 25 CEU’s

All semester CEU’s must be completed and submitted on the CEU Reporting Sheet by Monday of the semester’s final’s week at 5pm. Failure to complete or submit all CEU’s for the semester will result in a grade of 0 to be recorded for the CEU portion of the clinical course grade.

CEU CATEGORIES

CEU's can be obtained through activities in one of the approved categories. No more than 50% of the ATS CEU's can be obtained in any one category. No CEU's may be obtained from an activity outside of the approved categories without prior approval from the Program Director or Clinical Coordinator. The following are categories in which students can obtain "CEU's":

➤ *Extra Coverage:*

ATS who volunteer to assist an ACI with any coverage of an event that is outside of the clinical experience requirements of ATEP can obtain CEU's consistent with the ATS level of involvement

- 0-10 hours = 1 CEU
- 11-20 hrs = 2 CEUs
- 21-30 hrs = 3 CEUs
- 31-40 hrs = 4 CEUs
- 41-50 hrs = 5 CEUs

Every 10 additional experience hours will equate to 1 additional CEU. Experiences gained with someone other than a UNC CI/ACI must be approved prior to commencement of the experience before it can be submitted for CEU's

➤ *Professional Organizations:*

ATS who join/maintain membership in an approved allied health organization or student association can obtain CEU's. In addition, any attendance or involvement with any meeting or conference can also result in CEU's

- Each membership = 1 CEU
- Attendance of approved non-UNCATS conference/meeting = # CEU's consistent with BOC
- Service as committee chair/member or officer = 2 CEU's
- Attendance at **all** UNCATS meetings/functions for semester = 3 CEU's

➤ *Professional Development:*

ATS who are involved with any scholarship or professional development experiences including research, presentations, scholarships, grants etc. may obtain CEU's

- Involvement in research project or study = 1 CEU
- Presentation outside of scope of a course = 2 CEU's
- Application for a scholarship or grant = 1 CEU
- Awarded a scholarship or grant = 1 CEU

ATEP Evaluations

Throughout the course of the ATEP, all aspects will be regularly evaluated to determine to effectiveness and quality of the educational delivery of the program. ATS will be evaluated on their performance at the end of each five (5) week clinical rotation. They will also be evaluated at the end of each semester to determine their readiness to progress in the program. CI/ACI as well as the clinical rotation sites will also be evaluated at the end of each five (5) week rotation to determine the overall quality of the education delivered by the CI/ACI as well as the appropriateness and quality of the clinical site. Upon completion of the ATEP, graduating students will have the opportunity to evaluate the ATEP as a whole. The quality of both the didactic and clinical portions will be assessed to determine their overall effectiveness in preparing the graduate for successful completion of the BOC exam. Following each graduates first year of employment after graduation, both the graduate and the graduate's employer will have the opportunity to evaluate the ATEP in terms of its ability to prepare the graduate for successful employment and practice as an athletic trainer. Copies of all evaluation tools can be found in the Appendices section of this handbook as well as on the ATEP website at www.unco.edu/uncats.

ATEP Retention and Review Committee

The ATEP Retention and Review Committee (RRC) is charged with handling all issues associated with progression, retention, probation, and dismissal of ATS. It will also serve as a steering committee to help guide and direct the program towards fulfillment of its mission and goals. This committee will be made up of all ATEP faculty, one (1) non-ATEP faculty member in the School of SES, and two (2) current UNC ACI. The committee will convene whenever necessary.



Progression / Retention in the ATEP

In order to be automatically retained and progressed in the ATEP each semester all ATS must:

- Make normal academic progress
- Maintain a cumulative GPA of at least 2.80
- Complete all required ATEP courses with a grade of "C" or higher.
- Observe and practice all policies and procedures of the ATEP
- Maintain current certification in First-Aid and CPR for the Professional Rescuer (or equivalent)
- Display strong personal qualities and demonstrate appropriate behavior and maturity on campus as well as within the community such that the ATEP and the University are well represented

PROBATION CRITERIA:

Should a student fail to meet any of the criteria listed above, he/she will be called before the RRC and placed on probation. Students placed on probation will be given specific conditions which must be met to remove their probationary status. Students who incur more than one cause for probation in the same semester OR who incur an additional violation while on probation may be recommended to the RRC for disenrollment from the ATEP.

DISENROLLMENT CRITERIA:

Should a student blatantly violate any ATEP policy or procedure, or any of the above progression criteria, he/she may be called before the RRC for potential disenrollment from the ATEP. Any ATS placed on probation that fails to meet the conditions set forth by the RRC to remove their probationary status will also be called before the RRC for potential disenrollment.



Athletic Training Education Program

ATS: _____

Semester: _____

Clinical Education Supervision / Practice Agreement Form

This agreement is to make clear to the athletic training student that unsupervised clinical athletic training experiences, (when an ACI/CI is not physically able to intervene, and there is no direct auditory or visual contact with the ATS) is not part of the ATEP clinical educational experience, is purely voluntary and non compulsory, and is contrary to CAATE Standards and Guidelines. Therefore, no athletic training student can be present where there is not direct auditory and visual supervision by a UNC ACI/CI. Should a student choose to volunteer to be present in an unsupervised situation, they must understand that they are not considered an athletic training student, are not functioning as a component of the ATEP and are not covered by University liability insurance. The unsupervised student may only perform tasks and procedures that are consistent with those tasks of a first responder/ first-aid provider and/or a qualified coach. Supervision can not be provided by any person other than the assigned ACI/CI without the express written permission of the UNC ATEP program director.

As defined above, unsupervised students may not perform any unsupervised athletic training duties including, but not limited to:

- Application of therapeutic modalities such as electrical stimulation or ultrasound
- Distribution of over-the-counter medication
- Evaluation of injury or illness other than for EMS referral
- Prescription of therapeutic exercise programs
- Decision making regarding return to play, or application of taping or bracing techniques to allow for return to play

I have read and understand the guidelines and requirements of unsupervised athletic training activities by a student in the absence of a UNC ACI/CI, and agree to abide by all of the outlined policies and procedures. Failure to abide by these guidelines, the policies and procedures, and the NATA Code of Ethics may result in discipline and possible dismissal from the clinical program.

Athletic Training Student

Date

Approved Clinical Instructor

Date

Program Director

Date

TECHNICAL STANDARDS FOR ADMISSION

The athletic training educational program at the University of Northern Colorado is a rigorous and intense program that places specific requirements and demands on the students enrolled in the clinical program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set for the by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry – level athletic trainer, as well as meet the expectations of the program’s accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). All students admitted to the University of Northern Colorado’s Clinical Athletic Training Program must meet the following abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Compliance with the program’s technical standards does not guarantee a student’s eligibility for the BOC certification exam.

Candidates for selection to the University of Northern Colorado’s Athletic Training Education Program must demonstrate:

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

Candidates for selection to the athletic training educational program will be required to verify they understand and meet these technical standards, or that they believe that, with certain accommodations, they can meet the standards. The University of Northern Colorado’s disability access center will evaluate a student who states that he/she could meet the program’s technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether the accommodations requested are reasonable, taking into account whether the accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all course work, clinical experiences and internships deemed essential to graduation.

- I certify that I have read and understand the technical standards for selection listed above.
- I believe to the best of my knowledge that I meet each of these standards without accommodation.
- I understand that if I am unable to meet these standards I will not be admitted into the program.
- I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations.
- I will contact the University of Northern Colorado’s disability access center to determine what accommodations may be available.
- I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

Signature of Applicant: _____ Date: _____

Signature of Physician: _____ Date: _____

Appendix III: CEU Reporting Form

UNIVERSITY of
NORTHERN COLORADO



Athletic Training Education Program

ATS: _____

Semester: _____

CEU Reporting Form

Category	Description of activity	Date(s)	CEUs
Extra Coverage			
Professional Organizations			
Professional Development			
Total			

Appendix IV: CEU Verification Form



Athletic Training Education Program

ATS: _____

Semester Level: 1 2 3 4 5

CEU Category: Extra Coverage Professional Organizations Professional Development

Brief description of activity including type of activity, location, date(s), amount of involvement:

CEU's earned: _____

Supervisor: _____

or attach any associated certificate, registration information, or other proof of completion