

Nova Southeastern University
College of Health Care Sciences

Athletic Training Program
Student Guidebook



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INTRODUCTION

Welcome

Welcome to Nova Southeastern University! As an athletic training student, you are embarking on an educational journey that will provide hands-on learning experiences in a medical setting as well as classroom opportunities. This accredited program is challenging and rewarding, as clinical experiences complement didactic course work. As your skills advance, you will have an opportunity to contribute to the health care of physically active individuals in settings such as clinics, colleges, universities, high schools, and professional venues. This demanding program requires passion, dedication, and commitment as you strive to achieve your professional goals. The purpose of this manual is to establish the program's requirements and give an overview of policies and procedures.

Terminology and Abbreviations

The following references are frequently used in this manual, within the athletic training program, and in the field:

ATP = Athletic Training Program

(<http://healthsciences.nova.edu/undergraduate/athletic-training/index.html>)

CAATE = Commission on Accreditation for Athletic Training Education (www.caate.net)

BOC = Board of Certification (www.bocatc.org)

NATA = National Athletic Trainers' Association (www.nata.org)

AT = Professional Athletic Trainer

DAP = Disciplinary Action Point

CE = Continuing Education

CIP = Clinical Integration Proficiencies

The catalog = NSU's Undergraduate Student Catalog for Health Care Sciences

(https://www.nova.edu/publications/chcs/chcs_student_handbook/index.html)

The college = NSU's College of Health Care Sciences (<http://healthsciences.nova.edu/index.html>)

Vision Statement

Our vision is to work with the ATP family (students, faculty, staff, preceptors, and administrators) to influence the future of athletic training through teaching, scholarship, leadership, mentoring, and service.

Veni, Vedi, Vici

I came, I saw, I conquered

Julius Caesar

Nova Southeastern University Mission Statement

The Mission of Nova Southeastern University, a private, not-for-profit institution, is to offer a diverse array of innovative academic programs that complement on-campus educational opportunities and resources with accessible distance learning programs to foster academic excellence, intellectual inquiry, leadership, research, and commitment to community through engagement of students and faculty members in a dynamic, life-long learning environment.

College of Health Care Sciences Mission Statement

The College of Health Care Sciences strives to provide professionals with the skills necessary for the diagnosis, treatment and prevention of disease and disability in order to assure optimum health conditions in the community and beyond. With an unwavering commitment to ethical practice and in support of the Nova Southeastern University Core Values, the College endeavors to advance research, scholarship, and the development of leadership skills utilizing traditional educational methods, distance learning, and innovative combinations of both to achieve its educational goals.

Athletic Training Program Mission Statement

The mission of the Athletic Training Program in the College of Health Care Sciences is to provide students with the educational foundation and clinical experiences in athletic training necessary to pass the Board of Certification examination and become competent allied health professionals.

Program Accreditation

NSU's Athletic Training Program (ATP), established in 2003, is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), effective March 2007. Athletic training students will graduate with a Bachelor of Science degree in Athletic Training and will be eligible to sit for the Board of Certification (BOC) examination. The athletic training program is designed to ensure that students who graduate from the program meet all requirements necessary to pass the BOC examination. The CAATE provides peer review of the programs educational content based on educational standards adopted by national medical and allied health professional organizations.

- The American Academy of Family Physicians
- The American Academy of Pediatrics
- The American Orthopedic Society for Sports Medicine
- The Commission on Accreditation of Athletic Training Education
- The National Athletic Trainers' Association

These organizations have cooperated to establish, maintain, and promote appropriate standards of quality for educational programs in athletic training and to provide recognition for exceptional programs. These standards and interpretations can be found at www.caate.net.

PROGRAM OVERVIEW

The ATP is a healthcare program housed within the College of Health Care Sciences Department of Health and Human Performance. The ATP is designed to prepare students to become certified athletic trainers who specialize in injury and illness prevention, assessment, treatment, and rehabilitation for physically active people. The curriculum provides a balance between classroom instruction and clinical experience that prepares students to become competent allied health care professionals. While in the program, students engage in rigorous didactic study and clinical education in a variety of practice settings such as high schools, colleges/universities, hospitals, physician offices, and rehabilitation clinics. Graduates of the program earn a Bachelor of Science in Athletic Training.

Program Goals

The athletic training program in the College of Health Care Sciences will:

1. Develop communication, critical thinking, and professional skills to prepare students for the healthcare field of athletic training.
2. Meet the standards, guidelines, and requirements for accreditation and from governing organizations such as the BOC and the CAATE.
3. Provide an effective and interactive learning environment as well as a solid educational foundation both in didactic and clinical experience settings.
4. Create an optimal learning community of faculty, clinical athletic trainers, and students that will provide quality health care for intercollegiate athletic programs and varied affiliated sites at all levels of physical activity, from grade school to professional sports teams.
5. Prepare program students to attain graduate or professional school placement, or entry-level employment within six months of graduating from the program. Additionally, program graduates will obtain state licensure and other necessary professional designations from the appropriate regulatory agencies in the states where they will be employed.

Learning Outcomes

A successful athletic training graduate is expected to:

1. Demonstrate the ability to prevent, evaluate, treat, rehabilitate, and document athletic related injuries in the of field of athletic training;
2. Analyze and comprehend the physical, psychological, and emotional demands of physically active individuals and the sports medicine professionals involved in their care;
3. Develop the effective communication skills necessary for a successful health care career in athletic training;
4. Illustrate and differentiate the ethical practices as it relates to athlete/patient care.

Curriculum for 2017–2018

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the General Education Program section in the Academic Resources and Procedures segment of NSU's Undergraduate Student Catalog.

Athletic Training Requirements (68 credits)

Core Courses (68 credits)

- ATTR 1100 Introduction to Athletic Training (3 credit)
- ATTR 1200 Principles of Athletic Training (4 credits)
- ATTR 1300 Emergency Care and First Aid (3 credits)
- ATTR 1400 Health and Fitness (3 credits)
- ATTR 2100 Injury Evaluation I (4 credits)
- ATTR 2200 Injury Evaluation II (4 credits)
- ATTR 2300 Sports Nutrition (3 credits)
- ATTR 2400 Strength and Conditioning (3 credits)

ATTR 2610 Athletic Training Clinical I (3 credits)
ATTR 2620 Athletic Training Clinical II (3 credits)
ATTR 3100 General Medicine in Sports (3 credits)
ATTR 3300 Therapeutic Modalities/Lab (4 credits)
ATTR 3500 Rehabilitation of Athletic Injuries/Lab (4 credits)
ATTR 3630 Athletic Training Clinical III (3 credits)
ATTR 3640 Athletic Training Clinical IV (3 credits)
ATTR 4100 Athletic Training Administration (3 credits)
BIOL 1400 Introductory Cell Biology (3 credits)
BIOL 3312 Human Anatomy and Physiology/Lab (5 credits)
EXSC 3700 Kinesiology (3 credits)
EXSC 3740 Exercise Physiology with Lab (4 credits)

Program Phases

The ATP consists of three phases divided into four levels. Level I is the pre-professional phase (or Pre-Athletic Training Program). Levels II and III compose the professional phase (or the Athletic Training Program). Level IV is the optional completion phase. The Pre-Athletic Training Program includes successful completion (C or better) of six courses: ATTR 1100 Introduction to Athletic Training, ATTR 1200 Principles of Athletic Training, ATTR 1300 Emergency Care, ATTR 1400 Health and Fitness, BIOL 1400 Introduction to Cell Biology or equivalent, and BIOL 3312 Human Anatomy and Physiology/Lab or equivalent. In addition, each student must complete a minimum number of clinical experience hours, as part of the ATTR 1100 and ATTR 1200 courses, observing ATP-Approved Preceptors (i.e., Certified Athletic Trainers) in a variety of settings.

Students in the Pre-Athletic Training Program are eligible to submit a professional portfolio as part of the ATTR 1200 course. Submission of the professional portfolio does not guarantee matriculation into the professional phase of the program (the athletic training program). Acceptance in the Professional Phase of the ATP will be based on students' scores in the following categories: overall cumulative 2.5 GPA, portfolio assessment, and a professional interview. Detailed information is available on the athletic training program web page. Transfer students are eligible but must complete all program requirements (ATP Levels I through III) at Nova Southeastern University for degree completion. There are additional opportunities for the Level IV student to complete an internship in the area of sports medicine.

Level I: Pre-Professional Phase (Pre-Athletic Training Program) Requirements

1. Successful completion (C or better) of ATTR 1100, ATTR 1200, ATTR 1300, ATTR 1400, BIOL 1400, and BIOL 3312 with lab
2. Athletic Training Student Portfolio; signed Technical Standards; and compliance with other accreditation documents as part of ATTR 1100 and ATTR 1200 course requirements
3. Completion of 100 clinical observation hours, supervised by an ATP-Approved Preceptor as required by ATTR 1100 and 1200

Level II: Professional Phase (Athletic Training Program) Requirements

1. Successful completion (C or better) of ATTR 2100, ATTR 2200, ATTR 2300, ATTR 2400, ATTR 2610, ATTR 2620, and ATTR 3300 with lab

2. Maintenance of CPR for the Professional Rescuer (or equivalent) certifications, as required for clinical experience hours
3. Completion of minimum of 300 clinical experience hours, supervised by an ATP-Approved Preceptor as part of both ATTR 2610 and ATTR 2620 course requirements.

Level III: Professional Phase (Athletic Training Program) Requirements

1. Successful completion (C or better) of ATTR 3100, ATTR 3500 with lab, ATTR 3630, ATTR 3640, EXSC 3700, EXSC 3740, and ATTR 4100
2. Maintenance of CPR for the Professional Rescuer (or equivalent) certifications, as required for clinical experience hours
3. 3. Completion of a minimum of 300 clinical experience hours, supervised by an ATP-Approved Preceptor, as required by ATTR 3630 and ATTR 3640

Level IV: Completion Phase (Athletic Training Program) Requirements

1. Maintenance of CPR for the Professional Rescuer (or equivalent) certifications
2. Students are eligible for athletic training electives and an optional Internship (ATTR 4950) that will be supervised by an athletic training faculty member at an assigned clinical site off campus to be determined by the student.
3. Completion of degree requirements as outlined in the Graduation Requirements section of the Nova Southeastern University Undergraduate Student Catalog
4. Completion of registration for the Board of Certification Examination (BOC)

Evaluation for Matriculation

Acceptance in the Professional Phase of the ATP is based on the student's scores in the following categories:

- overall cumulative GPA (minimum 2.5)
- portfolio assessment
- professional interview

Detailed information is available on the athletic training program web page.

Matriculation Eligibility Minimum Requirements

Students who meet the following minimum requirements may matriculate to the Professional Phase of the ATP:

Nova Southeastern University cumulative GPA: 2.5 or better

Cardiopulmonary Resuscitation Certification: BLS for the HealthCare Provider Certification

Faculty Recommendations: 2 non-ATP faculty/supervisors and 1 Athletic Trainer

Interview: Formal interview with the ATP Faculty Selection Committee Members

Written Essay: letter of intent

Clinical Hours: 100 minimum, completed during the academic semester

Enrollment in the Professional Phase of the Athletic Training Program is capped at 20 students per cohort/year based on available clinical rotations and assessment protocols.

Progression Requirements

In order to progress in the athletic training professional program, athletic training students must:

- Achieve a C or higher in each athletic training program course attempted and maintain good standing with the University according to NSU student policies and procedures.
- Maintain current CPR (BLS for the HealthCare Provider Certification - American Heart Association)
- Broward County Background Check required annually
- Read and sign documents necessary to participate in the ATP as required by CAATE accreditation.
 - Technical Standards for professional athletic training education.
 - OSHA Compliance
 - FERPA waiver
 - Medical Confidentially Statement, HIPPA, ATP Policy and Procedures

This will ensure that athletic training students enrolled in the ATP are physically, mentally, and emotionally able, with or without reasonable accommodations, to perform the duties and functions of an athletic training student.

Program Progression

Appropriate course progression is vital to the success of learning skills that build on a foundation to more complex skills. Listed below is the recommended course progression.

College of Health Care Sciences Bachelor of Science - Athletic Training

Freshman Year				
Fall		Winter		
<u>Course</u>	<u>Credits</u>	<u>Course</u>	<u>Credits</u>	
Open Written Communication	3	Open Written Communication	3	
Open Math	3	Open Math	3	
ATTR 1100 Introduction to Athletic Training	3	ATTR 1200 Principles of Athletic Training	4	
ATTR 1300 Emergency Care and First Aid	3	ATTR 1400 Health and Fitness	3	
ATTR 1400 Health and Fitness Open Elective	3	BIOL 3312 Human Anatomy and Physiology/Lab 3	5	
Open Elective	3			
Total Credits	18	Total Credits	18	
Sophomore Year				
Fall		Winter		
<u>Course</u>	<u>Credits</u>	<u>Course</u>	<u>Credits</u>	
Open Arts & Humanities	3	Open Arts & Humanities	3	
Open Social & Behavioral Sciences	3	ATTR 2200 Injury Evaluation II	4	
ATTR 2100 Injury Evaluation I	4	ATTR 2400 Strength and Conditioning	3	
ATTR 2300 Sports Nutrition	3	ATTR 2620 Athletic Training Clinical II	3	
ATTR 2610 Athletic Training Clinical I	3	ATTR 3300 Therapeutic Modalities/Lab	4	
Total Credits	16	Total Credits	17	
Junior Year				
Fall		Winter		
<u>Course</u>	<u>Credits</u>	<u>Course</u>	<u>Credits</u>	
ATTR 3100 General Medicine in Sports	3	Open Social & Behavioral Sciences	3	
ATTR 3300 Therapeutic Modalities/Lab	4	ATTR 3640 Athletic Training Clinical IV	3	
ATTR 3630 Athletic Training Clinical III	3	ATTR 4100 Athletic Training Administration	3	
EXSC 3700 Kinesiology	3	EXSC 3740 Exercise Physiology with Lab	4	
Open Elective	3	Open Elective	3	
Total Credits	16	Total Credits	16	
Senior Year				
Fall		Winter		
<u>Course</u>	<u>Credits</u>	<u>Course</u>	<u>Credits</u>	
Open Elective	3	Open Elective	3	
Open Elective	3	Open Elective	3	
Open Elective	3	Open Elective	3	
Open Elective	3	Open Elective	3	
Total Credits	12	Total Credits	12	
TOTAL CREDITS 120				

ELEMENTS OF ATP

Professionalism

The ATP holds professionalism as our highest standard. While following the NATA Code of Ethics we will continue to teach professionalism, character, integrity and a strong work ethic in every class. We hold the athletic training students accountable for professional behavior. Athletic training is a healthcare profession in which you represent yourself, the ATP, the faculty, and NSU. As part of this professionalism standard for example, we have a strict dress code, and other areas that will be addressed by both in the classroom and in the clinical setting. Promptness as another example is a trait that a proper health care practitioner must display. Additionally, tardiness in class or the clinical rotation is unprofessional. Additionally, it is important for athletic training students to join the NATA and be involved in community based projects.

Behavioral and Social Attributes

Athletic training students must possess the emotional health required for full use of their intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities attendant to the diagnosis and care of patients; and the development of mature, sensitive, and effective relationship with patients. Athletic training students must be able to physically tolerate taxing workloads, to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admissions and education process. These attributes are linked to the ATP's first goal: "Develop communication, critical thinking, and professional skills to prepare students for the allied health field of athletic training" (College of Health Care Sciences Student Handbook)

(https://www.nova.edu/publications/chcs/chcs_student_handbook/index.html).

Administration and Faculty

Pradeep Vanguri, PhD, LAT, ATC is the ATP Director and an Associate Professor. Assistant Professor Megan Colas, PhD, LAT, ATC is the Clinical Director. Other program faculty include Jeffrey Doeringer, PhD, LAT, ATC and Kelley Henderson, PhD, LAT, ATC. The ATP administrative assistant is Ms. Wanda Wright, whose office is located on the first floor of the Parker Building. The athletic training faculty are responsible for assessing clinical skills and the administration of the didactic portion of the ATP. Clinical skills should be practiced during the clinical experiences at each affiliate site, and students will participate in the "peer assessment" model and guided learning from the preceptor at the clinical rotations.

Mentorship Meetings

All athletic training students will meet with the Program Director and Clinical Director each semester to assist the student in adjusting academically to college life and becoming aware of the resources at NSU. Using the One Month Check-Up form, this formal meeting will occur approximately four weeks into the semester. The athletic training student will meet first with their preceptor (see below) to discuss clinical expectations and athletic training goals. This collaboration of faculty mentor, student, and preceptor serves to maximize the student's opportunity within the ATP and the athletic training profession. In addition, each student is assigned an NSU academic advisor who assists with registration, course selection and academic planning, and fulfilling General Education Program requirements.

Preceptors

The term “Preceptor” is defined as “A certified/licensed professional who teaches and evaluates students in a clinical setting using an actual patient base.” The following are the list of 2012 CAATE Standards that pertain to Preceptor responsibilities and qualifications:

Standard 37. Preceptor Responsibilities: A preceptor must function to:

- a. Supervise students during clinical education;
- b. Provide instruction and assessment of the current knowledge, skills, and clinical abilities designated by the Commission;
- c. Provide instruction and opportunities for the student to develop clinical integration proficiencies, communication skills and clinical decision making during actual patient/client care;
- d. Provide assessment of athletic training students’ clinical integration proficiencies, communication skills and clinical decision making during actual patient/client care;
- e. Facilitate the clinical integration of skills, knowledge, and evidence regarding the practice of athletic training.

Standard 38. Preceptor Responsibilities: A preceptor must demonstrate understanding of and compliance with the program’s policies and procedures.

Standard 39. Preceptor Qualification: A preceptor must be credentialed by the state in a health care profession (see glossary).

Standard 40. Preceptor Qualification: A preceptor must not be currently enrolled in the professional athletic training program at the institution;

Standard 41. Preceptor Qualification: A preceptor must receive planned and ongoing education from the program designed to promote a constructive learning environment.

Clinical Experience

The Clinical Experience in Athletic Training I, II, III and IV courses have been developed to provide quality hands on experience, “teaching moments” and interaction with preceptors in and out of the classroom. Each course will include evaluation and assessment of an athletic training student’s skills, along with monitoring the clinical rotations, by the Clinical Director. Additional special projects and assignments will be included to enhance student learning. ATTR 1100 and 1200 include clinical observations, so pre-athletic training students have the opportunity to see the profession of Athletic Training.

The clinical experience portion of the ATP is a CAATE requirement and an opportunity for the athletic training students to practice their clinical skills with patients/athletes. Clinical experience rotations provide athletic training students with hands-on, clinical, and practical experiences during which cognitive knowledge is applied and practiced in a clinical setting. Each rotation allows the student to observe and be involved with the health care of athletes. Students must remember that it is a privilege to be involved with the health care of athletes and the preceptor has a primary duty to provide a standard of care to each student-athlete.

Students are expected to follow the ATP code of conduct during these rotations. If a problem or issue arises during a clinical experience rotation, it must be documented and reported to the Clinical Director immediately. Students may earn Disciplinary Action Points (DAPs) and be subject to sanctions when specific, defined circumstances are met. Please see the DAP Policy section of this manual.

Athletic Training Clinical Experience Hours				
Level in ATP	Minimum Hours/Week	Overall Hours/ Semester Year	Maximum Hours/Semster	End of Level Total Hours
Level I	5 hours	50 Hours	100 hours	100 Hours
Level II	10 hours	150 Hours	250 hours	300 Hours
Level III	10 Hours	150 Hours	250 hours	300 Hours
Level IV (Internship)	3-20 Hours	100-500 Hours	Variable	
End of Program Total			700 Hours	
CE hours are obtained in excess of required clinical experience hours. CE hours are recorded on separate logs and must include a one-page reflection on the experience when the hours are submitted. Upon completion of the minimum 700 hours, the student will have earned the ATP director's approval for BOC exam registration. Example CE Hours Include: Student SEATA, ATAF, NATA, Surgical Observations, Ruggerfest, etc.				

Recording Clinical Hours

Correct daily recording of clinical hours is the responsibility of each individual athletic training student. Athletic training students are required to record their daily hours using the eValue Software Platform. Each entry will be reviewed and approved on a weekly basis by the preceptor. Time spent traveling to and from games and practices does not count toward completion of the athletic training student's clinical experience requirement. Any athletic training student found to be falsifying his/her clinical hours (plagiarism) will be immediately cited for disciplinary action, reported to the ATP program director and reported to the Dean of the College of Health Care Sciences according to NSU policy for misconduct in an academic setting as outlined in the NSU Student Handbook.

Background Checks

Students are required to obtain a background check as per Broward County to attend clinical sites. The background check is a required component of ATTR 1100 Introduction to Athletic Training (offered only in the fall semester). All information is confidential, and if the background check(s) is not passed by Broward County, the student will meet with the ATP faculty committee. A student will not be allowed to attend any clinical rotation until the background check is cleared. Offers of admission to the Professional Phase of the ATP will not be considered final until the completion of the background check is cleared and documented.

Service Learning

A vital part of the ATP, service learning combines community service with classroom instruction, focusing on critical, reflective thinking as well as personal and civic responsibility. Service learning programs involve students in activities that address local needs while developing their academic skills and commitment to

their community. Examples include but are not limited to working with the Jason Taylor Foundation and the International Rugby Festival.

ATP Competencies

From the CAATE Website:

The 5th edition of the Athletic Training Education Competencies (“Competencies”) (www.nata.org/sites/default/files/5th_Edition_Competencies.pdf) defines the knowledge, skills, and clinical abilities to be mastered by students enrolled in professional athletic training education programs. Mastery of these competencies provides the entry-level athletic trainer with the capacity to provide services to clients and patients of varying ages, lifestyles, and needs. The CAATE requires that the Competencies be taught and evaluated in each accredited professional athletic training education program. The Competencies serve as a companion document to the accreditation standards, which identify the requirements to acquire and maintain accreditation, published by the CAATE.

Clinical Integration Proficiencies

CIPs represent the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care. The incorporation of evidence-based practice principles into care provided by athletic trainers is central to optimizing outcomes. Assessment of student competence in CIPs should reflect the extent to which these principles are integrated. Assessment of students in the use of Foundational Behaviors in the context of real patient care should also occur.

Direct Supervision of Athletic Training Students

Direct supervision of athletic training students involved in the clinical and/or field experience portion of the Athletic Training Program will be through constant and direct line-of-site visual contact between the preceptor and the athletic training student. This direct supervision provides the student with the best possible learning experience while allowing a strong mentor relationship with the preceptor. It is necessary for the student to build confidence and learn decision-making processes during each clinical experience. “Supervised Autonomy” is requested of the preceptor, as the student gains more knowledge and competence in their clinical skills. Supervised autonomy allows varying degrees of direct supervision and mentoring while the student fosters an independent application of clinical proficiencies and critical thinking skills.

Clinical Sites

To ensure quality clinical experiences, the ATP uses a variety of clinical sites, including but not limited to, Division I and II athletic programs, orthopedic surgery observations, rehabilitation clinics, secondary school athletic training settings, and medical clinics such as Broward Health. Each site has different regulations regarding parking, dress codes, and emergency action plans. A list of these Affiliate Sites is provided in Appendix B of this manual.

Level 4 Clinical Experiences

Level 4 Clinical Experiences enable fourth-year athletic training students to garner hands-on learning experiences at a unique setting or under the direction of a different medical professional. The semester prior to the possible internship, students meet with their faculty mentor during the One Month Check-Up

to discuss internship options. If a student wishes to work with a different athletic training faculty member as his/her internship supervisor, the request must be submitted via email and approved by both the student and the faculty mentor. If the student is still searching for a faculty mentor the ATP Program Director may assign them. Academic Internship documentation may be obtained from the student's academic advisor. This documentation must be completed by the student, the student's academic advisor, and the faculty internship supervisor and submitted by the college's deadlines. This documentation must be approved by the ATP director and the Chair of the Department of Health and Human Performance. The internship course can be awarded variable credits from 1-12. In addition to the clinical experience the internship will add experience to the academic program. Please see the table below for further requirements.

ATTR 4950 Internship in Athletic Training Requirements		
Credit Load	Minimum Hours/Week	Academic Course Requirements
1-2 Credits	3-6 hours	<ul style="list-style-type: none"> •Clinical Experience Online Exams (midterms and finals) •Clinical Evaluation Forms (Goals, 1-Month, Midterm, Final) •Project: Written or Presentation Component •Experiential Reflection Paper
3-Credits	9 hours	<ul style="list-style-type: none"> •Clinical Experience Online Exams (midterms and finals) •Clinical Evaluation Forms (Goals, 1-Month, Midterm, Final) •Project: Written AND Presentation Component •Experiential Reflection Paper
6-Credits	18 hours	<ul style="list-style-type: none"> •Same as for 3-credits PLUS •Project 2: Written and/or Presentation Component
Example: Projects May Include:		<ul style="list-style-type: none"> • Clinical Case Report Manuscripts & Presentations • Athletic Training Room Policy & Procedure Manual • Literature Review Manuscript • Portfolio of Experience (in addition to Reflection Paper) • Program Development (Educational, Rehabilitation, Strength and Conditioning, etc.)

Technical Standards

The technical standards set forth by the ATP establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level Athletic Trainer, as well as meet the expectations of the CAATE.

All students admitted to the ATP must meet the following abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not progress through the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC exam.

Candidates for selection to the professional phase of the ATP must demonstrate all of the following technical standards:

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 the physical examination results and a treatment plan 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 ATP 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 professional phase of the athletic training educational program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. NSU's Office of Disability Services (www.nova.edu/disabilityservices) will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

Evaluation of Student Progress and Competency

Athletic training students will be introduced to information and material in courses, and learning will progress in a logical sequence. Competencies taught in didactic courses will be evaluated as proficiencies in the Clinical I, II, III, and IV courses.

Evaluation forms will be completed throughout the ATP by the athletic training student, preceptor, and the program director as part of clinical experience courses (ATTR 2610, 2620, 3630, 3640). These evaluations will be used to identify the strengths of the program and the weaknesses in order to maintain and improve the NSU ATP, including:

	Name of Form	Completed by		
		ATS	Preceptor	Faculty
1	One-month check-up	X	X	X
2	Mid-term evaluation	X	X	
3	End-term evaluation	X	X	
4	End of Level I evaluation	X		
5	End of Level II evaluation	X		
6	End of Level III evaluation	X		
7	Senior Exit Interview	X		
8	Alumni evaluation	X		
9	Faculty/course evaluation	X		

Medical Records

Medical records of student-athletes are protected documents and should be treated with the strictest care and confidentiality according to Health Insurance Portability and Accountability Act (HIPAA) standards. All treatments, evaluations, and rehabilitations will be documented in the clinical experience sites, following the policies and procedures manual. These medical records will also provide case studies that will be discussed in classes and will only be discussed in the educational setting by faculty, staff, and students.

In-Service Opportunities

Educational in-services for athletic training students will be offered several times during the academic year. In-services will be 60-90 minutes in duration and will provide quality didactic and practical education for athletic training students. In-service dates, times, and topics will be planned in advance and a schedule distributed to all faculty, staff, preceptors, and athletic training students.

Program Costs

During the athletic training program, there will be additional costs not included in the NSU tuition. These costs are approximate, and vary according to program requirements and student needs. Costs will include purchasing additional t-shirts in addition to the one provided by the program, obtaining CPR and AED certification, attending professional conferences, and transportation to your clinical sites. This is only a partial list of additional expenses that may accrue during your progression through the program. Approximate costs are listed below, and may change at any time. Uniforms available for purchase at the NSU Bookstore. ([NSU Book Store](#)).

Uniform NSU ATP T-shirts and shorts	\$45
Uniform NSU ATP Polo	\$40
Uniform NSU ATP Scrubs	\$50
CPR & AED certification	\$25
Broward School Board Background check	\$75 (ATTR 1100 and ATTR 3630)
Student liability insurance	\$40 (required and part of NSU LAB fees)
NATA Student Membership	\$80 (Optional)
ATSO Student Membership	\$20 (Optional)
Conferences (ATAF, NATA, SEATA)	varies per conference
Transportation (gas)	varies per clinical experience site

Medical Liability Insurance

Students in the Professional Phase of the ATP are covered by a blanket liability insurance policy provided by the College of Health Care Sciences at no additional cost to the student. This policy provides coverage to students, instructors, and preceptors during coursework and assigned clinical fieldwork. This policy does not cover activities outside those required and assigned by the ATP (e.g., "extra events" such as high school state tournaments). Students should secure their own personal liability policy for these activities.

Financial Assistance

The following professional organizations provide scholarships/monies specifically for students in athletic training programs:

Organization	Website
National Athletic Trainers' Association (NATA)	www.natafoundation.org/scholarship
Southeast Athletic Trainers' Association (SEATA)	www.seata.org
Athletic Trainers' Association of Florida (ATAF)	www.ataf.org

STUDENT RESPONSIBILITIES

Code of Conduct

This code provides students with guidelines set forth by NSU (in the CHCS Student Handbook) and the ATP to promote the highest standards of behavior and academic integrity. Students accept this responsibility as they are enrolled at NSU.

Integrity: "A commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility" defines integrity. NSU has also used the term integrity to explain the Core Values that demonstrate Shark Pride!

Code of Ethics

The Code of Ethics is directly from the NATA, by which all ATs are held accountable. In addition to the Code of Ethics, students will be held to the same standards as NCAA Division II athletes. Please refer to the NCAA Handbook for reference.

Preamble

The National Athletic Trainers' Association Code of Ethics states the principles of ethical behavior that should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession. The principles do not cover every situation encountered by the practicing athletic trainer, but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails.

From the NATA Website:

Principle 1:

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

1.1 Members shall not discriminate against any legally protected class.

1.2 Members shall be committed to providing competent care.

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 without a release unless 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 abide by all National Athletic Trainers' Association standards, rules and regulations.

2.3 Members shall report illegal or unethical practices related 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 maintain and promote high standards in their provision of services.

3.1 Members shall not misrepresent, 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 through education or experience and which are allowed by their practice acts and other pertinent regulation.

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

3.4 Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge.

3.5 Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.

3.6 Members who are researchers or educators should maintain and promote ethical conduct in research and educational activities.

Principle 4:

Members shall not engage in conduct that could be construed as a conflict of interest or that reflects negatively on the profession.

4.1 Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.

4.2 National Athletic Trainers' Association current or past volunteer leaders shall not use the NATA logo in the endorsement of products or services or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.

4.3 Members shall not place financial gain above the patient's welfare and shall not participate in any arrangement that exploits the patient.

4.4 Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try to influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.

First Aid/CPR Responsibility

Using athletic training students as "First Responders" exposes those involved to liability risk and conflicts with the mission of the ATP. For this reason, you cannot be used as a replacement for an AT's functioning in the role of a "First Responder". Athletic training students are never scheduled to be at an unsupervised event, practice, or facility as part of their clinical experience. In the case where an athletic training student

is left unsupervised, they should notify the supervising preceptor immediately, or the ATP program director and Clinical Director, if necessary.

In a medical emergency or crisis situation the athletic training student is required to function in the role of a CPR/First Aid-trained individual. If this situation arises, the student may only apply those skills deemed appropriate by the CPR/First Aid certifying agency. At no time should the student utilize athletic training skills related to evaluation to determine participation status, therapeutic modality and exercise application or any other skill that is protected under Florida's State Athletic Training Licensure Act.

NSU's liability insurance plan provides protection during the clinical experience portion of the clinical education experience as an athletic training student, but, may not provide liability insurance when the student becomes a volunteer (on or off campus) providing CPR/First Aid services. If the student is unsupervised, they are doing so with the knowledge of the uncertainty of whether or not the NSU's insurance plan will offer liability protection.

Traveling with an Athletic Team

Traveling may only occur with the preceptor and the athletic training student may not be unsupervised for travel. When traveling with athletic teams, athletic training students are expected to adhere to the athletic team's dress code. However, if no dress code exists for the athletic team, athletic training students should keep in mind they are representing the ATP. Traveling with a sports team is a privilege and should be treated as such. If monies are needed to travel, the Athletic Department may be able to provide meal money and/or room and board. If they are not able to provide funding, students should notify the ATP program director.

Disciplinary Action Point (DAP) Policy

In an effort to encourage students to develop appropriate professional behavior and demeanor, the college implemented the following DAP Policy for use in all clinical coursework.

The intent of the DAP policy is to have a formal statement of consequences for any inappropriate or unprofessional behavior as defined in the CHCS Student Handbook and by the NSU Code of Conduct. This policy does not replace professional discussions of disciplinary issues between the student and either the clinical instructor or the course instructor. Rather, it serves to codify possible disciplinary action that may affect a student's final course grade.

DAPs may be assigned by the ATP faculty as a result of any inappropriate or unprofessional behaviors at the clinical site or academic setting. Based on the severity of the infraction—as reviewed the by the faculty, with input from the preceptor, Clinical Director, or ATP program director—a student may receive 1 to 8 DAPs and/or be removed from the clinical site for any length of time based on the infraction. Consistent disciplinary actions at the clinical site may result in an accumulation of DAPs during the given semester and compound any clinical restriction. All accumulated DAPs will be totaled, and a percentage of the final grade may be deducted for each point awarded at the end of each semester. DAPs are specific to one course and do not carry over to future semesters or concurrent classes. Each individual point awarded may result in a 3% deduction off the FINAL GRADE.

Points and Percentage of Decrease in the Final Clinical Course Grade	
# of DAPs	% Grade Reduction
1	-3%
2	-6%
3	-9%
4	-12%
5	-15%
6	-18%
7	-21%
8	-24%

DAP Procedures

1. Notification by the Preceptor of any disciplinary issues as a result of inappropriate or unprofessional behavior must be given to the athletic training student verbally followed by email notification, no later than 24 hours after the initial incident.
2. Written documentation from the Preceptor or ATP Faculty will be provided to the ATTR Clinical Course Faculty (within 24 hours of the infraction) for the Clinical Experience course (ATTR 2210, 2220, 3230, 3240) and to the NSU ATP Clinical Director.
3. An in-person meeting will be scheduled between the athletic training student, Preceptor or ATP Faculty, and Clinical Course Faculty, to review the infraction and discuss the situation with all parties.
4. Based on the findings from this meeting, a follow up meeting with the Clinical Director and the Program Director, will occur to make the final decision on the DAPs to be assigned as well as the potential for any clinical restriction.
5. The athletic training student will be notified of the DAP assignment in a timely manner and will follow CHCS policy and procedures for any grade disputes.

Dress Code

It is important for athletic training students to present themselves in a manner appropriate to a health professional. Students must maintain a neat and clean appearance befitting students attending a professional program. The dress code is to be maintained at all times in the classrooms, laboratories, clinical sites, and all areas involved in providing patient care.

Classroom/Laboratory Dress Code

Athletic Training Students must maintain a professional appearance in and out of the classroom. For all Athletic Training Clinical I, II, III, IV courses students are expected to wear NSU ATP clothing only to class. Additionally, some laboratory portions of other courses may also require this attire.

Clinical Experience Dress Code

Students will be informed by the preceptor to dress in appropriate attire for the activity. NSU ATP Scrubs are not allowed at the Clinical Site unless approved by the preceptor, Program Director and Clinical Director.

- Khaki/tan pants, capris, or shorts
- Shorts must be appropriate length
- NSU Athletic Training Shirt (Purchase at the NSU Bookstore)
 - Pre-AT / Level I students: White shirts only
 - Professional AT students:
 - Level II: Gray T-Shirts
 - Level III: Blue T-Shirts
- NSU Polo Shirt-Game day or appropriate dress code
- Appropriate footwear (closed-toe shoes) per OSHA requirements (closed-toed shoes)
- Game Day Dress Code will vary among each sport.

Dress Code for General Medicine Rotations

- For men: collared shirt, slacks, and regular shoes
- For women: professional business dress, which includes slacks, pants, and appropriate shoes

Prohibited Dress

- Clothing with holes, stains, etc.
- Apparel promoting alcohol, tobacco, sex, and/or other distasteful items.
- Apparel from other schools, other sports teams, Greek organizations, and/or professional teams.
- Other apparel and/or accessories deemed inappropriate by the supervising Preceptor.
- Visible body piercing and tattoos should be appropriate and NOT distracting.
- Tongue piercing may cause a problem if the athletic training student needs to perform CPR. During clinical experience rotations the athletic training student should wear a spacer.

General Dress Information

- SHIRTS MUST BE TUCKED IN AT ALL TIMES! You must wear a belt.
- Shorts appropriate length, which is longer than the fingertips.
- Wear comfortable, athletic-type shoes at all times (No open toe shoes, i.e. sandals, per OSHA regulations).
- Jewelry, including earrings for both men and women, should be professional and appropriate.
- Hair must be neatly groomed; this may include keeping the hair pulled back and of appropriate length.
- Facial hair is permitted; however it must be kept professionally and neatly trimmed and groomed.

Students who are dressed inappropriately will be instructed to change into their acceptable uniform or will be asked to leave the athletic training room without recording their clinical hours. Any athletic training student in violation of the dress code will be subject to disciplinary action under the DAP Policy. Preceptors reserve the right to change and/or modify the dress code to meet the specific needs of the setting at any time.

Electronic Etiquette

In a traditional classroom, students are reminded that behavior that disrupts the class or interferes with other students and their ability to learn is unacceptable. Any person engaged in disruptive behavior will receive a DAP written warning from the instructor. Students who continue to engage in disruptive behavior after this warning may be administratively withdrawn from the course. The use of laptops/tablets to take notes and review slides during class is permitted. Texting or any electronic communication that is not directly related to coursework is disrespectful and unprofessional. After a first action, a verbal warning will be documented and on the second offence the student will receive a DAP.

Similarly, in an online course, any electronic postings, emails, or electronic messages that disrupt the class or interfere with learning goals and objectives are unacceptable. Electronic communication—the backbone of this online course—must be civil, respectful, and cordial at all times. Any posting that disrupts or interferes with learning will be removed, and the author of the posting will receive a DAP written warning.

Social Media Policy

Use of personal social media sites (i.e. Facebook, Twitter, Instagram) should be professional or use a privacy setting to make these viewable only to your approved friends and family. Employers are reviewing social media to gather information about prospective and current ATs.

Communicable Disease Policy

The purpose of this policy is to ensure the welfare of the students enrolled within this program as well as those patients you may come in contact with during your clinical experiences. It is designed to provide athletic training students, preceptors, and faculty with a plan to assist in the management of students with infectious diseases as defined by the Centers for Disease Control and Prevention (CDC). This policy was developed using the recommendations established by the CDC for health care workers (www.cdc.gov).

It is also the intent of the ATP to protect the rights of those infected with a communicable disease pursuant to the Medical (Sick) leave policy of NSU. Employees and students who become infected with a communicable disease should adhere to the NSU guidelines outlined at www.nova.edu/cwis/hrd/emphanbk/commdis.html.

What are Communicable Diseases?

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

Communicable Diseases (cited by the CDC)

- Blood borne pathogens
- Conjunctivitis
- Cytomegalovirus infections
- Diarrheal diseases
- Diphtheria
- Enteroviral infections
- Hepatitis viruses
- Herpes simplex
- Human immunodeficiency virus (HIV)
- Measles
- Meningococcal infections
- Mumps
- Pediculosis
- Pertussis
- Rubella
- Scabies
- Streptococcal infection
- Tuberculosis
- Varicella
- Zoster
- Viral respiratory infections

Guidelines for Prevention of Exposure and Infection

1. Students must successfully complete annual Blood borne pathogens training prior to initiating formal clinical experiences.
2. Students are required to use proper hand washing techniques and practice good hygiene at all times.
3. Students are required to use Universal Precautions AT ALL TIMES. This applies to all clinical sites.
4. Patient care should not be performed when the athletic training student has active signs or symptoms of a communicable disease.

Guidelines for Managing Potential Infection

1. Any student who has been exposed to a potential infection before, during, or after a clinical experience should report that exposure to his/her supervising clinical instructor immediately.
 2. Any student, who demonstrates signs or symptoms of infection or disease that may place him/her and/or his/her patients at risk, should report that potential infection or disease immediately to his/her supervising clinical instructor.
2. The student is responsible for keeping his/her Preceptor and the Clinical Director informed of his/her conditions (in compliance with HIPAA) that require extended care and/or missed class/clinical time. The student may be required to provide written documentation from a physician to return to class and/or clinical site.
3. If a student feels ill enough to miss ANY class or clinical experience that student should notify the appropriate instructor or supervising Preceptor immediately. Any absence must be supported with written documentation from a physician.

PROFESSIONAL PRACTICE

Athletic Training Practice Domains

- Injury/Illness Prevention and Wellness Protection
- Clinical Evaluation and Diagnosis
- Immediate and Emergency Care
- Treatment and Rehabilitation
- Organizational and Professional Health and Well-being

Employers of Athletic Training Services

- Professional and Collegiate Sports Organizations
- Secondary and Intermediate Schools
- Sports Medicine Clinics
- Hospital ER and Rehabilitation Clinics
- Occupational Settings
- Fitness Centers
- Physician Offices
- Military Settings
- Performing Arts Organizations

From the CAATE Website:

Foundational Behaviors

These basic behaviors, defined by the NATA, permeate professional practice and are incorporated into instruction and assessed throughout the ATP.

Primacy of the Patient

- *Recognize sources of conflict of interest that can impact the client's/patient's health.*
- *Know and apply the commonly accepted standards for patient confidentiality.*
- *Provide the best healthcare available for the client/patient.*

- *Advocate for the needs of the client/patient.*

Team Approach to Practice

- *Recognize the unique skills and abilities of other healthcare professionals.*
- *Understand the scope of practice of other healthcare professionals.*
- *Execute duties within the identified scope of practice for athletic trainers.*
- *Include the patient (and family, where appropriate) in the decision-making process.*
- *Work with others in effecting positive patient outcomes.*

Legal Practice

- *Practice athletic training in a legally competent manner.*
- *Identify and conform to the laws that govern athletic training.*
- *Understand the consequences of violating the laws that govern athletic training.*

Ethical Practice

- *Comply with the NATA's Code of Ethics and the BOC's Standards of Professional Practice.*
- *Understand the consequences of violating the NATA's Code of Ethics and BOC's Standards of Professional Practice.*
- *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.*
- *Appreciate 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, clients/patients, other healthcare professionals, and others as necessary.*

Cultural Competence

- *Demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare.*
- *Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations.*
- *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.*

Professional Relationships

Athletic Training Students to Medical Professionals

Physicians, sports medicine fellows, orthopedists, physical therapists, physician assistants, student physicians and other medical and allied health professionals may be present at any time during practice, competition, or clinics. As an athletic training student, you should take each opportunity to “shadow” these medical professionals and ask questions when appropriate. The team physician is the ultimate medical authority for the university and will be treated with absolute respect in all decisions. The physician’s directions will always be followed explicitly. Referral to the team physician and medical consultants can only be made through the preceptors.

Athletic Training Students to Certified Athletic Trainers

The preceptor will have the ultimate authority in the athletic training room, unless someone higher in the chain of command is present, for example, graduate assistants are members of the staff, not students. The preceptor’s requests/orders should be carried out as promptly as possible. It is acceptable to ask questions of the preceptors, especially when trying to better understand how and why things are done. However, you need to ask, never challenge, especially in front of athletes/staff. If there are any verbal conflicts, students need to be directed to the preceptor first. If the conflicts are not resolved, or the athletic training student is not satisfied, direct the matter to the head preceptor or the ATP program director.

Athletic Training Students to Faculty and Staff

The ATP faculty are involved in the athletic training room for care, treatment, and rehabilitation of injuries as part of the athletic training student learning during both the clinical and classroom experiences. Maintaining an “open door” policy is very important to allow athletic training students the opportunity to discuss concerns or problems with clinical skills.

Athletic Training Students to Coaching Staff

The preceptors are ultimately responsible for reporting injuries or the status of an athlete to the respective coach. If you are assigned to a team, you are responsible for reporting injuries, status, pending and/or missed medical appointments, and rehabilitation progress to the preceptor on a daily basis. If a coach asks you a question about the athlete or injury, refer them to the preceptor. Do not speculate, and only give information when given permission to do so. In the absence of the preceptor, answer the questions to the best of your knowledge, but again, do not speculate. Adhere to the coach’s rules as if you were a member of the team. Avoid giving the appearance that you have special privileges.

Athletic Training Students to Student-Athletes

Treat all athletes with respect and free of bias. Do not discuss any athlete’s injury, personal, or medical information with another athlete, friend, or associate. Do not provide alibis for athletes and never issue special favors. Provide the same treatment to all athletes. If an athlete comes to you with a question you cannot answer, refer them to the preceptor. If any problems arise with an athlete, refer the problem to the preceptor or the athlete’s coach (dependent upon the situation). Avoid close personal relationships with athletes, especially for those teams to which you have been assigned. This relationship could compromise your position both with the coach and the athletic training staff.

Athletic Training Students to Athletic Training Students

Treat one another with respect. Follow the golden rule: "Do unto others as you would have them do unto you." This will help create a better working environment for everyone. Address other athletic training students with a professional attitude and always do your part. Share the work assigned, and be fair to those athletic training students working with you. Be constructive in any criticism, avoid negativity. Offer helpful comments, and challenge one another in professional growth. If conflicts or confrontations arise, direct them to the attention of a preceptor. Professional relationships should be maintained at all times. You must disclose any personal relationships to the faculty to avoid a conflict of interest in the clinical setting.

Athletic Training Students to the Public and Media

Present yourself professionally at all times and be courteous. Remember that you are bound by the Health Insurance Portability and Accountability Act to maintain confidentiality and patient privacy. Direct the media to the preceptor or administrative staff for all questions.

BOC EXAMINATION

Students may become eligible to take the BOC examination upon completion of the athletic training degree. Students enrolled in their final semester of the ATP are eligible to apply for the BOC exam. The BOC has been responsible for the certification of athletic trainers since 1969. The BOC was the certification arm of the professional membership organization the National Athletic Trainers' Association (NATA) until 1989 when the BOC became an independent non-profit organization.

EVALUATIONS

Clinical Experience Evaluations

The clinical experience evaluation will assist both the athletic training student and the preceptor in providing feedback regarding the athletic training student's performance at each rotation. Evaluations will occur mid-semester and at the end of the semester. This feedback is specific to professional behaviors, clinical skills, and the ability for the athletic training student to apply classroom knowledge in the clinical setting. Once the evaluation is completed, both the athletic training student and the preceptor will discuss and sign the evaluation. The form is then delivered electronically via email to the clinical faculty member for review and assessment as part of the clinical course.

End of the Level Evaluations

At the completion of each academic year the athletic training student will complete End of the Level evaluation forms. Additionally, as the athletic training student completes the ATP they will complete a comprehensive program evaluation.

Athletic Training Student Grievance Procedures

In the event that an athletic training student has a grievance against a staff member and/or fellow athletic training student, the following guidelines should be followed:

Criteria for Grievance

Dishonesty; Harassment; Unfair practices; Conduct unbecoming an athletic training student (or Preceptor); and any other unprofessional behavior. NSU non-discriminatory and student grievance policies and procedures can be found at https://www.nova.edu/publications/hpd_catalog/index.html.

Athletic Training Students' Organization

The Athletic Training Students' Organization (ATSO) provides athletic training students involvement with education, research, and community service, as well as an added benefit to the University experience. Members of the Athletic Training Student Organization shall follow the by-laws of the Constitution, and abide by Roberts Rules of Order when conducting meetings and voting on important issues. Student officers will be nominated and voted in by the student members at the end of the winter term. The officers must work closely with the faculty advisor and the membership providing leadership and organizational skills to accomplish the goals set forth by the membership.

ATSO Faculty Advisor

The Faculty Advisor will comply with the College of Health Care Science policies for student organizations and will act as a liaison for campus and community involvement.

APPENDIX A: RESOURCES

College of Health Care Science <http://healthsciences.nova.edu/index.html>

NSU College of Health Care Sciences Student Catalog
https://www.nova.edu/publications/chcs/chcs_student_handbook/index.html

ATP <http://healthsciences.nova.edu/undergraduate/athletic-training/index.html>

National Athletic Trainers' Association www.nata.org

District 9, Southeast Athletic Trainers' Association www.seata.org

Athletic Trainers' Association of Florida www.ataf.org

Board of Certification www.bocatc.org

Commission on Accreditation of Athletic Training Education www.caate.net

APPENDIX B: CLINICAL SITES

Nova Southeastern University
Broward College – Main Campus
Florida Atlantic University – Boca Campus

Broward County Public High Schools

Cypress Bay High School
Everglades High School
Monarch High School
Nova High School
Pompano Beach High School
South Plantation High School
Western High School

Hospital Systems

Broward Health Sports Medicine
Cleveland Clinic Sports Medicine
Holy Cross Sports Medicine
Memorial Hospital

Private High Schools

Chaminade Madonna College Preparatory School
Pine Crest School
Somerset Academy
St. Thomas Aquinas High School
University High School, on-campus
Westminister Academy

Private Clinics

Donner Physical Therapy
Spine and Sport Rehabilitation
NSU Physical Therapy/Sports Medicine Clinic
UHealth Sports Medicine - Plantation

APPENDIX C: ATP COMPLIANCE STATEMENTS

Confidentiality Statement

I understand that information in the offices of the Athletic Training Room/Medical facility at any affiliate site is confidential and may not be divulged to anyone except the person who owns the information, those faculty, staff, or administrators who have need to know, and those individuals or agencies who fulfill the requirements under the Federal Educational Rights and Privacy Act of 1974, as amended (FERPA) and the federally mandated Health Information Portability and Accountability Act (HIPAA). If I release confidential information or discuss confidential information outside of the office, I understand that I will be immediately dismissed

from the Athletic Training Program curriculum. I have read the above statement and agree to maintain the confidentiality of all information that I have access to through the ATP. _____ initial

Non-discrimination Statement

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Employees and students of the University who believe they have been discriminated against should adhere to the University guidelines outlined at www.nova.edu/cwis/vpaa/policies/protections.html.

Compliance Statement

As an athletic training student at Nova Southeastern University, I agree to comply with all policies and procedures in this document, as well as CAATE accreditation standards and guidelines. I also accept the responsibility of the athletic training student code of conduct, the NATA Code of Ethics, and the professional characteristics that are representative of a healthcare professional.

Print Name

Time and Date

Signature

NSU Student Number

Witness Print name

Witness Signature

OSHA Compliance Statement

Blood borne pathogens are disease-causing microorganisms that may be present in human blood. Two pathogens that are of special importance to athletic trainers are Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV). Hepatitis B directly affects the liver by resulting in swelling, soreness, and the loss of normal functions to the liver. Human Immunodeficiency Virus affects the immune system by destroying the T-cells, which helps prevent disease. At this time, there is no known cure for either. There is a vaccine for prevention of HBV that is available. All individuals working within the Nova Southeastern University Athletic Training Program are anticipated to come in contact with blood or other infectious materials while performing their duties. The potential for exposure not only exists in the athletic training rooms, but also on the practice and/or competition fields. These potential areas of exposure and disease transmission, as well as techniques of transmission prevention, are documented and outlined. I understand that I must take part in yearly in-service programs on the OSHA guidelines and universal precautions. _____ (initial)

First Aid/CPR Responsibility Agreement

Using athletic training students as “First Responders” exposes those involved to liability risk and conflicts with the mission of the NSU ATP. For this reason, you cannot be used as a replacement for ATs while functioning in the role of a “First Responder”. Athletic training students must never be scheduled to be at an unsupervised event, practice, or facility as part of their clinical experience. In the case where an athletic training student is left unsupervised, they should notify the supervising Preceptor immediately, or the ATP Director/Clinical Director if necessary.

In a medical emergency or crisis situation the athletic training student is required to function in the role of a CPR/First Aid trained individual. If this situation arises, the athletic training student may only apply those skills deemed appropriate by the CPR/First Aid certifying agency. At no time should the athletic training student utilize athletic training skills related to: evaluation to determine participation status, therapeutic modality and exercise application or any other skill that is protected under Florida’s State Athletic Training Licensure Act.

The University’s liability insurance plan provides protection during your clinical experience portion of your education as an athletic training student may not provide liability insurance when the athletic training student becomes a volunteer (on or off campus) providing CPR/First Aid services. If the athletic training student is unsupervised, they are doing so with the knowledge of the uncertainty of whether or not the University’s insurance plan will offer liability protection. _____ (initial)

Communicable Diseases Policy

It is the intent of the NSU Athletic Training Program (ATP) to protect the athletic training students (athletic training students), faculty, and staff from exposure to communicable diseases that pose reasonable risk of harm to members of the University community. Athletic training students will be educated on OSHA guidelines prior to doing any observation hours, and will be reeducated annually in order to maintain safety standards required of an allied health professional. It is also the intent of the NSU ATP to protect the rights of those infected with a communicable disease pursuant to the Medical (Sick) Leave policy of the University. Employees and students of the University who do become infected with a communicable disease should adhere to the University guidelines outlined at: www.nova.edu/cwis/hrd/emphanbk/commdis.html
_____ (initial)

TECHNICAL STANDARDS FOR ADMISSION

The Athletic Training Program at Nova Southeastern University 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 Educational Program establish the essential qualities considered necessary for students to progress through 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]). In order for athletic training students to progress through the ATP students must meet the following abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be permitted to progress to the next level of the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

In order to progress to level Two of the Athletic Training Educational Program students 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 the physical examination results and a treatment plan 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 ATP 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.

To progress to level II of the athletic training educational program students will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. The Disabilities Department will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

Candidates for selection to the professional phase of the athletic training educational program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. The Nova Southeastern University office of disability services www.nova.edu/disabilityservices will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

TECHNICAL STANDARDS FOR ADMISSION

_____	_____
Print Name	Time and Date
_____	_____
Signature	NSU Student Number
_____	_____
Witness Print name	Witness Signature

Compliance with Policies and Requirements

By signing below, I _____, indicate that I have read, understand, and agree to abide by all of the policies and requirements of the Nova Southeastern University ATP outlined in this student guidebook. My questions about these policies and requirements have been answered and I understand that the Program Director and/or Coordinator of Clinical Education can answer additional questions should they arise. This agreement is in effect for the entire academic year and must be renewed annually.

I am aware of the ATP requirements including but not limited to:

- Broward County Background checks and 24 hour self-disclosure if arrested or charged with a crime
- Technical standards (including changes in status) and immunization compliance
- Communicable diseases and blood borne pathogen exposure
- Academic and Clinical Progression for graduation, retention and good standing

I am aware of the ATP policies about clinical experience commitments including but not limited to:

- Academic and non-academic schedule conflicts, punctuality and absenteeism, and outside employment
- Clinical Experience Assignments
- Hours requirements and limits
- Supervision during clinical experience and prohibition of unsupervised practice

I understand that violation of the ATP policies or requirements carries consequences such as suspension from or loss of clinical placements as well as DAP.

Information Release

I authorize the ATP to provide information about me including my name, likeness, demographic and educational information to their accrediting body (CAATE) as part of program reporting requirements and /or credentialing eligibility verification requirements.

Athletic Training Student Signature

Date