

**Entry-Level Master's**

**ATEP**

**Athletic Training Education Program**

*Professionalism, Integrity, Accountability*



**UNCG**

**Student Handbook**

**2008-2009**

## TABLE OF CONTENTS

<b>i.</b>	<b>Introduction</b>	<b>4</b>
<b>ii.</b>	<b>Declaration of Understanding</b>	<b>5</b>
<b>iii.</b>	<b>Professional Conduct and Confidentiality Agreement</b>	<b>5</b>
<b>iv.</b>	<b>General Information</b>	<b>6</b>
<b>v.</b>	<b>Mission Statement</b>	<b>7</b>
<b>vi.</b>	<b>Program Goals &amp; Objectives</b>	<b>7</b>
<b>vii.</b>	<b>Accreditation Status</b>	<b>9</b>
<b>viii.</b>	<b>Program Personnel</b>	<b>10</b>
<b>ix.</b>	<b>Foundational Behaviors of Professional Practice</b>	<b>12</b>
<b>x.</b>	<b>Technical Standards</b>	<b>14</b>
<b>xi.</b>	<b>General Academic Policies &amp; Procedures</b>	<b>17</b>
<b>xii.</b>	<b>Application &amp; Admission Procedures</b>	<b>18</b>
	<b>a. Application Requirements</b>	<b>18</b>
	<b>b. Application Process</b>	<b>19</b>
	<b>c. Admission Criteria</b>	<b>20</b>
	<b>d. Notification of Admission</b>	<b>20</b>
	<b>e. Transfer Policy</b>	<b>20</b>
	<b>f. Post-Admission Requirements</b>	<b>21</b>
<b>xiii.</b>	<b>Program Retention &amp; Progress</b>	<b>22</b>
	<b>a. Academic Advising</b>	<b>22</b>
	<b>b. Plan of Study</b>	<b>22</b>
	<b>c. M.S. Record of Progress- Athletic Training Concentration</b>	<b>22</b>
<b>xiv.</b>	<b>Athletic Training Concentration Plan of Study</b>	<b>23</b>
	<b>a. ATEP Monday Meetings</b>	<b>24</b>
<b>xv.</b>	<b>Academic Portfolio Guidelines</b>	<b>25</b>
<b>xvi.</b>	<b>Program Dismissal</b>	<b>28</b>
<b>xvii.</b>	<b>Student Appeals and Grievances</b>	<b>31</b>
<b>xviii.</b>	<b>Program Tuition, Fees, and Other Expenses</b>	<b>33</b>
<b>xix.</b>	<b>Academic Resources</b>	<b>34</b>
	<b>a. ATEP Policy on Writing Assignments</b>	<b>34</b>
	<b>b. ATEP Policy on Speaking Assignments</b>	<b>34</b>
<b>xx.</b>	<b>Clinical Education Policies &amp; Procedures</b>	<b>35</b>
<b>xxi.</b>	<b>Clinical Education Plan</b>	<b>36</b>
<b>xxii.</b>	<b>Approved Clinical Instructors</b>	<b>37</b>
<b>xxiii.</b>	<b>Clinical Rotation Assignments</b>	<b>38</b>
<b>xxiv.</b>	<b>Clinical Education Courses</b>	<b>39</b>



<b>xxv.</b>	<b>Clinical Rotation Guidelines</b>	<b>41</b>
	a. Clinical Supervision Policy	41
	b. Initial Instruction of Skills Policy	41
	c. Clinical Hours Requirement Policy	41
	d. Volunteer Experiences Policy	42
	e. Attendance and Tardiness Policy	42
	f. Professional Behaviors	43
	g. Drug/Alcohol/Amorous Relationships Policy	44
	h. Liability Insurance Policy	44
	i. Blood Borne Pathogens Control Plan	44
	j. OSHA Guidelines	45
	k. Communicable Disease Policy	45
	l. Dress Code Policy	46
	m. Discipline Policy	47
<b>xxvi.</b>	<b>Required Clinical Education Documentation</b>	<b>48</b>
<b>xxvii.</b>	<b>Emergency Action Plans</b>	<b>51</b>
	a. UNCG Emergency Action Plan	51
<b>xxviii.</b>	<b>Legal and Ethical Guidelines</b>	<b>53</b>
<b>xxix.</b>	<b>North Carolina State Practice Act</b>	<b>54</b>
<b>xxx.</b>	<b>National Athletic Trainers' Association</b>	
	<b>Ethical Principles</b>	<b>55</b>

## **INTRODUCTION**

This handbook has been prepared for the purpose of defining, instituting, and managing an effective Athletic Training Education Program at The University of North Carolina at Greensboro. The purpose of this handbook is to inform athletic training students, faculty, and clinical instructional staff of the policies and procedures governing the Entry-level Master of Science in Athletic Training (MSAT) program, also known as the Athletic Training Education Program (ATEP).

All appropriate constituents will be informed of any changes to policies and procedures housed within this document. Any questions regarding the contents of this document should be directed to the Program Director.

## DECLARATION OF UNDERSTANDING

I have carefully read the UNCG Athletic Training Education Program Student Handbook. By signing below, I affirm that I both understand the policies and procedures described herein, and agree to fully comply with all program policies and procedures. I further understand that failure to adhere to program policies and procedures may result in involuntary withdrawal from the ATEP program.

---

Athletic Training Student Signature

---

Date

## PROFESSIONAL CONDUCT AND CONFIDENTIALITY AGREEMENT\*

My signature below indicates that I, as an athletic training student at UNCG, in compliance with HIPAA, FERPA, and the NATA Code of Ethics, recognize that I have an obligation to myself, the patients I treat, the clinical instructional staff, and UNCG as a whole to maintain patient confidentiality. This includes withholding any information from anyone, other than my immediate supervisors or other appropriate medical health professionals, that I acquire professionally or socially which is considered professionally confidential. The unique opportunity that I have been offered to observe and participate as a student in a professional health care environment will be jeopardized if I violate this confidentiality. I also understand that I represent The University of North Carolina at Greensboro at all times, and, as a result, I will conduct myself in a professional manner. I understand that if I fail to abide by this professional conduct statement and statutes included in the NATA Code of Ethics and the North Carolina State Practice Act, I am aware of the consequences that I will incur and accept that penalty.

---

Athletic Training Student Signature

---

Date

***Please return to the Program Director by August 8<sup>th</sup>.***

***Students who do not submit both signatures on this form to the Program Director by the date indicated will be removed from all clinical responsibilities until the signed document is returned.***

*\*adapted from Duquesne University Athletic Training Education Program*



# GENERAL INFORMATION

*“Everything that you do is a portrait of yourself;  
Autograph it with excellence.”*

-Author unknown

## MISSION STATEMENT

The mission of The University of North Carolina at Greensboro's Entry-level Master of Science in Athletic Training (MSAT) degree program is to produce a highly functioning Certified Athletic Trainer who possesses the desired knowledge and skills to be distinctly competitive in the job market, and who appreciates and values their role as a contributing professional in the athletic training and sports medicine community at large.

## PROGRAM GOALS & OBJECTIVES

**Goal #1. The student will become a competent and skilled Certified Athletic Trainer.**

Objectives:

1. The student will demonstrate mastery of the NATA Educational Competencies.
2. The student will demonstrate the athletic training foundational professional behaviors.
3. The student will be able to translate didactic knowledge and skills into clinical decision making.

**Goal #2. The student will demonstrate knowledge, skills, behaviors, and attitudes to achieve optimal health outcomes in diverse patient populations.**

Objectives:

1. The student will be able to make appropriate patient care decisions in the unique context of the college/university, high school, and rehabilitation intensive settings.
2. The student will be able to make appropriate patient care decisions for the unique needs of male, female, adolescent, and lay populations.
3. The student will be able to make appropriate patient care decisions in upper extremity, lower extremity, and equipment intensive clinical experiences.
4. The student will be able to effectively and respectfully provide patient care for people of diverse cultural backgrounds.

**Goal #3 The student will be able to critically analyze the athletic training body of knowledge and interpret its impact on the profession.**

Objectives:

1. The student will be able to utilize evidence based practice when making clinical decisions.

2. The student will be able to critique athletic training related literature and disseminate its findings to a variety of audiences including professionals, peers, and patients.
3. The student will be able to understand the role of research in clinical practice.

**Goal #4      The student will be able to promote the athletic training field as a contributing member of the profession.**

Objectives:

1. The student will be involved in the state, district, and national associations for athletic trainers.
2. The student will contribute to the field through professional presentations.
3. The student will be able to defend a position on current professional and employment issues impacting the athletic training profession.
4. The student will gain an understanding of the role of athletic training within the interdisciplinary fields of Exercise and Sport Science and Sports Medicine.

## **ACCREDITATION STATUS**

The Athletic Training Education Program (ATEP) earned initial accreditation from the Commission on Accreditation of Allied Health Education Professions (CAAHEP) in April 2003 and was granted continuing accreditation status in January 2004. The new accrediting agency for the ATEP is the Commission on Accreditation of Athletic Training Education (CAATE) effective July 1, 2006. The ATEP is fully accredited by the CAATE and completed a continuing accreditation site visit during the Spring 2008 semester. Students graduating from the CAATE accredited program are eligible to sit for the National Athletic Trainers' Association Board of Certification (BOC) examination.

## PROGRAM PERSONNEL

### *UNCG ATHLETIC TRAINING FACULTY*

**Jolene M. Henning, EdD, ATC**

Program Director  
Assistant Professor  
Clinical Instructor Educator  
237L HHP Building  
Office: 336-334-3694  
Email: jmhenni2@uncg.edu  
BA: Catawba College  
MEd: University of Virginia  
EdD: Ball State University

**Aaron Terranova, EdD, ATC**

Clinical Education Coordinator  
Assistant Professor  
Clinical Instructor Educator  
237B HHP Building  
Office: 336-334-3563  
Email: abterrana@uncg.edu  
BS: Penn State University  
MEd: University of Virginia  
EdD: UNCG

**Randy Schmitz, PhD, ATC**

Associate Professor  
256 HHP Building  
Office: 336-334-3031  
Email: rjschmit@uncg.edu  
BS: University of Wisconsin-Lacrosse  
MEd: University of Virginia  
PhD: University of Virginia

**Sandy Shultz, PhD, ATC**

Associate Professor  
254 HHP Building  
Office: 336-334-3027  
Email: sjshultz@uncg.edu  
BS: California State Fullerton  
MS: University of Arizona  
PhD: University of Virginia

**David H. Perrin, PhD, ATC**

Provost & Associate Vice Chancellor for Academic Affairs  
201 Mossman Building  
Email: dhperrin@uncg.edu  
BS: Castleton State University  
MA: Indiana State University  
PhD: University of Pittsburgh

### *ADJUNCT/VISITING FACULTY*

**James R. Shipp, MA, ATC**

Adjunct Lecturer  
Head Athletic Trainer  
136 HHP Building  
Office: 336-334-3700  
Email: jrshipp@uncg.edu  
BA: UNC-Chapel Hill  
MA: University of Alabama-Birmingham

**Erica Thornton, MS, ATC**

Adjunct Lecturer  
Assoc. Head Athletic Trainer  
136 HHP Building  
Office: 336-334-3700  
Email: eapearso@uncg.edu  
BS: SUNY Brockport  
MS: University of Florida

**Daisy Kovach, MS, ATC**  
Assistant Athletic Trainer  
136 HHP Building  
Office: 336-334-3700  
Email: dmkovach@uncg.edu  
BA: UNC-Chapel Hill  
MS: UNCG

**Yum Nguyen, PhD, ATC**  
Post Doctoral Research Associate  
137 HHP Building  
Email: a\_nguyen@uncg.edu  
BS: Indiana Univ. of Pennsylvania  
MSEd: Old Dominion University  
PhD: UNCG

***MEDICAL DIRECTOR***

**John Lalonde, MD**  
Adjunct Lecturer  
Piedmont Family  
& Sports Medicine  
1581 Yanceyville St  
Greensboro, NC 27405  
(336) 275-6445

***GRADUATE TEACHING ASSISTANTS***

**Melissa Marty, MS, ATC**  
Email: mcmarty@uncg.edu

**Aaron King, MEd, ATC**  
Email: atking@uncg.edu

**Melissa Montgomery, MA, ATC**  
mmmontgo@uncg.edu

**John Cone, MS, CSCS**  
jrcone@uncg.edu

***ADMINISTRATIVE ASSISTANTS***

**Polly Rich**  
237 HHP Building  
Office: 336-334-5308  
Email: psrich@uncg.edu

**Paige Morris**  
250 HHP Building  
Office: 336-334-5573  
Email: paige\_morris@uncg.edu

## **FOUNDATIONAL BEHAVIORS OF PROFESSIONAL PRACTICE**

These basic behaviors permeate every aspect of professional practice and should be incorporated into instruction in every part of the educational program. The behaviors in this section comprise the application of the common values of the athletic training profession.

### **Primacy of the Patient**

- Recognize sources of conflict of interest that can impact the patient's health
- Know and apply the commonly accepted standards for patient confidentiality
- Provide the best health care available for the patient
- Advocate for the needs of the patient

### **Teamed Approach to Practice**

- Recognize the unique skills and abilities of other health care professionals
- Understand the scope of practice of other health care professionals
- Understand and execute duties within the identified scope of practice for athletic trainers
- Include the patient (and family, where appropriate) in the decision making process
- Demonstrate the ability to work with others in effecting positive patient outcomes

### **Legal Practice**

- Practice athletic training in a legally competent manner
- Recognize the need to document compliance with the laws that govern athletic training
- Understand the consequences of violating the laws that govern athletic training

### **Ethical Practice**

- Understand and comply with NATA's *Code of Ethics* and the BOC's *Standards of Practice*
- Understand the consequences of violating NATA's *Code of Ethics* and BOC's *Standards of Practice*
- Understand and comply with other codes of ethics, as applicable

### **Advancing Knowledge**

- Critically examine the body of knowledge in athletic training and related fields
- Use evidence-based practice as a foundation for the delivery of care
- Understand the connection between continuing education and the improvement of athletic training practice
- Promote the value of research and scholarship in athletic training
- Disseminate new knowledge in athletic training to fellow athletic trainers, patients, other health care professionals, and others as necessary

### **Cultural Competence**

- Understand the cultural differences of patients' attitudes and behaviors toward health care
- Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations
- Demonstrate knowledge, attitudes, behaviors, and skills necessary to work respectfully and effectively with diverse populations and in a diverse work environment

### **Professionalism**

- Advocate for the profession
- Demonstrate honesty and integrity
- Exhibit compassion and empathy
- Demonstrate effective interpersonal communication skills

© 2006 NATA Athletic Training Educational Competencies, 4<sup>th</sup> edition

## TECHNICAL STANDARDS

### **History and Rationale for Technical Standards**

The landmark Americans with Disabilities Act of 1990, P.L. 101-336 (“ADA” or “the Act”), enacted on July 26, 1990, provides comprehensive civil rights protections to qualified individuals with disabilities. The ADA was modeled after Section 504 of the Rehabilitation Act of 1973, which marked the beginning of equal opportunity for persons with disabilities. As amended, Section 504 “prohibits all programs or activities receiving federal financial assistance from discrimination against individuals with disabilities who are ‘otherwise qualified’ to participate in those programs.” With respect to post-secondary educational services, an “otherwise qualified” individual is a person with a disability “who meets the academic and technical standards requisite to admission or participation in the recipient’s education program or activity.”

Under the Americans with Disabilities Act, Title II and Title III are applicable to students with disabilities and their requests for accommodations. Title II covers state colleges and universities. Title III pertains to private educational institutions; it prohibits discrimination based on disability in places of “public accommodation,” including undergraduate and postgraduate schools. Given the intent of Section 504 and the ADA, the development of standards of practice for a profession, and the establishment of essential requirements to the student’s program of study, or directly related to licensing requirements, is allowable under these laws. In applying Section 504 regulations, which require individuals to meet the “academic and technical standards for admission,” the Supreme Court has stated that physical qualifications could lawfully be considered “technical standard(s) for admission.”

Institutions may not, however, exclude an “otherwise qualified” applicant or student merely because of a disability, if the institution can reasonably modify its program or facilities to accommodate the applicant or student with a disability. However, an institution need not provide accommodations or modify its program of study or facilities such that (a) would “fundamentally alter” and/or (b) place an “undue burden on” the educational program or academic requirements and technical standards which are essential to the program of study.

The following Guidelines embody the physical, cognitive, and attitudinal abilities an Entry-Level Athletic Trainer must be able to demonstrate in order to function in a broad variety of clinical situations; and to render a wide spectrum of care to athletes and individuals engaged in physical activity. The Guidelines serve to recognize abilities essential to the development of these Entry-Level abilities. Further, the Guidelines reflect the necessary and required skills and abilities identified for the Entry-Level Athletic Trainer as detailed in the NATA Athletic Training Educational Competencies and the BOC, Inc., Role Delineation Study.

## TECHNICAL STANDARDS

The Athletic Training Education Program at the University of North Carolina Greensboro is a rigorous and intense program that places specific requirements and demands on the students enrolled in the 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 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]). The following abilities and expectations must be met by all students admitted to and enrolled in the Athletic Training Education Program.

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 or be allowed to remain enrolled in, or to graduate from the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

To be admitted or to maintain enrollment in the Athletic Training Education Program the student must demonstrate:

1. 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.
2. 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.
3. 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 treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to record physical examination results and treatment plans clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. 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 are required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

If a student's ability to meet the standards changes while enrolled in the program, as deemed so by the program director, a hearing with the student, program director, additional faculty member and a representative from the Office Of Disability Services will be held to determine the best course of action.

The Office of Disability Services will coordinate medical documentation and evaluation of a student who states he/she could meet the program's technical standards with accommodation. The student must provide appropriate medical documentation of a qualified disability and properly request a reasonable accommodation pursuant to applicable laws. If the stated condition is a qualified disability, the University will confer with the student and appropriate medical professionals to identify possible reasonable accommodations and determine whether the student can meet the technical standards with a reasonable accommodation. The accommodation shall not jeopardize clinician/patient safety, or the educational process of the student or the University, including all coursework, clinical experiences and internships deemed essential to graduation.

*I certify that I have read and understand the technical standards for admission listed above, and 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 or be allowed to remain enrolled in the program.*

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

Alternative statement for students requesting accommodations:

*I certify that I have read and understand the technical standards for admission listed above and I believe to the best of my knowledge that I can meet each of these standards with a reasonable accommodation. I will contact the UNCG Office of Disability Services to document my disability, and request and identify reasonable accommodations. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted or allowed to remain enrolled in the program.*

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date



# GENERAL ACADEMIC POLICIES & PROCEDURES

*“Effective people are not problem-minded; they're opportunity-minded. They feed opportunities and starve problems.”*

*-Stephen Covey*

**The 7 Habits of Highly Effective People**

## APPLICATION & ADMISSION PROCEDURES

The Department of Exercise and Sport Science offers a Master of Science in Athletic Training (MSAT) degree that is designed to prepare persons to sit for the National Athletic Trainers' Association Board of Certification (BOC) Examination and earn the credentials as a Certified Athletic Trainer (ATC).

### Application Requirements

---

In addition to the admission requirements set forth by The Graduate School, applicants to the MSAT degree program must also complete and submit appropriate application forms to the ATEP Director and the Department of Exercise and Sport Science. The following requirements are mandatory for admission eligibility and consideration and must be verifiable during the application process:

1. Completion of a Baccalaureate degree program from a nationally recognized accredited University.
2. A minimum GPA of 3.0 in previous college and university coursework.
3. Satisfactory score (a minimum of 500 on both verbal and quantitative sections) on Graduate Record Exam (GRE) taken within five years.
4. Satisfactory completion (C or better) of the following pre-requisite coursework (course syllabi must be submitted to the Program Director with the application):
  - Human Anatomy (lecture and lab)
    1. Minimum content requirements: Human anatomy with study of skeletons, models, and anatomical preparations.
  - Human Physiology (lecture and lab )
    1. Minimum content requirement: Human physiology with emphasis on homeostatic mechanisms
  - Exercise Physiology
    1. Minimum content requirement: Understanding of factors affecting the physiological function of the body related to exercise and physical performance. Laboratory provides experiences in evaluating these physiological factors.
  - Biomechanics/Kinesiology
    1. Minimum content requirement: Anatomical and mechanical bases of physical activity with emphasis on the analysis of sport and exercise skills.
  - Nutrition
    1. Minimum content requirement: Basic principles of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body.
  - Personal Health
    1. Minimum content requirement: Study of determinants of healthful and safe living for various age groups. \*Please note that activity-

based courses (e.g., walking, jogging) will not fulfill this requirement.

5. A minimum of 200 hours of clinical observation/experience under a Certified Athletic Trainer within 2 years prior to program application. Documentation of clinical hours must be verifiable on the official ATEP application.
  - o Please note that hours obtained under the supervision of a Physical Therapist do NOT count unless the individual is dual credentialed as an ATC/PT.
  - o International students who do not have access to an ATC in their home country are encouraged to move to the United States and complete their hours prior to applying to the program.
6. Completion of the official Athletic Training Education Program Application Packet available at [www.uncg.edu/ess/atep](http://www.uncg.edu/ess/atep)

### **Application Process**

---

Students apply for summer admission with classes beginning in late June or early July. **The application deadline is January 15 of each calendar year.** Applications may be accepted after the January 15th deadline; however, candidates are at a competitive disadvantage after this time. Only complete applications will be reviewed. Missing information will cause a delay in processing the application and will affect the applicant's status. The application process is a four fold process with information being sent to the Graduate School, the Department of Exercise and Sport Science, and Athletic Training Education Program Director. In addition, qualified candidates are required to participate in an on-campus interview at their own expense. Only qualified candidates will be invited to interview after the January 15<sup>th</sup> deadline. However, any candidate may choose to visit/interview at UNCG during designated visitation days during the fall to facilitate a quicker decision in January.

**Please see the Entry-level Master's Athletic Training Education Program Application Packet on-line for the most up-to-date application forms.**

[www.uncg.edu/ess/atep](http://www.uncg.edu/ess/atep)

---

## Admission Criteria

---

Application to the MSAT degree program is highly competitive. The ATEP Student Admission Committee (comprised of at least three full-time or adjunct athletic training faculty members) reviews the credentials of each applicant. Final selection is based on many factors, including satisfactory evidence of completed pre-requisites, previous academic performance, prior clinical and allied health experiences, goals statement, quality of recommendations, on-site interview, and the number of students already enrolled in the athletic training program. No single admission criterion has a decisive influence on the applicant's acceptability, and exceptions to the requirements can be made on recommendation of the committee and approval of the Graduate School. Admission to the MSAT degree is NOT guaranteed simply upon satisfactory completion of all program pre-requisite requirements. The number of students admitted into the program varies from year-to-year, with the number of students selected ranging from 8-10 annually.

---

## Notification of Admission

---

Students are notified, in writing, of the outcome of their application in the mid to late spring for matriculation in the upcoming summer semester. If the application is accepted, the student must respond in writing to the ATEP Program Director confirming acceptance of the admission offer within 2 weeks, and show evidence of completion of all post-admission requirements (see following section) prior to enrollment. If the application is rejected, the student has the opportunity to re-apply the following year. Admission decisions may be appealed to the ATEP Program Director within two weeks after official notification (see Appeals Process for Denied Admission).

**\*\*PLEASE NOTE:** The ATEP Student Admission Committee makes recommendations to the Graduate School regarding admission status. The Graduate School reserves the right to reject the committee's recommendation and/or require additional information from the student.

---

## Transfer Policy

---

It is not customary for transfer credits to be accepted in the MSAT degree. However, requests for transfer credits from another accredited entry-level master's ATEP may be reviewed on an individual basis. In accordance with the Graduate School's policy credit that is applied to one graduate degree cannot be applied to another graduate degree. For example, students with a graduate degree in physical therapy can not apply credit earned in that degree towards credits required in the MSAT degree.

## Post-Admission Requirements

The following documentation / certifications must be current and on file with the ATEP Program Director prior to beginning clinical rotations in the fall semester:

1. Evidence of current liability insurance coverage through the University's Student Insurance Policy for Allied Health and Medical Field Work or equivalent personal policy. (Incoming students can purchase this policy through the University during ATEP orientation in August).
2. Front and back copies of current First Aid and Professional Rescuer CPR Certifications (including Adult, Child, Infant CPR, Two-person CPR, bag-valve mask, and AED).
3. Completed Health Evaluation Form by an appropriate health care provider within one year prior to admission, including a statement that affirms the student has the physical and mental abilities to meet the ATEP's Technical Standards for Admission (form available at [www.uncg.edu/ess/atep](http://www.uncg.edu/ess/atep)) The section for **Students Admitted to a Health Sciences Program** must be completed.
4. Signed declaration of understanding and ability to meet ATEP's Technical Standards for Admission (form available at <http://www.uncg.edu/ess/atep/techstands.pdf>)
5. Signed declaration of understanding and acceptance of all Program Policies and Procedures as delineated in the ATEP Student Handbook.
6. Signed Professional Conduct and Confidentiality Agreement located in the ATEP Student Handbook.
7. In addition to the immunizations required by UNCG, students must also show evidence of receiving the Varicella Titer, completed HBV vaccination series and TB Skin Test prior to admission to clinical education courses. **Students who have not completed at least the first 2 shots of the HBV series will NOT be permitted to engage in clinical rotations.** Students may utilize the UNCG Student Health Services (<http://shs.dept.uncg.edu>) to fulfill these requirements.

Students are responsible for all costs associated with their own health care and when obtaining immunizations and health certifications. Students are encouraged to have health insurance, and to be familiar with its provisions.

## **PROGRAM RETENTION & PROGRESS**

Athletic Training Students must demonstrate sustained, acceptable progress towards completion of graduate degree and program requirements. Successful completion of the program leading to the MSAT degree includes completing the required curriculum outlined in the graduate bulletin and as indicated in the student's plan of study filed with the UNCG Graduate School.

---

### **ACADEMIC ADVISING**

The Program Director serves as the academic advisor for all students enrolled in the MSAT degree. Students are responsible for scheduling a meeting with their academic advisor at least once per semester and following summer school to discuss their academic progress, course registration, and future plans.

---

### **PLAN OF STUDY**

Students are responsible for submitting an official Plan of Study form to the Graduate School at the conclusion of the spring semester of the first year of study. The Plan of Study form is available through the Blackboard Organization page for the ESS Graduate Organization. A template of the typical Plan of Study is provided on the following page.

---

### **MSAT RECORD OF PROGRESS**

All students must complete the official Department of Exercise and Sport Science Record of Progress. This form is to be kept on file as part of your departmental record in the Graduate Office of the Department of Exercise and Sport Science (250 HHP). If you need to borrow the copy for meetings, you may "check it out" for a brief time, and then return it. Remember, this is the "official" copy of your master's degree plan. You are also encouraged to keep a copy on hand to remind you of what documentation and steps are required as you progress through your studies. The MSAT Record of Progress form can be found in the Blackboard Organization page for the ESS Graduate organization page. A brief description of the steps required on the Record of Progress form is listed below:

- STEP 1: Demographic Information
- STEP 2: Initial advisement and coursework
- STEP 3: Clearance of provisional admission (if applicable)
- STEP 4: Approval of program of study
- STEP 5: Integrative (capstone) experience
- STEP 6: Apply for graduation



<b>Athletic Training Concentration Plan of Study</b>		
<b>Summer I Semester</b>		
ESS 536	Anatomical Basis of Athletic Injury	2 credits
ESS 634	Athletic Training Foundations	2 credits
<b>Fall I Semester</b>		
ESS 620	Athletic Training Clinical Experience	3 credits
ESS 636	Athletic Injury Evaluation	3 credits
ESS 637	Athletic Injury Evaluation Lab	1 credit
ESS 638	Therapeutic Modalities	3 credits
ESS 639	Therapeutic Modalities Lab	1 credit
<b>Clinical rotation assignments</b>	First year students will be assigned to an Approved Clinical Instructor (ACI) at either UNCG or an off-campus affiliated site for one of the following rotations: lower extremity intensive, upper extremity intensive, or equipment intensive.	
<b>Spring I Semester</b>		
ESS 620	Athletic Training Clinical Experience	3 credits
ESS 640	Rehabilitation Techniques for Athletic Injuries	3 credits
ESS 641	Rehabilitation Techniques Lab	1 credit
ESS 720	Pathophysiology & Pharmacology	3 credits
ESS 721	AT Clinical Education VI: General Medical	3 credits
<b>Clinical rotation assignments</b>	First year students will be assigned to an Approved Clinical Instructor (ACI) at either UNCG or an off-campus affiliated site for one of the following rotations: lower extremity intensive, upper extremity intensive, equipment intensive. All students will complete general medical observation experiences during this semester.	
<b>Summer II Semester</b>		
No required courses. Students are encouraged to remain clinically active as first responders and/or interns through sports camps, internships, etc.		
<b>Fall II Semester</b>		
ESS 703	Optimizing Athletic Performance	1 credit
ESS 705	Applied Rehabilitation Concepts	1 credit
ESS 725	Management and Professional Issues in Athletic Training	3 credits
ESS 743	Psychological Aspects of Sport Injury	3 credits
ESS 697	Field Practicum in Exercise & Sport Science	3 credits
<b>Clinical rotation assignments</b>	Second year students will be assigned to an Approved Clinical Instructor (ACI) at either UNCG or an off-campus affiliated site for one of the following rotations: lower extremity intensive, upper extremity intensive, equipment intensive, or rehabilitation intensive. All students will supervise a rehabilitation project.	
<b>Spring II Semester</b>		
ESS 611	Research Methods for Exercise & Sport Science	3 credits
ESS 697	Field Practicum in Exercise & Sport Science	3 credits
ESS 705	Athletic Training Seminar	3 credits

<b>Clinical rotation assignments</b>	Second year students will be assigned to an Approved Clinical Instructor (ACI) at either UNCG or an off-campus affiliated site for one of the following rotations: lower extremity intensive, upper extremity intensive, equipment intensive, or rehabilitation intensive. All students will complete a rehabilitation project.	
	<b>TOTAL CREDITS</b>	<b>46 credits</b>

**Non-credit Professional Development Requirements**

In addition to the 46 credit hours of coursework, students are required to gain approximately two weeks of clinical experience during assigned pre-season athletic practices during August of each year in the program. Students are also required to attend weekly in-services and journal club sessions during each of the fall and spring semesters in the program.

---

**ATEP MONDAY MEETINGS**

All students are required to attend weekly ATEP Monday meetings from 12:30-2pm in the ATEP lab. The format for these meetings is either in-services or journal clubs. Each second year student is required to lead at least one journal club session each academic year. Students are allowed two excused absences from meetings each semester. However, absences are strongly discouraged and may affect students' status in the program. Students are required to sign in at the beginning of each meeting.

---

**ESS COLLOQUIUM MEETINGS**

The Department of Exercise & Sport Science sponsors a graduate student colloquium that convenes several times each semester. Students are required to attend at least one colloquium meeting each semester (in addition to the mandatory orientation at the beginning of the fall semester) and will be required to sign in at the beginning of each meeting. Attendance at these meetings is an important component of gaining an appreciation of the interdisciplinary nature of exercise and sport science. In addition, the Program Director will not endorse any requests for professional development funds from the Graduate Student Association without evidence that the student has met the colloquium attendance policy.

## ACADEMIC PORTFOLIO GUIDELINES

### **Purpose**

The purpose of the academic portfolio is to provide a summative view of each student's competency and proficiency in six athletic training domains. The portfolio will also provide each student the opportunity to reflect on his/her clinical performance and professional growth. The portfolio is used as evidence of the instruction and evaluation of educational competencies and will be used by the program director to demonstrate program compliance with the CAATE accreditation standards. Therefore, it is expected that students keep each portfolio for the duration of enrollment at UNCG.

### **General Requirements**

Portfolios are required in each of the following athletic training content areas and include material in the courses designated below. The portfolio assignment is housed in the course indicated with an asterisk \*.

Content Area	Courses	
Risk Management & Injury Prevention, Acute Care of Injuries & Illnesses	ESS 634*	
Orthopedic Clinical Examination and Diagnosis	ESS 636	ESS 637 *
Therapeutic Modalities	ESS 638	ESS 639*
Conditioning and Rehabilitative Exercise	ESS 640	ESS 641 *
Medical Conditions, Pathophysiology, & Pharmacology	ESS 720	ESS 721*
Health Care Administration, Professional Development & Responsibility	ESS 725*	
Nutritional Aspects of Injuries & Illnesses, Psychological Intervention and Referral	ESS 697 (fall)*	ESS 703, ESS 743
Foundational Behaviors of Professional Practice	ESS 697 (spring)*	

### **Required Portfolio Contents**

The portfolio must contain a copy of the course syllabus and all required assignments, exams, papers, reflection papers, etc listed in the course syllabi for each of the courses listed above. Your course instructor may have more specific details included in the syllabus regarding additional content requirements. Students should NOT include course notes, powerpoint, or handouts in the portfolio.

#### *Required Reflection Papers*

The following reflection papers are required components of the courses indicated. Reflection papers are meant to provide you with the opportunity to reflect on your overall performance during a particular semester. The topics you are required to reflect upon represent issues that often arise during the interview process when seeking employment and should be thoughtful representations of your professional development.

#### ESS 634

1. Describe your progression in mastering the clinical skills necessary to begin clinical experience during this session. Identify at what level you began the session and how you have progressed in taping and bracing skills, risk management (injury prevention) and emergency management skills.
2. Design a plan on how you will use the knowledge gained in this course to become an active participant during your clinical experiences. Identify skills you have learned that will be immediately applicable to your clinical experience. What pitfalls can you anticipate affecting your ability to step right in and engage in clinical experiences, how you might overcome these pitfalls.

#### ESS 637

1. Develop a concept map illustrating your decision making process during orthopedic evaluations. Comment on how you delineate which elements are essential and which are not based on potential differential diagnoses.
2. Based on your clinical experiences this semester, reflect on your progression from being a technician to a skilled clinician. Please provide several examples that illustrate your progression as a clinician.

#### ESS 639

1. Describe your understanding of evidence-based clinical practice. Describe one example of how you incorporated evidence-based decision making into your clinical experiences involving therapeutic modalities.
2. Describe your appreciation for the value of research and scholarship in athletic training. Based on your clinical experiences this semester identify one clinical problem that you believe warrants further research and provide a rationale for your choice.

#### ESS 641

1. Describe your understanding of the symbiotic relationship between athletic trainers and strength and conditioning professionals. Explain your understanding of the dynamics of this relationship in providing a continuum of care from prevention to return to play.
2. Describe one clinical example you observed that assisted with your understanding of how a phased approach to rehabilitation is implemented.

#### ESS 721

1. Describe your understanding of the cultural differences of patients' attitudes and behaviors toward health care.
2. Compare and contrast your communication style with the general population compared to the traditional student-athlete,

3. Analyze how your clinical experiences have enhanced your knowledge, attitudes, behaviors, and skills necessary to work respectfully with diverse populations in a diverse work environment,
4. Describe what you have gained professionally from interacting with physicians and other allied health care providers.

#### ESS 725

1. Professionalism is a nebulous term used to describe behavior. Describe your definition of professionalism as an athletic trainer. Analyze how your level of professionalism has improved over the past 3 semesters. Provide at least one specific example to demonstrate this aspect of your professional growth.
2. Time management and multi-tasking are critical skills for the certified athletic trainer. Analyze your time management skills and include examples of how you have improved in this area and/or strategies for further improvement. Describe one example of how you successfully managed multiple tasks at one time.
3. Conduct a thorough self-assessment of your strengths and weaknesses related to both clinical skills and professional traits. Upon completion of this analysis write a letter of recommendation for *yourself* for an entry-level athletic training position posted on the NATA Career Center.

#### ESS 697 (fall)

1. Based on your clinical experiences this semester, describe one example that illustrates the team approach to providing sports medicine services. Reflect on your interactions with physicians, sports nutritionists, sport psychologists, and allied health care professionals.
2. Describe your comfort level in dealing with psychosocial issues in the physically active population. Identify strategies you can use in your first employment position to assist patients who are dealing with these issues.

#### ESS 697 (spring)

1. Describe your personal philosophy of patient care.
2. Develop a three year continuing education plan. Identify areas that you will specifically target when seeking CEU opportunities.
3. Describe the value of being a member of the NATA. Identify at least two ways that you can contribute to the profession of athletic training during your first year of employment.

#### **Portfolio Structure**

The portfolio should be organized with appropriate tabs (not homemade tabs), table of contents, and required documentation mentioned above and detailed in the respective course syllabus.

## PROGRAM DISMISSAL

Dismissal from the ATEP will be recommended if the student:

1. Fails to register for two consecutive semesters (fall and spring) in the ATEP curriculum with failure to file for an official leave of absence
2. Has an overall GPA less than a “B” average (equivalent to 3.0 on a 4.0 scale); [All grades except “S” (satisfactory) and “U” (unsatisfactory) will be counted in all courses that are attempted and carry graduate degree credit.]
3. Has earned a “C” (equivalent to 2.0 on 4.0 scale) or lower in more than 6 semester hours of course work
4. Has earned below a “B” in any of the following courses specific to the athletic training concentration (ESS 536, 620, 634, 636, 637, 638, 639, 640, 641, 703, 704, 705, 721, 725)
5. Has earned a grade lower than a “C” in any course
6. Has a GPA that indicates the inability to meet the 3.0 required for graduation
7. Does not complete requirements for the degree within a five-year period after initial registration
8. Makes unsatisfactory progress in mastering clinical rotation objectives/proficiencies.
9. Receives unsatisfactory clinical evaluations from assigned ACI.
10. Is dismissed from an affiliated clinical site for inappropriate conduct or failure to fulfill required responsibilities.
11. Shows evidence of unethical or immoral conduct as outlined by the NATA Code of Ethics
12. Engages in conduct which violates the NC Athletic Training State Practice Act
13. Fails to meet the ATEP’s Technical Standards.

The above requirements for ATEP Retention reflect requirements of the UNCG Graduate School, ESS Graduate (MS) Program, and those specific to the MSAT degree program. Depending on which requirement(s) are deficient, a student may be withdrawn from the ATEP program and still remain in good standing in the ESS Graduate (MS) Program and /or UNCG Graduate School.

**Readmission after Withdrawal.** Any student who is withdrawn or voluntarily withdraws from the program must apply for readmission through normal admission procedures.

## POLICY ON DISMISSAL OF STUDENTS UNABLE TO MEET TECHNICAL STANDARDS

1. Students can be dismissed from the Athletic Training Education Program for physical and/or emotional problems that do not respond to (or with refusal to seek) appropriate treatment and/or counseling within a reasonable period of time, and that result in failure to meet the required technical standards without reasonable accommodation.
2. Once the physical and/or emotional problem is identified, a meeting will be scheduled with the student to develop a plan for appropriate referral, treatment and program accommodations. In consultation with the appropriate medical professional, a reasonable timeline for resolution will be determined.
3. Investigation and Evaluation—When faculty members identify a student who presents physical and/or emotional problems that prevent them from meeting the technical standards and are not resolved by appropriate treatment and/or counseling, they can immediately suspend the student from the course. Faculty will notify the ATEP Program Director, who will in turn notify the Department Chair. Upon determination by the faculty, Program Director and Department Chair that the physical and/or emotional problems warrant dismissal from the Athletic Training Education Program, the Dean of Health and Human Performance will be notified.

The Dean, in consultation with the faculty, and upon review of the documentation, will make a decision regarding recommending dismissal of the student from the Athletic Training Education Program.

4. The Dean of the School of Health and Human Performance will send to the Dean of The Graduate School written notification of the recommendation. If the Dean of the School of Health and Human Performance recommends dismissal from the Athletic Training Education Program, the Dean of The Graduate School will notify the student. Should the student wish to appeal the decision, the student will submit a written request to the Athletic Training Education Program Appeals Committee. The Dean of the School of Health and Human Performance will provide to the committee the accumulated correspondence or documentation related to the issue.

A request for an appeal should occur within seven working days of written notification of the decision from the Dean of The Graduate School.

5. Hearing Process—The chairman of the ATEP Student Appeals Committee (comprised of the program director, one athletic training faculty, one ESS faculty member outside of the ATEP concentration, and one approved clinical instructor) will thereafter notify the student, the faculty member, ATEP Program Director as

to the time and place for a hearing to determine whether the physical and/or emotional problems result in failure to meet the technical standards and warrant dismissal.

The Committee will hold a closed hearing within ten days at which time the faculty member, ATEP Program Director and Department Chair will be present and will provide documentation and other oral or written evidence regarding the incident. The student will be present and will be given an opportunity to provide documentation and other oral or written evidence regarding the problem. The student will be allowed an advocate/support person at the hearing.

Following the factual presentation, the Committee will convene in executive session to determine whether the problem warrants dismissal from the School.

The Committee shall make its recommendation in writing to the Dean of Health and Human Performance and forward pertinent documentation. The Committee may recommend dismissal from the Athletic Training Education Program, or reinstatement in the program.

6. Post Hearing Process—The Dean of the School of Health and Human Performance may accept, reject, or modify the Committee’s recommendation. The Dean’s decision will be made after review of the minutes of the hearing and report to the Committee. If the Dean of Health and Human Performance accepts the Committee’s recommendation to dismiss the student from the Athletic Training Education Program, the recommendation will be forwarded to the Dean of The Graduate School who will notify the student. The Dean of Health and Human Performance will notify the faculty member(s) as to the determination.

A student who has been dismissed may reapply for admission to the Athletic Training Education Program.

## STUDENT APPEALS AND GRIEVANCES

### Appeals Process for Denied Admission / Dismissal

If a student wishes to appeal an admission or withdrawal decision from the ATEP, they should send a letter requesting an appeal to the ATEP Program Director within two weeks of the postmark of the official notification. The student should also submit at that time all materials that may substantiate the appeal. The student will then appear before the ATEP Student Appeals Committee (comprised of the program director, one athletic training faculty, one ESS faculty member outside of the ATEP concentration, and one approved clinical instructor) within one month of the appeal request. A majority decision of the committee is required for the final decision. The student will be notified, in writing, within one week of the committee's decision.

### Other Appeals and Grievance Procedures

1. **Appealing Grades:** “An appeal of a grade must be made within one year of the date the grade was posted. The process of appeal must adhere to the following prescribed chain of command. The complaint is initiated with the instructor assigning the grade, then with the head of the department/program, and finally with the academic dean. If, at any level, the appeal is endorsed, endorsement at the next level is not required, but the endorsement is sent to The Graduate School for final decision. If the appeal is not endorsed at previous levels, a final appeal may be made in writing to the Graduate Studies Committee through the Dean of the Graduate School. Authority to change any grade, other than an “I” (Incomplete), rests with the Dean of The Graduate School, subject only to the authority of the Chancellor” (UNCG Graduate School Catalog)
2. **Grievance Procedures for University Students:** If the athletic training student alleges a violation of the student rights in the University setting, s/he should make an effort to resolve the grievance by following the UNCG “Grievance Procedures for Students” <http://deanofstudents.uncg.edu/policy/grievance.pdf>. A grievance that should be resolved under these procedures is one that rests on an allegation by a student that he/she has been treated with substantial unfairness by another student or by a faculty, staff, or student employee of the University. Such matters usually have their basis in University policy or in state or federal law through the provisions of the Departmental or University appeal procedures.
3. **Appeal for Violation of Academic Integrity Policy:** When an athletic training student is charged with a violation of academic integrity policy, these matters should be resolved in accordance with UNCG “Procedures for Handling Alleged Violations” as outlined in the Universities “Academic Integrity Policy” <http://academicintegrity.uncg.edu/>

4. **Clinical Site Grievances:** In situations where an athletic training student wishes to appeal a disciplinary decision by their affiliated clinical site or alleges any other violation of student rights in the clinical setting, s/he should request a meeting with their ACI. If the problem is not resolved between the ACI and the athletic training student, s/he may request a meeting with the ATEP Clinical Coordinator, and if appropriate, the clinical site director.
5. **General Appeal Process:** An appeal of the application of a rule or regulation must be made within one year as determined by the date of the letter from The Graduate School informing the student of the decision in question. The process of appeal must adhere to the following prescribed chain of command. The appeal is first made in writing to the head of the department/program, then to the academic dean. If, at either level, the appeal is endorsed, endorsement at the next level is not required, If, at any level, the appeal is endorsed, endorsement at the next level is not required, but the endorsement is sent to The Graduate School for final decision. If the appeal is not endorsed at previous levels, a final appeal may be made in writing to the Graduate Studies Committee through the Dean of The Graduate School. The decision of the Committee is final, subject only to the authority of the Chancellor.  
[http://www.uncg.edu/grs/bulletin/general\\_regulations.html#appealregs](http://www.uncg.edu/grs/bulletin/general_regulations.html#appealregs)

## STUDENT RIGHTS

When charged with misconduct in any manner, athletic training students have the right:

- a. To be given notice, in writing, of the specific charge(s) against him/her.
- b. To a hearing.
- c. To be given adequate time to prepare a defense of charges.
- d. To have another person of his/her choice present to advise or assist him/her.
- e. To refuse to testify or to answer any questions if his/her testimony or answers would tend to establish against him/her a violation of misconduct.
- f. To be confronted with the evidence against him/her.
- g. To present evidence on his/her behalf.
- h. To be confronted by his/her accuser(s).
- i. To have reasonable cross-examination of his/her accusers and of the witnesses appearing against him/her.
- j. To have a copy of the proceedings provided at his/her own expense.
- k. To have sanctions imposed, that are commensurate with the violations charged.

## **PROGRAM TUITION, FEES, AND OTHER EXPENSES**

**Students are responsible for all tuition, fees, and other expenses associated with the Athletic Training Education Program**

1. Tuition: Please see the UNCG Graduate School Website for current tuition and fees. [www.uncg.edu/grs](http://www.uncg.edu/grs)
2. Lab Fees: Students enrolled in clinical education/laboratory courses are required to pay a \$25 lab fee for the following ESS courses: 634, 637, 639, 641, 721.
3. Transportation: Students are required to provide their own transportation to clinical rotations.
4. Liability Insurance: Evidence of current liability insurance coverage through the University's Student Insurance Policy for Allied Health and Medical Field Work or equivalent personal policy. (Incoming students can purchase this policy through the University on the 1<sup>st</sup> day of class)
5. Certification cards: Students are responsible for any fees associated with obtaining and maintaining current First Aid and Professional Rescuer CPR Certifications
6. Physical exam: Students are responsible for any costs associated with obtaining the required physical exam necessary to affirm that the student has the physical and mental abilities to meet the ATEP's Technical Standards for Admission.
7. Immunizations: Students are responsible for any fees associated with obtaining the immunizations required by UNCG and those required by the ATEP. Students must show evidence of receiving the Varicella Titer, completed HBV vaccination series and TB Skin Test prior to admission to clinical education courses. Students may utilize the UNCG Student Health Services (<http://shs.dept.uncg.edu>) to fulfill these requirements.
8. Uniform costs: Students are responsible for any costs associated with purchasing clothing and nametags that allows the student to abide by the ATEP dress code described elsewhere in this document. Collared shirts cost approximately \$25, t-shirts cost approximately \$10, and nametag replacements are approximately \$15.

## ACADEMIC RESOURCES

### **UNCG Writing Center**

<http://www.uncg.edu/eng/writingcenter/resources.html>

The purpose of the Writing Center is to enhance the confidence and competence of student writers by providing free, individual assistance at any stage of any writing project. Staff consultants are experienced writers and alert readers, prepared to offer feedback and suggestions on drafts of papers, help students find answers to their questions about writing, and provide one-on-one instruction as needed.

### **ATEP Policy on Writing Assignments**

---

Unless otherwise indicated by a course instructor, all writing assignments in required coursework must utilize the American Medical Association (AMA) writing style. Students should review the AMA referencing and citation style outlined in the Journal of Athletic Training ([www.nata.org/jat](http://www.nata.org/jat)). Students should plan to write several drafts of their writing assignments prior to submitting a final version. Students are encouraged to utilize the Writing Center prior to submitting major assignments. The Writing Center will not assist you with content but rather with the clarity of your writing.

### **UNCG Speaking Center**

<http://speakingcenter.uncg.edu/>

The University Speaking Center provides one-on-one tutoring and instructional workshop services for UNCG students, faculty, employees, and members of the Greensboro community. Services are designed to help clients further develop their oral communication confidence and competence. Assistance is offered in the preparation and delivery of speeches, development of knowledge and skill in interpersonal communication, and group or team communication.

The Speaking Center is located in 3211 MHRA, Moore Humanities and Research Administration, on the 3rd floor. Corner of Forest and Spring Garden - across the street from the Mossman Building.

### **ATEP Policy on Speaking Assignments**

---

Unless otherwise indicated by a course instructor, students should always be in professional dress (i.e., business casual at a minimum) for all classroom and public speaking engagements (including leading journal club sessions). At minimum students should practice the delivery of their presentation in front of a mirror or a colleague. For major presentations, students are encouraged to utilize the videotaping services of the Speaking Center.



# **CLINICAL EDUCATION POLICIES & PROCEDURES**

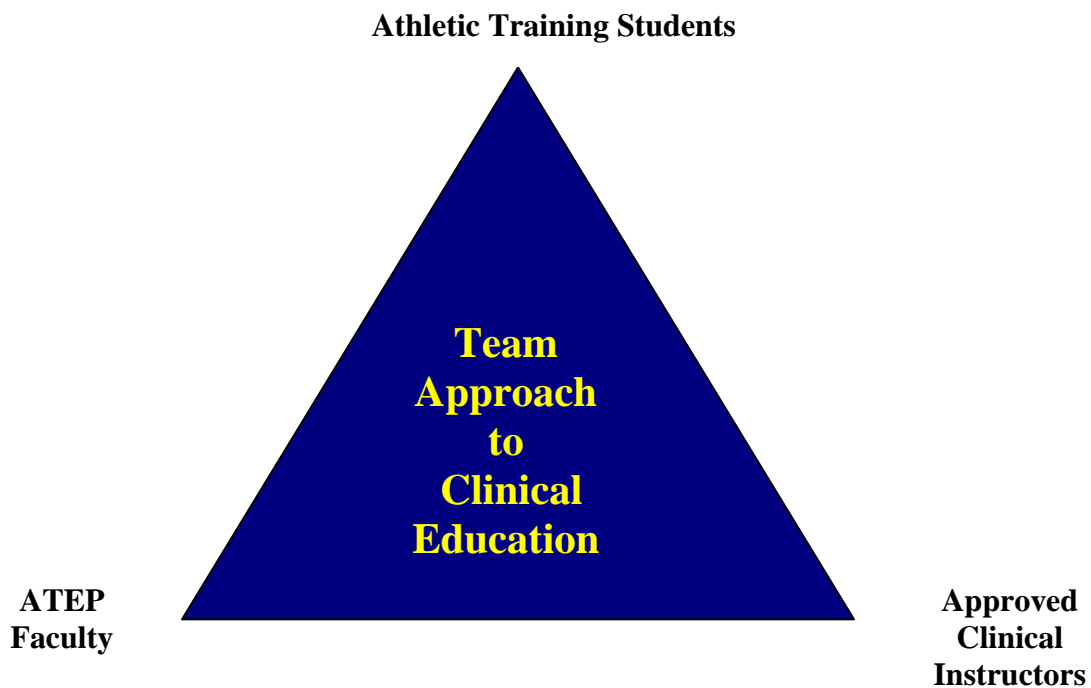
*"A wise man will make more  
opportunities than he finds."*

*-Francis Bacon*

## CLINICAL EDUCATION PLAN

### **Clinical Education Philosophy**

The UNCG ATEP's philosophy of clinical education encompasses a team approach of shared responsibility among ATEP faculty, Approved Clinical Instructors, and Athletic Training Students. The clinical education plan is rooted in theories of experiential and adult learning and is designed to value the collective experiences of all members of the education team.



### **Clinical Education Guidelines**

The UNCG clinical education plan follows the guidelines set forth in the CAATE “Standards for the Accreditation of Entry-Level Athletic Training Education Programs” ([www.caate.net](http://www.caate.net)) and the NATA Education Council’s ([www.nataec.org](http://www.nataec.org)) recommendations for effective clinical instruction (as presented in the Clinical Instructor Educator Seminar).

## APPROVED CLINICAL INSTRUCTORS

James Shipp, MA, ATC	UNCG, Head Athletic Trainer	<a href="mailto:Jrshipp@uncg.edu">Jrshipp@uncg.edu</a>
Erica Thornton, MS, ATC	UNCG, Assoc. Head Athletic Trainer	<a href="mailto:eapearso@uncg.edu">eapearso@uncg.edu</a>
Daisy Kovach, MS, ATC	UNCG, Assistant Athletic Trainer	<a href="mailto:dmkovach@uncg.edu">dmkovach@uncg.edu</a>
Molly Weber, MS, ATC, PT	UNCG, Assistant Athletic Trainer	
Victoria Hart, ATC	UNCG, Graduate Assistant AT	<a href="mailto:vbhart@uncg.edu">vbhart@uncg.edu</a>
Sara Nottingham, MS, ATC	UNCG, Doctoral Graduate Assist. AT	
Jen Eick, ATC	UNCG Graduate Assistant AT	
Don Steelman, MS, ATC	Wake Forest University	<a href="mailto:steeldf@wfu.edu">steeldf@wfu.edu</a>
Justin Ollis,	Northern Guilford High School	
Elizabeth Dornbos, MS, ATC	Guilford College	<a href="mailto:edornbos@guilford.edu">edornbos@guilford.edu</a>
Shannon Swiatkiewicz, MS, ATC	Guilford College	<a href="mailto:sswiatki@guilford.edu">sswiatki@guilford.edu</a>
Kirsten Schrader, ATC	Guilford College	<a href="mailto:kschrade@guilford.edu">kschrade@guilford.edu</a>
Shanaka Henderson, MS, ATC, CSCS	Page High School	<a href="mailto:shanaka1313@yahoo.com">shanaka1313@yahoo.com</a>
Kristine Burns, MS, ATC	Guilford Orthopedics	<a href="mailto:kdickens@gsoortho.com">kdickens@gsoortho.com</a>
Ben Williams, MEd, ATC	Guilford Orthopedics/NW Guilford HS	<a href="mailto:bwilliams@gsoortho.com">bwilliams@gsoortho.com</a>
Bill Griffin, MS, ATC	Guilford Orthopedics	<a href="mailto:bgriffin@gsoortho.com">bgriffin@gsoortho.com</a>

John O'Halloran, PT, ATC, CSCS

Southeastern  
Orthopaedic  
Specialists

[john.ohalloran@sosbonedocs.com](mailto:john.ohalloran@sosbonedocs.com)

Julie Hutchins, ATC

Southeastern  
Orthopaedic

[hutchjj1@triad.rr.com](mailto:hutchjj1@triad.rr.com)

## CLINICAL ROTATION ASSIGNMENTS

The ATEP faculty and ACIs collectively determine the clinical rotation assignments for all students. Rotations for first year students are assigned at the conclusion of the summer semester. Subsequent rotation assignments are determined during the semester prior to the rotation.

All ATEP students will gain a combination of clinical experiences in each of the following categories (possible rotations are listed below):

### *Setting*

<b>College/ University Setting</b>	<b>High School Setting</b>	<b>Rehab intensive setting</b>
UNCG	NW Guilford HS	Greensboro Orthopaedic Sport & Rehabilitation Center
Wake Forest University	Northern Guilford HS	Southeast Orthopedic Specialists
Guilford College	Page High School	UNCG Rehabilitation

### *Clinical Exposure*

<b>Upper Extremity</b>	<b>Lower Extremity</b>	<b>Equipment Intensive</b>	<b>General Medical</b>
Volleyball	Soccer	Football	UNCG Doctor's Clinic
Wrestling	Basketball	Lacrosse	Emergency Room
Softball	Cross Country	Ice Hockey	Physician's office
Baseball	Track & Field		
Tennis	Lacrosse		
Football	Football		

### *Patient Exposure*

<b>Male Patients</b>	<b>Female Patients</b>	<b>Adolescents</b>	<b>General Population</b>
Football	Volleyball	HS Sports	Rehab intensive settings
M Soccer	W Soccer		General Medical experiences
M Basketball	W Basketball		
Baseball	Softball		
XC/Track	XC/Track		
M Tennis	W Tennis		
Lacrosse			
Wrestling			



<b>CLINICAL EDUCATION COURSES</b>	
<b>Fall I</b>	
<b>Clinical Education Courses</b>	ESS 620 Athletic Training Clinical Experience
<b>Clinical education expectations</b>	Students are required to obtain a peer evaluation for each psychomotor skill instructed in the lab (ESS 637 and ESS 639) prior to having the skills and associated clinical proficiencies evaluated by an Approved Clinical Instructor (ACI) in the lab. Students must be evaluated on skills in the lab prior to performing the skills in the clinical setting. Students must complete the Clinical Rotation Objectives for the setting, clinical exposure, and patient exposure associated with their clinical assignment.
<b>Clinical rotation assignments</b>	First year students will be assigned to an Approved Clinical Instructor (ACI) at either UNCG or an off-campus affiliated site for one of the following rotations: lower extremity intensive, upper extremity intensive, or equipment intensive.
<b>Spring I</b>	
<b>Clinical Education Courses</b>	ESS 620 Athletic Training Clinical Experience
<b>Clinical education expectations</b>	Students are required to obtain a peer evaluation for each psychomotor skill instructed in the lab (ESS 641 and ESS 721) prior to having the associated clinical proficiency evaluated by an ACI in the lab. Students must be evaluated on skills in the lab prior to performing the skills in the clinical setting. Students must complete the Clinical Rotation Objectives for the setting, clinical exposure, and patient exposure associated with their clinical assignment. Students should be performing proficiencies associated with the previous fall coursework at a higher level of proficiency than previously evaluated.
<b>Clinical rotation assignments</b>	First year students will be assigned to an ACI at either UNCG or an off-campus affiliated site for one of the following rotations: lower extremity intensive, upper extremity intensive, equipment intensive. All students will complete a general medical observation rotation during this semester.
<b>Fall II</b>	
<b>Clinical Education Course</b>	ESS 697 Field Practicum in Exercise & Sport Science
<b>Clinical education expectations</b>	Students must complete the Clinical Rotation Objectives for the setting, clinical exposure, and patient exposure associated with their clinical assignment. Second year students should be making significant progress towards mastery of all clinical proficiencies by demonstrating a high level of clinical performance that includes integrating previous knowledge, skills, and proficiencies into comprehensive patient care. Students should

	focus on their professional development, as well as demonstrating a high level of critical thinking and clinical decision making. Second year students will serve as peer mentors for first year students and will conduct peer evaluations of psychomotor skills as requested. .
<b>Clinical rotation assignments</b>	Second year students will be assigned to an ACI at either UNCG or an off-campus affiliated site for one of the following rotations: lower extremity intensive, upper extremity intensive, equipment intensive, or rehabilitation intensive. Students should make progress in their capstone rehabilitation experience.
<b>Spring II</b>	
<b>Clinical Education Course</b>	ESS 697 Field Practicum in Exercise & Sport Science
<b>Clinical education expectations</b>	Students must complete the Clinical Rotation Objectives for the setting, clinical exposure, and patient exposure associated with their clinical assignment. Second year students should demonstrate mastery of clinical proficiencies by demonstrating a high level of clinical performance that includes integrating previous knowledge, skills, and proficiencies into comprehensive patient care. Students should continue to focus on their professional development as well as demonstrating a high level of critical thinking and clinical decision making. Second year students will begin to focus on preparation for the BOC exam. Second year students will continue to serve as peer mentors for first year students and conduct peer evaluations of psychomotor skills as requested.
<b>Clinical rotation assignments</b>	Second year students will be assigned to an Approved Clinical Instructor (ACI) at either UNCG or an off-campus affiliated site for one of the following rotations: lower extremity intensive, upper extremity intensive, equipment intensive, or rehabilitation intensive. All students will complete their capstone rehabilitation project.

## CLINICAL ROTATION GUIDELINES

### **Clinical Supervision Policy**

---

All UNCG athletic training students must be directly supervised at all times by an Approved Clinical Instructor (ACI). Direct Supervision means there must be constant visual and auditory interaction between the student and ACI. The ACI must be physically present at all times to intervene immediately on behalf of the individual being treated.

### **Initial Instruction of Skills Policy**

---

Prior to applying clinical skills on real patients all students must be formally instructed and evaluated by a laboratory ACI. Students are encouraged to take the initiative in applying approved skills on as many patients as possible during their four semesters of clinical education.

### **Clinical Hours Requirement Policy** revised 1/08

---

The supervised clinical experience requirement for the Athletic Training Student (ATS) is 300 total hours per semester or an average of 20 hours per week. This policy allows for flexibility in hours accumulated during one week when an ACI is unavailable (e.g., due to team travel). Clinical experiences will take place during weekday afternoons, evenings and weekends as required by the clinical instructors. All hours, must adhere to the policies of the ATEP program, (i.e. direct supervision by an ACI or CI is still required).

During University closures the ATS will not be required to complete clinical experiences, however, the ATS may choose to continue with their clinical experience. Any ATS who volunteers for extra clinical experiences during University closures is still subject to ATEP policies.

In addition, all students must be afforded the opportunity for at least 1 day of relief per week. Relief days should be pre-arranged during the bi-weekly meetings with their respective ACI. Students must arrange and communicate with their ACI for their day off at least 24 hours prior.

All hours and relief times must be documented on the student's hour log on their biweekly reports. Students assigned to rotations with athletic teams should develop a clinical schedule with the assistance of their ACI that allows for experiences in practice, game, and travel situations. Students in rehabilitation settings should develop a clinical schedule with the assistance of their ACI that allows for experiences with upper extremity, lower extremity, and spine patients of various demographics.

The following will **not** count as "supervised clinical experience" and should not be recorded as such by the athletic training student:

- I. Hours accumulated during volunteer experiences not related to official clinical assignment (see Volunteer Experiences Policy)
- II. Hours supervised by an AT who **is not** recognized as an ACI of this program.
- III. Hours spent when an ACI is not "on-site." In this case there should be no athletic training student on-site.
- IV. Hours spent traveling with a team, lodging, etc. only those spent in game, and game preparation may count and only if an ACI is present

### **Volunteer Experiences Policy**

---

You may be asked at various times to volunteer and assist an AT in providing athletic training services for special events, tournaments, off season sports, etc that are not part of your official clinical rotation assignment or fall outside of the 300 hour requirement. These experiences are not required as part of the ATEP and are completely voluntary. Whether you decide to participate is entirely a personal decision and will have no effect on your grade in any clinical education course. If you do decide to participate in one or more of these opportunities then you are making a commitment to that AT and will be required to fulfill their expectations. Be sure to ask the AT to clarify these expectations before you begin the experience. You are still an athletic training student and are required to be supervised by an AT to remain compliant with the NC Athletic Training State Practice Act. Your student liability insurance will cover your participation in these experiences as long as you are a current student and do not violate your policy. You are encouraged to think carefully about these opportunities before making a decision. Many of these experiences are valuable learning opportunities and provide you with additional experiences to hone your athletic training skills under the supervision of an ATC.

### **Attendance and Tardiness Policy**

---

Students are expected to attend each class, lab and clinical assignment. Missing classes, labs or clinical assignments **WILL** negatively impact your performance in the ATEP.

1. If you know you will miss a class, lab or clinical assignment inform the course instructor, ACI/ CI and clinical coordinator (if clinical absence) as early as possible and a minimum of 24 hours in advance. You will be responsible for all material covered during that session.
2. In the event of an unscheduled absence due to illness or personal emergency inform the course instructor, ACI/ CI and clinical coordinator (if clinical absence) as soon as possible.

3. In the event you are delayed and will be late to a class, lab or clinical assignment, notify the course instructor, ACI/CI and clinical education coordinator as soon as possible.

### **Classroom Attendance**

1. You are required to abide by any attendance policy as outlined on the course syllabus.

### **Clinical Rotation Attendance**

- a. If you are considered chronically absent or tardy (> 3 per rotation) due to illness documentation from a MD/ DO/ NP/PA-C will be required before returning to your clinical site. You may be required to make up the time lost during the next biweekly period. An incident form may be completed by your ACI.
- b. If you are considered chronically tardy or absent (> 3 per rotation) for other reasons your ACI has the right to refuse access to the learning experience for the day and require the time be made up during the next biweekly period. An incident form may be completed by your ACI.

## **Professional Behaviors**

---

In addition to the Foundational Professional Behaviors defined by the NATA Education Council, the following professional behaviors are expected of athletic training students during their clinical rotations.

1. Be prompt when reporting to daily assignments.
2. Abide by the individual facility dress code.
3. Maintain the athletic training facility as a clean, health professional environment.
4. Exhibit an understanding of and demonstrate professionalism at all times.
5. Understand and comply with the NATA's *Code of Ethics* and the BOC's *Standards of Practice*.
6. Appreciate and be respectful of cultural differences.
7. Be responsible for knowing your role and following-through with emergency action plans.
8. Be accountable for your learning and use evidence-based practice as a foundation of care.
9. Attend practices and games with the assigned ACI.
10. Be able to accept constructive criticism in a positive manner.
11. Maintain confidentiality of injuries and illnesses observed in the clinical setting; practice athletic training in a legally competent manner.

12. Maintain personal documentation /records of completed clinical rotation objectives.

## **Drug/Alcohol/Amorous Relationships Policy**

---

Athletic training students (ATS) should act in a responsible manner at all times in relationships with patients. The ATS should not engage in drug or alcohol use or be under the influence of such during clinical education/field experience hours.

Amorous relationships with members of the current team the ATS is working with or any team that the ATS could potentially work with in the future are strongly discouraged.

## **Liability Insurance Policy**

---

Professional liability insurance is required for all students during all phases of their clinical education and is required for all off-campus clinical experiences. Information regarding purchase of professional liability insurance can be obtained from the athletic training education program director.

Unless hired as a paid employee, the University is not responsible for liability incurred when students are functioning as a first responder. Students are therefore responsible for their own conduct when volunteering in this capacity and should carefully review their liability insurance policy to insure adequate coverage.

\*\*Please note that the athletic training education program does not endorse the use of athletic training students as first responders and such a role is not an academic requirement for the program.

## **Blood Borne Pathogens Control Plan**

---

Blood borne pathogen infectious diseases have increased throughout the general population for the past decade. The most notable of these are HIV (human immunodeficiency virus) and HBV (hepatitis B virus). Although, experts have concurred that the risk of transmission of HIV or HBV on the athletic field is extremely low. These diseases can have catastrophic health consequences if all members of society do not use appropriate preventative strategies.

In 1992, the Occupational Safety and Health Administration (OSHA) issued new regulations requiring employers to protect employees from blood borne pathogens. The following plan satisfies the OSHA Emergency Control Plan and is also in accordance with the guidelines of NCAA Policy 2H.

At the start of each year an in-service will be given to educate incoming students and to refresh returning students on the program's blood borne pathogens control plan. This policy and its procedures are to be reviewed annually. Students are responsible for obtaining information about the blood borne pathogens control plan at each of their assigned clinical site. The signed Clinical Site Orientation form will serve as documentation that the student has discussed this information with their ACI.

## **OSHA Guidelines**

---

All athletic training students are responsible for following OSHA (Occupational Safety and Health Administration) guidelines when dealing with blood and other bodily fluids. The guidelines are available at [www.osha.org](http://www.osha.org). The most important aspects to remember when working with athletes are to always wear gloves and to make use of the biohazard and sharps containers. Any items soaked in blood must be placed in the biohazard container. All used scalpels and other blades need to be put in the sharps container.

## **Communicable Disease Policy**

---

In order to protect the health and safety of athletic training students this policy was designed according to Centers for Disease Control's (CDC) Guideline For Infection Control In Health Care Personnel, 1998. For the full report go to <http://www.cdc.gov/ncidod/dhqp/pdf/guidelines/InfectControl98.pdf>. In addition, for a list of communicable diseases identified by the CDC please see the accompanying document on ATEP Organization page in Blackboard.

1. One of the best measures to prevent many communicable diseases is good hygiene and proper hand washing technique. Students are encouraged to utilize these techniques at all times.
2. Any student exposure to a communicable disease should be reported to the ACI. Exposure to blood or other body fluids will be handled according to the site's blood borne pathogen plan.
3. Any student who has signs of a communicable disease which may place others at risk should inform the clinical education coordinator and ACI of their illness and report to Student Health Services or another licensed health care provider (MD, DO, NP, PA-C) for evaluation and treatment. A list of common communicable diseases is found in Appendix E
4. Any student who misses more than one day of class or their clinical rotation must be evaluated by Student Health Services or another licensed health care provider (MD, DO, NP, PA-C).
5. Any student evaluated by Student Health Services or another licensed health care provider (MD, DO, NP, PA-C) must provide documentation to the clinical education coordinator from the provider which indicates their health condition and ability to take part in clinical rotations. This documentation will be sealed and placed in the student's permanent file. If an extended time needs to be missed (> 3 days) a timeline for return to full participation is needed. A final clearance must be on file before the student can return to full participation.

6. The student will then notify his/ her course instructors and ACI of their illness and timeline for return. The clinical education coordinator will also follow up with the student's ACI and inform the program director who will follow up with the student's classroom professors.

### **Dress Code Policy**

---

Professional appearance is required of all athletic training students during their clinical rotations. The dress code at each clinical site may vary, however, the ATEP dress code is the minimum expectation. If a clinical site allows for attire that violates the ATEP dress code students are expected to follow our stricter guidelines. If a clinical site requires attire that goes beyond the ATEP minimum requirement the student must follow the sites dress code. Students should abide by the following dress code for all clinical rotations:

1. Khaki shorts/ pants/Capri pants
  - o Shorts must be of an appropriate length. If they are too short you will be sent home to change.
2. UNCG Athletic Training T-shirt or collared shirt.
  - o Shirts **MUST** be tucked in.
  - o If you wear a UNCG "team" shirt or plain shirt you must wear your ATEP name tag.
3. Name tags must be worn at all rehabilitation intensive clinics, general medical observation sites, and during morning rehabilitation hours at UNCG.
4. No jeans
5. No open-toed shoes
6. No hats indoors
7. No tank tops
8. Jewelry should be kept to a minimum. However, wearing a watch is strongly encouraged.
9. Make-up and perfume/cologne should not be distracting.
10. If you are working with a sport that has specific dress requirements you must adhere to the team's dress code

Appearance while traveling:

- Team Policy/ Business Casual Attire

## **Discipline Policy**

---

Minor infractions such as tardiness or dress code violation will be handled by individual ACIs in consultation with the clinical education coordinator as needed. Whenever the ACI determines that the clinical education coordinator needs to be involved in the situation, such as a pattern of minor infractions or any other infraction, an incident report form will be completed by the ACI. An example of the incident report form is found in Appendix F.

Whenever an incident report form is completed a meeting with the student and clinical education coordinator (and program director as needed) will be scheduled to discuss the infraction and develop a sanction based on the individual case. At this conference the incident form will be signed by the student and program administrator.

Failure to adhere to any of the policies outlined in this handbook can result in removal from a clinical site and/ or a recommendation to the program director that the student be removed from the ATEP based on the Program Retention and Completion policy. The student may appeal any sanction imposed according to the appeals and grievances policy.

## **REQUIRED CLINICAL EDUCATION DOCUMENTATION**

The following documents are essential elements for ensuring a quality clinical education experience. All documents must have the required signatures and be dated. Any document submitted without a date and/or all required signatures will be returned to the student and may result in a grade penalty in the associated clinical education course.

### **Prerequisite Documents**

Prior to beginning the first clinical rotation of the academic year students are responsible for submitting all of the following forms of documentation. Any student failing to submit required documentation will not be permitted to participate in **ANY** clinical experiences, including preseason activities.

1. Evidence of liability insurance – this can be purchased during August orientation
2. Evidence of current First Aid and Professional Rescuer CPR.
3. Completion of UNCG blood borne pathogen training
4. Evidence of completed immunizations. Students with an incomplete Hepatitis B series will only be allowed to participate in clinical rotations if they have completed the first two shots in the series. Failure to provide evidence of the completed series within the appropriate timeframe will result in removal from the clinical setting.
5. Evidence of physical exam with physician signature indicating Technical Standards status (only required during first year)
6. Signed Technical Standards Form (each year)
7. Signed Declaration of Understanding form
8. Signed Professional Conduct and Confidentiality Agreement

### **Clinical Site Orientation Form (Provided by Clinical Education Coordinator)**

Each student is required to complete the Clinical Site Orientation Form with their ACI within the first week of their clinical rotation. The purpose of this form is to ensure that the athletic training student and ACI have communicated clear expectations for the clinical experience as well as to review pertinent policies and procedures.

### **Clinical Rotation Objectives (Available in Blackboard at ATEP Organization Page)**

Each student has an individualized clinical education plan that is based on their clinical assignment. Students are required to complete Clinical Rotation Objectives (i.e., learning objectives) that are specific to their assigned clinical rotation. Students should select the appropriate Clinical Rotation Objectives for setting, clinical exposure, and patient exposure based on their clinical assignment. For example, a student assigned to UNCG Women's soccer will complete the following objectives:

Setting: college/university  
Clinical Exposure: lower extremity  
Patient Exposure: female

The Clinical Rotation Objectives are designed to prepare you in specific clinical skills and educational proficiencies that are germane to the characteristics of the setting, exposure, and patients you will be working with. You should be able to complete the vast majority of the objectives in “real time” with “real patients” because the objectives are designed to match those experiences which occur naturally. Only in rare circumstances should you rely on a simulated experience to complete your objectives.

### **Global Evaluation Forms (ATEP Organization Page)**

Many of the clinical rotation objectives described above are evaluated by your ACI using a global evaluation form. These forms are designed to provide you with a comprehensive evaluation of your performance on clinical proficiencies required by the NATA. Global evaluation forms are available on Blackboard for the following proficiency categories:

- Orthopedic Evaluation
- General Medical Evaluation
- Therapeutic Modalities
- Therapeutic Exercise
- Taping, Bracing, and Wrapping
- Administrative Tasks
- Acute Care

Students should strive to receive a score of 2 (minimally competent) or better on each global evaluation. If a student scores below a 2 a second evaluation should be performed on the same form at a later date. Students should realistically not expect to receive a score of 2 on their first attempt at a skill. Some students will not receive a score of 2 during their rotation and the skill will be reevaluated in the subsequent semester. Students must have earned a minimum score of 2 on ALL global evaluations prior to graduating. Global evaluation forms should be submitted on a bi-weekly basis along with the bi-weekly form described below.

### **Bi-weekly Meeting Form (ATEP Organization Page)**

Each student is required to meet with his/her assigned ACI every other week to review their clinical performance and set goals for the upcoming two weeks. The Bi-Weekly Meeting Form is used to guide discussions that occur during the meeting. Students should also use this form to document their clinical hours for the past two weeks as well as document their anticipated clinical schedule for the next two weeks. Students are encouraged to set SMART goals during their bi-weekly meetings. SMART goals have the following characteristics:

<b>Specific</b>	A specific goal has a much greater chance of being accomplished than a general goal
<b>Measurable</b>	Establish concrete criteria for measuring progress toward the attainment of each goal you set
<b>Attainable</b>	You can attain most any goal you set when you plan your steps wisely
<b>Realistic</b>	A goal must represent an objective toward which you are both <i>willing</i> and <i>able</i> to work
<b>Timely</b>	A goal should be grounded within a time frame

The due dates for submitting bi-weekly meeting forms to the Clinical Education Coordinator are located on the ATEP Organization Page in Blackboard.

**Mid-rotation Evaluation Form (ATEP Organization Page)**

Each student is required to be evaluated by their assigned ACI at the mid-point of their clinical rotation. This evaluation is formative in nature and is designed to give you specific feedback on areas to improve during the second half of the rotation. Students must discuss the evaluation with their ACI in order to ensure understanding of the evaluation score. Students should plan to give the evaluation form to their ACI at least one week prior to its due date.

**End-of-rotation Evaluation Form (ATEP Organization Page)**

Each student is required to be evaluated by their assigned ACI at the end of their clinical rotation. This evaluation is summative in nature and is designed to give you specific feedback on your overall performance during the entire rotation. Students must discuss the evaluation with their ACI in order to ensure understanding of the evaluation score. Students should plan to give the evaluation form to their ACI at least one week prior to its due date

**Student's Evaluation of ACI (ATEP Organization Page)**

Students are required to evaluate their assigned ACI at the mid-point and end of their rotation. Students must discuss the evaluation with their ACI. Students are encouraged to provide honest, constructive, specific, and tactful feedback to their ACIs. Some students may feel uncomfortable discussing the evaluation form with their ACI. However, this process will prepare students for performance evaluations that occur in the employment setting.

**Student's Evaluation of Clinical Site (ATEP Organization Page)**

Students are required to evaluate their clinical site at the conclusion of their rotation.

## **EMERGENCY ACTION PLANS**

---

Students are responsible for obtaining a copy of the emergency action plan (EAP) for their assigned clinical site. Students should familiarize themselves with the plan and have a working knowledge of their role in the case of an emergency. The signed Clinical Site Orientation form will serve as documentation that the student has discussed this information with their ACI.

### **UNCG Emergency Action Plan**

---

#### **On-Field/On-Court Emergency at UNCG (Life or Limb Threatening)**

1. Send Assisting Athletic Trainer of Assistant coach to notify Campus Police/EMS Immediately.
2. Campus Police (4-4444/ Push Emergency Call Button on call box/ Push button on speaker).
3. Stabilize athlete as best as possible (Keep them calm and stay with them).
4. **DO NOT MOVE ATHLETE.**
5. Assess ABC's.
6. Perform necessary first aid/ CPR.
7. Maintain airway and assess LOC and vital signs.
8. Monitor until help arrives.
9. Notify Head Athletic Trainer ASAP (If not available then graduate assistant).
10. Staff ATC notifies parents.

#### **Athlete injured in Game/Practice On Campus**

1. Evaluate severity of injury.
2. Notify supervising ATC or staff ATC, if possible.
3. Supervising ATC notifies team physician if warranted.
4. If transporting to ER, take insurance sheet.
5. Team physician meets UNCG representative at ER.
6. Notify Head Athletic Trainer ASAP (If not available then graduate assistant).
7. Staff ATC notifies parents.

#### **Athlete injured in UNCG Hosted Game/ Practice Off Campus**

1. Evaluate severity of injury.
2. Notify supervising ATC or staff ATC, if possible.
3. Transport to nearest ER with insurance sheet.
4. Contact Head Athletic Trainer ASAP (If not available then graduate assistant).
5. Ask that team physician be notified by ER staff.
6. Staff ATC notifies parents.

#### **Emergency while in route to Away Game/ Practice**

1. Athletic Trainer stabilizes athlete/ coach.
2. Assistant Coach / Head Coach goes for help – Initiates EMS response (911).
3. If cellular phone is available – call 911 from the scene.
4. Athletic Trainer monitors injured/sick.
5. Athletic Trainer goes with injured to ER.
6. Athletic Trainer notifies supervising ATC ASAP.
7. Head Athletic Trainer notified ASAP (If not available then graduate assistant).
8. Head Coach notifies host ATC about situation and requests coverage for team.
9. Head Athletic Trainer notifies parents, if necessary.
10. After competition, Head Coach/ and or team go to hospital – transport home if possible (get report from ER physician) – if not possible to transport – Asst. Coach stays with athlete – if no Asst.- Athletic Trainer stays – coach brings team home.

*Emergency in Hotel on Away Trip*

1. Athletic Trainer assesses situation.
2. EMS (911) initiated if needed.
3. Athletic Trainer notifies Head Coach.
4. Coach notifies supervising ATC or Head Athletic Trainer
5. Head Athletic Trainer notifies parents if necessary.



# LEGAL AND ETHICAL GUIDELINES

*Always do right -  
- this will gratify some and astonish the rest.  
- Mark Twain*

## **NORTH CAROLINA STATE PRACTICE ACT**

---

It is the policy of the Athletic Training Education Program at UNCG to require athletic training students to be directly supervised during their clinical education and field experiences. Students are not allowed to travel with teams unsupervised or to engage in unsupervised team coverage. In the rare case that an athletic training student is left unsupervised the student must act only as a first responder. At no time should an athletic training student be put in the position (whether assigned or voluntarily) to make decisions or perform duties that should be carried out by a certified athletic trainer or physician. In such cases, the athletic training student would be in violation of the state practice act and UNCG ATEP policy. The following excerpts from the NC State Practice Act emphasize the definition of an Athletic Trainer, the requirement of a NC license, and subsequent penalties for acting as an athletic trainer without a license.

### **Liability and Scope of Practice for Athletic Trainers in North Carolina**

(See Appendix A for Full Document)

According to the General Assembly of North Carolina's General Statutes, Section 1.

Chapter 90, Article 34 regarding Athletic Trainers:

An Athletic Trainer is “a person who, under a written protocol with a physician licensed under Article 1 of Chapter 90 of the General Statutes and filed with the North Carolina Medical Board, carries out the practice of care, prevention, and rehabilitation of injuries incurred by athletes, and who, in carrying out these functions, may use physical modalities, including heat, light, sound, cold, electricity, or mechanical devices related to rehabilitation and treatment”

According to section **90-527. License required; exemptions from license requirements.** “Effective January 1, 1998, no person shall practice or offer to practice as an athletic trainer, perform activities of an athletic trainer, or use any card, title or abbreviation to indicate that the person is an athletic trainer unless that person is currently licensed as provided by this Article”

#### **90-538. Penalties.**

A person who does not have a license issued under this Article who either claims to be an athletic trainer or **engages in practice as an athletic trainer** in violation of this Article is guilty of a Class 1 misdemeanor. Each act of unlawful practice constitutes a distinct and separate offense.

# NATIONAL ATHLETIC TRAINERS' ASSOCIATION ETHICAL PRINCIPLES

## *NATA Code of Ethics*

### **Preamble**

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

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

### *PRINCIPLE 1:*

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

- 1.1 Members shall not discriminate against any legally protected class.
- 1.2 Members shall be committed to providing competent care consistent with both the requirements and the limitations of their profession.
- 1.3 Members shall preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient's care unless the person consents to such release or release is permitted or required by law.

### *PRINCIPLE 2:*

Members shall comply with the laws and regulations governing the practice of athletic training.

- 2.1 Members shall comply with applicable local, state, and federal laws and institutional guidelines.
- 2.2 Members shall be familiar with and adhere to all National Athletic Trainers' Association guidelines and ethical standards.

2.3 Members are encouraged to report illegal or unethical practice pertaining to athletic training to the appropriate person or authority.

2.4 Members shall avoid substance abuse and, when necessary, seek rehabilitation for chemical dependency.

*PRINCIPLE 3:*

Members shall accept responsibility for the exercise of sound judgment.

3.1 Members shall not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services.

3.2 Members shall provide only those services for which they are qualified via education and/or experience and by pertinent legal regulatory process.

3.3 Members shall provide services, make referrals, and seek compensation only for those services that are necessary.

*PRINCIPLE 4:*

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

4.1 Members shall recognize the need for continuing education and participate in various types of educational activities that enhance their skills and knowledge.

4.2 Members who have the responsibility for employing and evaluating the performance of other staff members shall fulfill such responsibility in a fair, considerate, and equitable manner, on the basis of clearly enunciated criteria.

4.3 Members who have the responsibility for evaluating the performance of employees, supervisees, or students, are encouraged to share evaluations with them and allow them the opportunity to respond to those evaluations.

4.4 Members shall educate those whom they supervise in the practice of athletic training with regard to the Code of Ethics and encourage their adherence to it.

4.5 Whenever possible, members are encouraged to participate and support others in the conduct and communication of research and educational activities that may contribute knowledge for improved patient care, patient or student education, and the growth of athletic training as a profession.

4.6 When members are researchers or educators, they are responsible for maintaining and promoting ethical conduct in research and educational activities.

*PRINCIPLE 5:*

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

5.1 The private conduct of the member is a personal matter to the same degree as is any other person's except when such conduct compromises the fulfillment of professional responsibilities.

5.2 Members of the National Athletic Trainers' Association and others serving on the Association's committees or acting as consultants shall not use, directly or by implication, the Association's name or logo or their affiliation with the Association in the endorsement of products or services.

5.3 Members shall not place financial gain above the welfare of the patient being treated and shall not participate in any arrangement that exploits the patient.

5.4 Members may seek remuneration for their services that is commensurate with their services and in compliance with applicable law.