



UNIVERSITY OF
NORTHERN
COLORADO

Athletic Training Program

**Athletic Training Student Handbook
2024 - 2025**

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INTRODUCTION

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

MISSION

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

GOAL

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

OUTCOMES and OBJECTIVES OF THE ATP

- **Outcome 1:** Demonstrate academic competency and clinical proficiency within the domains of athletic training.
 - ✓ Objectives:
 - Students will critically analyze and apply the practical knowledge and skills in management of injuries to active individuals of diverse population.
 - Students will critically analyze and apply the practical knowledge and skills in management of illnesses in active individuals, of diverse populations.
 - Students will critically analyze and apply the practical knowledge and skills in athletic training organization & administration.
- **Outcome 2:** Synthesize knowledge of basic science, research methodology, and evidence based research related to athletic training, to answer clinical questions and guide clinical practice.
 - ✓ Objectives:
 - Student will develop answerable clinical questions relevant to injuries and illnesses in active individuals of diverse populations.
 - Students will access and successfully interpret healthcare related data.
 - Students will apply sound evidence to implement safe and effective clinical practice.
- **Outcome 3:** Model culturally competent, inter-professional interaction within the health care community.
 - ✓ Objectives:
 - Students will effectively communicate with all patients using verbal, written, and technological communication skills necessary for success in clinical practice.
 - Students will interact with health care professionals other than athletic trainers while demonstrating appropriate professional behaviors.
 - Students will collaborate with health care professionals from multiple disciplines to provide appropriate patient care and develop appropriate inter-professional attitudes.
- **Outcome 4:** Engage in the field of athletic training or be prepared for graduate study.
 - ✓ Objectives:
 - Students will successfully complete the BOC exam process.
 - Students will develop professional attributes consistent with a practicing athletic trainer.
 - Students will obtain employment as an athletic trainer upon graduation.
- **Outcome 5:** Provide comprehensive educational experiences that are effective in preparing the graduate to enter the profession of Athletic Training.
 - ✓ Objectives:
 - The program will demonstrate high quality of didactic instruction in all AT courses.
 - The program will demonstrate high quality of clinical instruction in all clinical experiences.

ACADEMIC PROGRAM

Overview

The UNC ATP is housed in the Department of Kinesiology, Nutrition, & Dietetics (KiND) in the College of Natural and Health Sciences (NHS), culminating in the awarding of a Master of Science in Athletic Training degree. Admission into the ATP is selective and competitive. The ATP 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 ATP 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 ATP. 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 ATP 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 2026, is the longest standing athletic training program in the state of Colorado.

Admission Requirements

ADMISSION CRITERIA:

Admission to the AT Program only occurs in the Fall semester of each school year. The priority deadline for applications is February 1 of each year, however applications will continue to be reviewed beyond that date until program capacity is reached. Following admission, the student must complete five (5) consecutive and sequential semesters in order to complete the program. Acceptance into the AT Program is a competitive process. Admission requirements over and above admission to UNC Graduate School are required. AT program admission requirements include:

- In addition to applying to the Graduate School, complete the ATCAS application process. This process will include submission of multiple documents including, but not limited to a resume, writing samples, and personal statements.
- Prerequisite courses completed, at the post-secondary level, with a grade of C or better, or in progress at the time of application to the program:
 - General Biology course with lab
 - General Chemistry course with lab
 - General Physics course with lab
 - Human Anatomy & Physiology I with lab
 - Human Anatomy & Physiology II with lab
 - Principles of Psychology
 - Principles of Nutrition
 - Biomechanics
 - Exercise Physiology
- 2 letters of recommendation
- An interview (to be scheduled after the application review)

Upon admission offer, students will be required to complete a physical exam by a physician of their choice; show proof of immunization for hepatitis B, measles, mumps, rubella, tetanus, and diphtheria; and attest that they meet the technical standards established by the program and by the University's Disability Resource Center.

TECHNICAL STANDARDS FOR ADMISSION:

The UNC program 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 forth by the ATP establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry – level athletic trainer, as well as meet the expectations of the program's accrediting body. All students admitted to the ATP must read, understand, and agree to the technical standards document. The technical standards document can be found in Appendix II of this handbook as well as on the program website.

TRANSFER STUDENTS:

Students transferring from other institutions are encouraged to apply to the AT Program through the UNC Graduate School application. To be eligible for admission, transfer students must meet all of the admission requirements described above. Any AT program required courses completed at other institutions other than prerequisite coursework will not be accepted at this institution. To ensure that you are eligible to apply for admission, students are encouraged to meet with the AT Program faculty prior to transfer to the University. In most cases, transfer students will be admitted into a new cohort of students and must complete the full five (5) semester AT Program. Each transfer situation will be evaluated on a case-by-case basis.

APEALS PROCESS:

Consistent with the policy of the UNC Graduate School, students denied admission must reapply to be considered again for admission to the program. There are no appeals of denied admission. Denied admissions are final. There is no limit to the number of times a student may apply to the program.

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 ATP 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 Credits – 36 hours

- AT 500 Foundations of Athletic Training (3)
 - AT 501 Foundations of Athletic Training II (2)
 - AT 510 Techniques in Athletic Training I (2)
 - AT 511 Techniques in Athletic Training II (3)
 - AT 520 Physical Examination I (3)
 - AT 521 Physical Examination II (2)
 - AT 530 Therapeutic Interventions I (2)
 - AT 531 Therapeutic Interventions II (2)
 - AT 540 Diagnosis and Management of General Medical Conditions (4)
 - AT 550 Administrative Concepts in Athletic Training (3)
 - AT 560 Health Promotion, Wellness, and Performance Enhancement (3)
 - AT 591 Seminar in Athletic Training (2)
 - SES 602 Introduction to Research in Sport & Exercise Science (3)
- AT 591: Take 4 hours*

Supervised Clinical Practicum - 18 hours

- AT 592 Clinical Immersion in Athletic Training (3-6)
 - AT 593 Clinical Practicum in Athletic Training I (1)
 - AT 594 Clinical Practicum in Athletic Training II (2)
- AT 592: Take 15 hours*

SAMPLE PLAN OF STUDY

This is a sample schedule and your specific course schedule may potentially be different. See your advisor for help in putting together your individual plan of study. The ATP is designed to be completed by full-time students in five (5) consecutive semesters. Students who wish to deviate from the usual sequence must first petition both their advisor and the ATP 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.

Fall	Spring Year One	Summer
AT 500 - Foundations of Athletic Training I (3)	AT 501 - Foundations of Athletic Training II (2)	AT 540 - Diagnosis & Management of General Medical Conditions (4)
AT 510 - Techniques in Athletic Training I (2)	AT 511 - Techniques in Athletic Training II (3)	SES 602 - Introduction to Research in Sport & Exercise Science (3)
AT 520 - Physical Examination I (3)	AT 521 - Physical Examination II (2)	AT 592 - Clinical Immersion in Athletic Training (3)
AT 530 - Therapeutic Interventions I (2)	AT 531 - Therapeutic Interventions II (2)	
AT 593 - Clinical Practicum in Athletic Training I (1)	AT 594 - Clinical Practicum in Athletic Training II (2)	
Year Two		
AT 550 - Administrative Concepts in Athletic Training (3)	AT 560 - Health Promotion, Wellness, and Performance Enhancement (3)	
AT 591 - Seminar in Athletic Training (2)	AT 591 - Seminar in Athletic Training (2)	
AT 592 - Clinical Immersion in Athletic Training (6)	AT 592 - Clinical Immersion in Athletic Training (6)	

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* and *Clinical Immersion in Athletic Training* course sequences and academic credit hours are earned for them. These courses include both clinical education, in the form of 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. As such, students may not receive any monetary remuneration (excluding scholarships) during their clinical education experiences.

CLINICAL EXPERIENCE:

As a component of each course in the Clinical Practicum portion of the program (AT 592, 593, & 594), students obtain clinical experience in an amount and frequency consistent with each course as identified in the respective course syllabus. In any clinical experience, students are required to be given 1 day per week off from clinical experiences. Students will log their hours each week using ATrack Online and those hours will be reviewed weekly by the Clinical Education Coordinator. It is the responsibility of the student to regularly and accurately log those hours in which they are engaged in supervised clinical experiences. If a student is consistently logging hours per week below or in excess of an appropriate amount consistent with the expectation of the course, the student and their preceptor will be notified and adjustments to the student’s clinical hours must be made. Likewise, should a student not be given at least one day per week away from clinical experiences, the student and preceptor will be notified and accommodations must be made at the direction of the Clinical Education Coordinator &/or the Program Director.

These experiences will provide the athletic training student an opportunity for the practical application of athletic training knowledge and skills, under the direct supervision of a preceptor. The minimum time period to complete the clinical experience requirements is 5 consecutive semesters.

CLINICAL ROTATIONS:

Student will be assigned a clinical experience by the Clinical Education Coordinator. Those experiences will be assigned in a manner that ensures that a student get a well-rounded experience during the program and is exposed to the totality of care provided by an Athletic Trainer in a multitude of clinical setting and with a diverse patient population. All clinical experience rotations are subject to change at any time and are at the discretion of the Clinical Education Coordinator.

Clinical Experience Student Requirements/Anticipated Costs

In order to ensure the protection of both the Athletic Training Student (ATS) and the patients that they will come in contact with during clinical experiences, the following items must be provided to the Clinical Education Coordinator (CEC).

- Signed Technical Standards Form
- Completed Health Center Clearance Form
- Proof of current Emergency Cardiac Care certification
- Proof of current approved Student Liability Insurance policy coverage
- Proof of completion of current blood borne pathogen / communicable disease policy education and training
- Completed Clinical Supervision Agreement Form
- Completion of Clinical Site Orientation Form

No engagement in any clinical experiences may begin until all items have been satisfactorily provided and both the student and preceptor are notified by the CEC that clinical experiences may commence.

TECHINICAL STANDARDS FORM:

The technical standards document can be found in Appendix II of this handbook as well as on the program website. By signing the document, the student verifies that they can meet all of the technical standards with or without accommodations. Should accommodations be required in order to meet any of the technical standards, the student must notify both the program and the University’s Disability Resource Center (DRC). Upon notification, DRC will follow their internal processes in order to validate the need for accommodations as well as to determine the appropriate accommodations, if any are possible. Should a student’s health status change such that the student, with or without accommodations, cannot meet any of the technical standards, the student must notify the program immediately and the aforementioned involvement of DRC will occur.

HEALTH CENTER CLEARANCE FORM:

The program requires you to provide a signed copy of this form at the start of the program in order for you to provide evidence that you have obtained all required immunizations. These immunization requirements are for the protection of both you and the patients you will come in contact with. This form must be taken to the UNC Student Health Center where they will review all of your required immunizations and will sign the form if all is in order. If the UNC Student Health Center does not have record of any of the listed immunizations, you will need to either provide them evidence or get those immunizations completed before they will sign that form. You can get any immunizations from any provider. If you choose to go to somewhere other than the UNC Student Health Center for any missing immunizations, be sure to get a copy of verification of the immunization to provide to the Student Health Center. The Student Health Center charges a \$25 administrative fee for reviewing this form. This fee is set by the Student Health Center and is

consistent with all other health care programs on campus. Please see www.unco.edu/shc/immunization/immune.htm for more information regarding the University immunization requirements.

PROOF OF 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 disenrollment from the education program. Costs (approximately \$50 per certification need, depending on the provider) associated with certification are the responsibility of the student.

STUDENT LIABILITY INSURANCE POLICY COVERAGE:

The program requires all students to have and maintain Student Liability Insurance that covers your activities as an ATS. Information regarding where to find appropriate policies can be found at <http://www.unco.edu/uncats/clinical.htm#insurance>. If you wish to choose an insurance option that is not listed, it must be approved by the program as acceptable. The premium for most student policies is typically around \$40 for a 1 year term, with discounts available for members of the NATA, as well as multi-year term discounts. Costs associated with insurance are the responsibility of the student. Before you can begin clinical experiences, you must provide the program with a copy of proof of insurance.

CURRENT BLOOD BORNE PATHOGEN / COMMUNICABLE DISEASE POLICY EDUCATION AND TRAINING:

A communicable disease is defined as a disease that may be transmitted directly or indirectly from one individual to another. Diseases such as streptococcus and influenza can be spread by discharge from nose or throat, either by droplet through the air, or by contact with objects contaminated by these discharges. Thus, they can be spread by casual contact such as that which occurs in a school setting or healthcare environment. Athletic Training Students who are diagnosed by a medical professional with a communicable disease that may be transmitted by casual contact should immediately notify the Clinical Coordinator as well as their direct clinical preceptor. The student shall not report to their clinical assignment until cleared by a physician.

In compliance with the Occupational Safety & Health Administration (OSHA) and the Center for Disease Control (CDC) recommendations, all involved in the UNC ATP are expected to follow and abide by the policies and procedures outline in the University office of Environmental Health & Safety's Biological Safety Manual when dealing with blood and bodily fluids. This manual can be found at www.unco.edu/facility/EHS/Procedures/Environmental/environmental.html. 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 or prospective student may engage in any clinical experiences, including observational experiences unless they have been adequately educated about the University's 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. The initial training for all students occurs as a component of AT 510 and must be completed prior to any clinical education experiences. Annual re-training for all continuing students will occur in August of each year at the start of the Fall semester as a component of AT 591.

Post Exposure Plan and Follow up

If students follow the prevention guidelines as presented in BBP training, an exposure incident to a BBP should be a rare event. However, if the student does have an exposure incident, it is important to remember that prompt action is important and may be critical for the effectiveness of prophylactic treatment which must be administered within a specific time period.

- If contact with blood or other potentially infectious material occurs on skin with cuts, rashes, acne or dermatitis, wash the area for 10 minutes with soap and water.
- If blood or other potentially infectious material splashes in the eyes or on mucus membranes, flush the area for 15 minutes with water or normal saline.
- After this immediate action, the student should immediately notify their preceptor, program director and/or CEC and complete the Post Exposure Plan Form (see Appendix).
- Obtain medical attention at the UNC student health center located in Cassidy Hall. If the UNC Student Health center is closed, medical attention should be obtained through North Colorado Medical Center.
- The Program Director and/or CEC will contact the UNC Environmental Health and Safety Department.

CLINICAL SUPERVISION AGREEMENT FORM:

This form is an agreement between you, your preceptor, and the program, that identifies the expectations for clinical supervision. This document must be signed by all parties listed before clinical experiences can begin.

CLINICAL SITE ORIENTATION FORM:

This form is an agreement between you, your preceptor, and the program, that describes all the required and recommended clinical site elements that a student must be oriented to. This document must be signed by all parties listed before clinical experiences can begin.

ATRACK ONLINE ACCESS:

The UNC ATP has chosen to utilize ATrack Online as its athletic training student tracking program. As such, all necessary hour logs, evaluation tools, clinical proficiency test data and other programmatic data will be entered and stored there. Students are

required to have access to their individual account. Costs associated with access to ATrack are covered by course fees associated with AT 593.

TRAVEL TO CLINICAL & AFFILIATE SITES:

It is the responsibility of the student to provide for transportation to and from all clinical experiences. Costs associated with that transportation will be the responsibility of the student. Every effort will be made to avoid travel-related costs that place undue burden on the student.

During the first year of the program, all clinical experiences will take place on the UNC campus and/or at local affiliate clinical sites within 20 miles of campus. The costs associated with travel to affiliate sites is typically \$50 or less for a given semester.

During the second year of the program, the student and program work to arrange immersive clinical experience sites that align with each individual student's professional goals. As such, given the individualized nature of those experiences, there were be large variability in cost associated with travel to those immersive experiences.

The program will work with students to ensure that all travel-related costs associated with all clinical experiences are known to the student and that the student agrees to assume those costs in advance of the assignment of that experience.

ADDITIONAL COSTS:

The ATP will assume the majority of the costs associated with supplies essential to the educational process. However, there may be costs associated with other items including but not limited to textbooks and related materials, appropriate clothing, personal supplies & equipment (fanny packs, scissors, etc.), memberships to affiliate organizations, and other identified requirements of a clinical site (background checks, immunizations, etc.). Those costs will be the responsibility of the student. The specific amount for a given student is dependent upon the specific desires of the student. On average, students may be required to assume approximately \$200 per academic year in miscellaneous additional costs.

THERAPEUTIC EQUIPMENT SAFETY POLICY:

The UNC 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 UNC 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. UNC 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.

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 preceptor. 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 preceptor 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 the CAATE. At no time should athletic training students work independently of their assigned preceptor, or make decisions without the collaboration of their preceptor, nor should supervision of an ATS be transferred to any person other than the assigned preceptor without the express written approval of the UNC ATP 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:

Supervision: Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision must also occur in compliance with the state practice act in which the student is engaging in patient/client care.

Clinical Education: Clinical education is a broad umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: athletic training clinical experiences, simulation, and supplemental clinical experiences.

Athletic Training Clinical Experience: These experiences involve direct client/patient care guided by a preceptor who is an athletic trainer or physician. Athletic training clinical experiences are used to verify students' abilities to meet the curricular content standards. When direct client/patient care opportunities are not available, simulation may be used for this verification.

Supplemental Clinical Experience: These experiences involve learning opportunities supervised by health care providers other than athletic trainers or physicians.

Simulation: This is an educational technique, not a technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.

UNC Clinical Supervision Policy

The UNC ATP 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 supervised clinical education. 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.

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 University's HIPAA policy (<http://www.unco.edu/ship/main/PDFs/HIPAA%20Policy.pdf>) and FERPA policy (<http://www.unco.edu/regrec/FERPA/Index.html>).

At the beginning of each semester, all athletic training students will read, understand and sign the clinical experience agreement form prior to being allowed to perform athletic training clinical experiences. By signing this form, it is understood that the student agrees to comply with this policy and all HIPAA & FERPA regulations referenced in the above documents/policies.

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. For example, facial piercings are considered inappropriate with the exception of a single set of tasteful & unobtrusive earrings for females. The decision on professional appropriateness of appearance is made solely at the discretion of the Program Director. 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 appearance, attire, grooming, or dress code for their clinical experience will be excused from the experience for the day. An ongoing pattern of inappropriate dress may be grounds for dismissal from the experience and/or ATP. Be sure to clarify appearance expectations with your clinical supervisor & /or the Program Director 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 preceptor 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 preceptor), then you are not functioning as a component of the UNC ATP, 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 *twitter* & *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 or absenteeism 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 ATP.

➤ *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/Patients:*

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, preceptors, or physicians. 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 ATP.

➤ *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 ATP.

➤ *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 breeches, 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 ATP.

Evaluation Aspects of the ATP

GENERAL GUIDELINES:

All aspects of the ATP will be regularly and consistently evaluated in order to improve both the quality of the educational process and the quality of the student engaged in that process. All evaluative tools will be administered using ATrack Online. As such all involved in the program must have access to an ATrack Online account.

END OF EXPERIENCE STUDENT EVALUATIONS:

A component of the student's grade in each of the Supervised Clinical Practicum courses (AT 592, 593, & 594) involves the student's performance in the clinical experiences and thus is evaluated by the preceptor that supervised that experience. At the completion of experience, the preceptor will evaluate each student that was under their supervision. Preceptors will evaluate various athletic training knowledge and skill aspects of each student using a 5 point scale. Likewise, the preceptor will evaluate various personal characteristics of the student using the same 5 point scale. Finally, a "pass/fail" grade will be assigned to the student in each of 5 categories, using a rubric provided.

END OF EXPERIENCE PRECEPTOR & CLINICAL SITE EVALUATIONS:

At the completion of each clinical education experience, the ATS will evaluate both the preceptor that supervised their clinical experiences and the site at which that experience took place. Students will evaluate the quality of the experience provided by the preceptor and the quality and value of the clinical site. This information will be summarized and presented to each preceptor at the end of each semester so that useful information can be incorporated into future clinical situations.

END OF SEMESTER EVALUATION:

At the completion of each semester, the ATS will meet with the program director, the clinical education coordinator, and all preceptors from the semester during which the semester will be reviewed. At that time, recommendations for progression in the program will be made. The ATS will be provided with a summary document explaining the actions taken.

PROGRAM COMPLETION, ALUMNI, & EMPLOYER EVALUATIONS:

Upon completion of the ATP, graduating students will have the opportunity to evaluate the ATP 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 ATP in terms of its ability to prepare the graduate for successful employment and practice as an athletic trainer.

Record of all program related evaluation forms will be housed in the program's account on ATrack. Copies of all evaluation tools can be found in the Appendices section of this handbook as well as on the ATP website.

ATP Retention and Review Committee

The ATP 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 ATP core faculty, one (1) non-ATP faculty member in the Department of KIND, and two (2) current UNC Preceptors. The committee will convene whenever necessary.

Progression / Retention in the ATP

In order to remain in good standing and be automatically retained and progressed in the ATP each semester all ATS must:

- Make normal academic progress
- Maintain a cumulative GPA of at least 3.0
- Complete all required ATP courses with a grade of “C” or higher.
- Observe and practice all policies and procedures of the ATP
- Maintain current certification in Emergency Cardiac Care (ECC) at a level consistent with those approved by the BOC
- Display strong personal qualities and demonstrate appropriate behavior and maturity on campus as well as within the community such that the ATP and the University are well represented

Should a student fail to meet any of the criteria listed above, he/she will be called before the ATP Retention & Review Committee (RRC).

PROBATION CRITERIA:

Students may be placed on probation by the RRC for failure to meet any of the above listed criteria. Students placed on probation will be given specific conditions that 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 ATP.

DISENROLLMENT CRITERIA:

Should a student blatantly violate any ATP policy or procedure, or any of the above progression/retention criteria, he/she may be called before the RRC for potential disenrollment from the ATP. 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.

Student Grievance Policy

The program realizes that misunderstandings and disagreements may arise during the course of a student’s enrollment in the program. Initially, disagreements, complaints, misunderstandings and grievances directly associated with the Athletic Training student’s commitments or involvement in the program can be resolved by using informal discussion, exchanges, counseling, persuasion, and other informal procedures. It is the intent of this policy to maximize these informal procedures so long as such measures prove effective.

FORMAL PROCEDURES:

The formal procedural provisions of this policy should be set in motion only when the informal procedures prove to be or manifestly will be ineffective. It is expected that the great majority of cases will be handled in accordance with informal procedures.

The student may file a formal complaint, in writing, with the Program Director. If the complaint involves the Program Director, the complaint should be filed with the Chair of the Department of KIND. Such complaint shall state the name, address, phone number, and email address of the complainant, the names, times, places of persons and/or events surrounding the subject of the complaint, and the substantial nature of the problem, so as to fairly apprise the Program Director or Department Chair of the facts and/or parties incident to the complaint. The RRC will then convene to review the complaint and will take appropriate action.

Should the student have an academic grievance that falls under the purview of the University Academic Appeals procedure (outlined in the University Board Policy Manual, p. 36), the procedures outlined in that manual must be followed instead.

Clinical Athletic Training Program Clinical Experience Agreement



NAME: _____

Personal Information:

Local Address:

Phone:

Bearmail Address:

Emergency Contact:

Name & Relationship:

Address:

Phone:

In order to ensure the protection of both the Athletic Training Student (ATS) and the patients that they will come in contact with during clinical experiences, the following items must be provided to the Clinical Education Coordinator (CEC).

- Signed Technical Standards Form
- Completed Health Center Clearance Form
- Proof of current Emergency Cardiac Care certification
- Proof of current approved Student Liability Insurance policy coverage
- Proof of completion of current blood borne pathogen / communicable disease policy education and training
- Completed Clinical Supervision Agreement Form
- Completed Clinical Site Orientation Form

No engagement in any clinical experiences may begin until all items have been satisfactorily provided and both the student and preceptor are notified by the CEC that clinical experiences may commence.

Clinical Experience Agreement:

I have read, understand, and agree to abide by all policies, procedures, and guidelines identified in the current version of the Student Handbook (as posted on the program website). I have provided the PD all requested materials and will not engage in any clinical experience until I have been notified that I am cleared to do so by the PD.

ATS Signature: _____

Date: _____

PD Clearance:

The above listed student has satisfactorily provided all requested materials and is cleared to begin clinical education experiences associated with the AT program.

PD Signature: _____

Date: _____

TECHNICAL STANDARDS FOR ADMISSION

The Athletic Training 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 forth by the Athletic Training 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 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: _____

Clinical Athletic Training Program
Health Center Clearance



UNIVERSITY OF
NORTHERN
COLORADO

Athletic Training Program

NAME: _____

BEAR NUMBER: _____

TODAY'S DATE: _____

Immunizations:

MMR (Measles, Mumps, Rubella) - Completed series (dates): MMR Dose #1 _____

MMR Dose #2 _____

OR

Date of Positive Titer: _____

TDAP (Tetanus/Pertussis) - required every 10 years or less: Date Given: _____

Hepatitis B Vaccine - Completed Series (dates): Hep B Dose #1 _____

Hep B Dose #2 _____

Hep B Dose #3 _____

OR

Date of Positive Titer (HbsAB) : _____

Varicella (Chicken Pox) - Completed Series (dates): Varicella Dose #1 _____

Varicella Dose #2 _____

OR

Date of Positive Titer: _____

OR

Signed Physician statement verifying disease on file:

Tuberculin Skin Test (TB/PPD) Date PPD given: _____

Date Read: _____

Results: _____ mm (must be documented in mm)

If Positive, Date of Chest X-Ray: _____

Results: _____

****After initial clearance received by the Clinical Athletic Training program, a yearly PPD is required (unless hx of positive PPD). The student may have the PPD done at a place of convenience. However, if it has been greater than 12 months since last PPD, a 2-step MUST be done. The student must present a copy of yearly PPD to the Clinical Athletic Training program.**

Temporary Clearance Given:

Temporary clearance given ONLY for finishing vaccine series (i.e. Hep B or MMR. All other requirements must be met)

Reason for Temporary Clearance: _____

Date Temporary Clearance expires: _____

Provider Signature: _____

FINAL CLEARANCE:

(Final clearance given ONLY when all above requirements are met)

Student Signature: _____

Date: _____

Provider Signature: _____

Date: _____



UNIVERSITY OF
**NORTHERN
COLORADO**

Athletic Training Program

ATS: _____

Semester: _____

Clinical Education Supervision / Practice Agreement Form

Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student’s knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision must also occur in compliance with the state practice act in which the student is engaging in patient/client care.

This agreement is to make clear to the athletic training student that unsupervised clinical athletic training experiences, is not part of the ATP 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 supervision by a UNC preceptor is not in place.

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 AT program 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 preceptor without the express written permission of the UNC AT 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 preceptor, 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 AT program.

Athletic Training Student

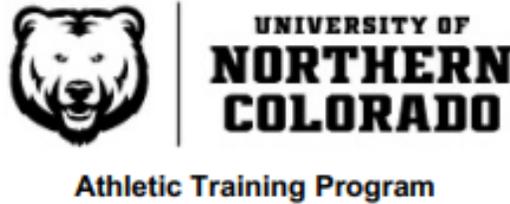
Date

Preceptor

Date

Program Director

Date



ATS: _____

Semester: _____

Clinical Site Orientation Form

The program must ensure that each student is oriented to the policies and procedures of the clinical site at which they are gaining experiences. This orientation must occur at the start of the experience and before a client/patient encounter at the site.

As defined above, the Athletic Training Student **MUST** be oriented to the following:

- Critical incident response procedures
- Blood-borne pathogen exposure plan
- Communicable and infectious disease policies
- Documentation policies and procedures
- Patient privacy and confidentiality protections
- Plan for clients/patients to be able to differentiate practitioners from students

In addition, the student **SHOULD** be oriented to the following:

- Appropriate/acceptable means of communication between the student and preceptor
- Appropriate/acceptable appearance guidelines to include things such as dress, grooming, or other physical appearance elements
- Expectations relative to the student's role in patient/client care
- Expectations relative to the student's goals and methods of assessment of those individual goals
- Any clinical site-specific orientation, expectations, requirements, policies, or procedures not included in the above

We, the undersigned, agree that appropriate orientation, as defined above, has occurred between the preceptor and the student. This orientation has taken place prior to any client/patient encounters at this site.

Athletic Training Student

Date

Preceptor

Date

Clinical Education Coordinator

Date