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INTRODUCTION
This handbook provides useful information about matters of special interest to students enrolled in the Athletic Training Program (AT Program). The information contained in this handbook, explains the AT Program policies, standards of achievement, and other pertinent information. It is the responsibility of each student to become familiar with the policies appropriate to Union University as a whole. Such policies and procedures can be found in the Campus Life Handbook available at www.uu.edu/studentservices/handbook.

HANDBOOK REVISIONS
This AT Program Student Handbook was approved by the AT Program faculty, the Chair of the Physical Education, Wellness, and Sport Department, the Dean of the College of Education and Human Studies, and the AT Program Medical Director during the summer of 2016. The Union Board of Trustees, Administrators, and General Councils considers the above individuals to have the appropriate authority to approve the Handbook. The Handbook will be evaluated and revised yearly using feedback of staff, students, preceptors, and the AT Program Advisory Board and re-approved if substantive changes are made. Students are required to understand and sign (Appendix A) these requirements during orientation each year.

MISSION STATEMENT
The purpose of Union University’s Athletic Program is to challenge its students to become highly effective health care professionals incorporating both professional and spiritual growth in their life plans. To that end, the mission of the AT Program is to prepare students to be competent and proficient athletic trainers by providing comprehensive education in the Foundational Behaviors of Professional Practice; the 8 competency content areas set forth by the 5th Edition of the Athletic Training Education Competencies; and the BOC Standards of Professional Practice. The Program faculty believes in providing students with enriching educational experiences which foster personal growth, communication skills, critical thinking skills, and professional ethics.

PROGRAM GOALS AND OBJECTIVES
The AT Program faculty evaluates the goals, objectives, and measures annually in order to help achieve the mission. They are reviewed and approved by the AT Program faculty, the Medical Director, and the College of Education each year as part of the Comprehensive Program Assessment Plan (Appendix F).

DIVERSITY STATEMENT
The AT Program supports the Equal Opportunity and Affirmative Action Programs of Union University in both student selection and faculty recruitment. Union’s official policy can be found at http://www.uu.edu/humanresources/.
DIRECTORY OF FACULTY

Jennifer Shumway, Ed.D, LAT, ATC
Program Director / Associate Professor
Office: PAC A 20-B; Office Phone: (731) 661-5024; jfarroll@uu.edu

Jennifer Shumway began her time at Union University in the Fall of 2010 as an assistant professor in Union University’s Athletic Training and Sports Medicine programs. Currently Dr. Shumway serves as the Program Director / Associate Professor for the Athletic Training Program. Dr. Shumway completed her Doctorate in Education in Higher Education Leadership at Union University. Additionally, Dr. Shumway holds a Master of Science in Physical Education: Athletic Training from the University of South Carolina and a Bachelor of Science in Health Sciences: Athletic Training from the University of Central Florida.

Prior to coming to Union in the Fall of 2010, Dr. Shumway was the Head Athletic Trainer at Palm Beach Atlantic University in West Palm Beach Florida. Dr. Shumway has been a BOC certified athletic trainer since 2004.

Dr. Shumway teaches several courses within the Athletic Training Program including: Therapeutic Modalities (AT360); Evaluation I: Upper Body, Spine and Extremities (AT361); Medical Ethics, Professional Practice, and Research and Sports Medicine (AT461); Athletic Training Clinical 3 (AT365); and Athletic Training Clinical 6 (AT475). Additionally, Dr. Shumway teaches one graduate course within the College of Education and Human Studies: Advanced Injury Management.

Jonathan Allen, MA, LAT, ATC
Clinical Education Coordinator / Assistant Professor
Room: PAC A 21; Office Phone: (731) 661-5280; jmallen@uu.edu

Jonathan Allen, a native of Cambridge City, Indiana, began his work at Union in the fall of 2012. He serves as an assistant professor of Athletic Training and the Clinical Education Coordinator for the athletic training program.

Allen has been a Certified and Licensed member of the National Athletic Trainer’s Association and Board of Certification since 2005.

Before coming to Union, Allen was the director of rehabilitation at Fayette Regional Health System in Connersville, Indiana from 2009-12. His primary responsibilities included overseeing/managing an inpatient and outpatient rehabilitation clinic as well as athletic training services for two large area high schools.

Allen earned a Master of Arts in Sport Administration from Ball State University. While at Ball State his clinical responsibilities as a graduate assistant included working with men’s football, women’s track and field, cross country, and women’s softball. Allen also served as an instructor in the undergraduate athletic training education program classes.

Allen received his Bachelor of Science in Athletic Training from Ball State in 2003.
Karen Sinclair, MA, LAT, ATC, PES, CES
Assistant Professor
Office: PAC A 22; Office Phone: (731) 731-5529; ksinclair@uu.edu

Karen Sinclair joined the athletic training faculty full time in the fall of 2014. Mrs. Sinclair, a native of Covington, Tennessee, began her work at Union in the fall of 2009 as assistant athletic trainer before assuming the position of head athletic trainer in 2011.

Before coming to Union, Mrs. Sinclair worked as staff assistant athletic trainer at Southern Methodist University in Dallas from 2008-2009. Her primary responsibilities there were to work with women's volleyball, women's track and field and cross country.

Sinclair earned a Master of Arts in Exercise and Sports Science with specialization in athletic training from the University of North Carolina in Chapel Hill. She completed her thesis on kinematics of the scapula and shoulder complex in overhead athletics. While at North Carolina, her clinical responsibilities as a graduate assistant included working with men's lacrosse, women's volleyball and fencing teams. Sinclair also served as an instructor in undergraduate anatomy labs and physical education classes. She is also certified as a Performance Enhancement Specialist and a Corrective Exercise Specialist by the National Academy of Sports Medicine.

Sinclair received her Bachelor of Science in Athletic Training from the University of Southern Mississippi in 2005, where she graduated cum laude. She was a four-year varsity letter winner as a member of the Southern Mississippi cross country and track and field teams.

Jonathan Wilson, M.Ed., LAT, ATC
Adjunct Instructor / Director of Wellness

MEDICAL DIRECTOR
Dr. Chris Lewis, MD, the Medical Director for the AT Program, acts as a resource to the Program Director, Clinical Education Coordinator, Faculty, and students. Dr. Chris Lewis has been practicing Family Medicine and Urgent Care in Jackson since 1999. He graduated from the UT Family Medicine program in 2002 and joined Convenient Care at The Jackson Clinic. Dr. Lewis has been a part of the Union Family since 2005. He serves as medical director for the Athletic Training Program and Student Health Services.

ADVISORY BOARD
The AT Program has an advisory board that consists of the medical director, community athletic trainers with a variety of expertise, full-time faculty, and all adjunct faculty who serve the AT Program.
ACCREDITATION
The AT Program at Union University has secured accreditation through the Commission on Accreditation of Athletic Training Education (CAATE). The accreditation began on October 18, 2002 and is valid through the 2028-2029 academic year.

INSTRUCTIONAL DESIGN
The AT Program is designed to enable students to demonstrate, in the classroom, and in clinical rotations, that they have achieved levels of comprehension, competency and proficiency expected of entry-level certified athletic trainers. The Union University is committed to the idea that professional education requires sound academic preparation that is enriched by clinical experiences.

The classroom component is divided into several areas: foundational science courses, athletic training theory and practice, and clinical education. All students are required to complete the entire curriculum in sequence. Each course identifies specific objectives to be met. The information presented in the course sequence is designed to expose students to information through multiple didactic, laboratory and clinical experiences. These courses incorporate the content required to establish the foundational behaviors of professional practice and the content set forth by the 5th Edition of the Athletic Training Educational Competencies.

The purpose of clinical education is to provide athletic training students the opportunity to develop their knowledge, skills, and attitudes in direct care of athletic injuries; to establish the foundational behaviors of professional practice; to understand the medical delivery system in a variety of settings; and to understand the legal and ethical aspects of practicing athletic training.

ETHICS AND PROFESSIONAL PRACTICE EXPECTATIONS

NATA Code of Ethics
Students are instructed on, and expected to follow, the NATA Code of Ethics. The Code of Ethics should guide the students in their actions in the classroom and during their practicum experiences. Students must make the AT Program Director aware of any violations of the Code of Ethics by other students, faculty or preceptors. The Code of Ethics can be found by accessing the website NATA.org.

Foundational Behaviors of Professional Practice
Students are instructed on, and expected to follow the Foundational Behaviors of Professional Practice. These behaviors should guide the students in their actions in the classroom and during their practicum experiences. Students must make the AT Program Director aware of any violations of these behaviors by other students, faculty or preceptors. These foundational behaviors are accessible through CAATE.org under the 5th Edition of the Athletic Training Educational Competencies.

Standards of Professional Practice / Code of Professional Responsibility
Students are instructed on, and expected to follow, the Standards of Professional Practice and the Code of Professional Responsibility. These behaviors should guide the students in their actions in the classroom and during their clinical experiences. Students must make the AT Program Director aware of any violations of these behaviors by other students, faculty or preceptors. These foundational behaviors are accessible through BOCATC.org website.
PROGRESSION AND RETENTION POLICIES

Academic Advising
Upon enrollment in the AT Program, if they haven’t already, each student will be assigned a faculty advisor with a primary appointment in the program. The advisor will provide insight as to additional coursework, clinical affiliation placement and special needs that may arise throughout the six-semester program. The students are required to meet with his/her academic advisor at least once during each semester. Students are required to discuss and inform their AT Program advisor of matters within and outside of the Program requirements. Decisions made regarding outside courses may result in delays in graduation and ability to sit for the BOC Examination.
For the most complete, up-to-date degree and program requirements, see the official Union University undergraduate catalog at https://www.uu.edu/catalogue/. The information contained in this Handbook should not be used as a replacement for the Undergraduate Catalogue.

Communicating with Athletic Training Faculty and Administrators
The faculty and administrators of the Professional Athletic Training Program at Union University will communicate with the student regarding his/her grades, attendance, clinical experiences, position in the program, etc. We encourage the student to initiate meetings and bring concerns related to his/her experiences in the program directly to the faculty and administrators of the AT program.

Progression and Retention Committee
The AT Program Progression and Retention Committee will be comprised of the Program Director, the Clinical Education Coordinator and all full-time faculty teaching in the AT Program. A meeting of this committee may be convened any time there is evidence that a student may have violated any of the policies outlined in the Athletic Training Student Handbook, the Campus Life Handbook and/or the policies & procedures outlined in the Union University Undergraduate Catalog. Committee members will investigate the issue, consult with appropriate parties, allow the student to present information, and come to a decision in a timely manner. Decisions will be reviewed with the involved students and also outlined in writing.

Appropriate Progress
In order to progress in good standing through the lock-step curriculum of the AT Program, the athletic training student must maintain the following:
1. Current American Red Cross Professional Rescuer or American Heart Association Healthcare Provider CPR / AED certification.
2. Annual blood borne pathogens training.
3. Ability to meet the AT Program Technical Standards.
4. A background check that is free from any items that might preclude a student from being placed at clinical placement sites and/or successfully attaining BOC certification and/or state licensure.
5. Adequate progression through the AT Program Competencies and Proficiencies as determined by the Athletic Training Clinical I-IV syllabi and/or Clinical Education Coordinator.
6. Appropriate course completion, grades and GPA according to the Union University Undergraduate Catalog and the AT Program Probation and/or Dismissal Policies.
7. Compliance with the AT Program Student Handbook & all Union University policies & procedures as outlined in the Union Undergraduate Catalog.
8. Adherence to the ethics and professional practice expectations outlined in this handbook.
9. Earn a grade of “C” or higher in all AT major courses (AT###).
10. Maintain a 2.75 GPA.

Non-compliance with any portion of the above will result in a convening of the AT Program Progression and Retention Committee and possible probation or dismissal from the program.

**Probation & Dismissal**
The AT Program has probation and dismissal policies that are separate from the University’s policies. It is the student’s responsibility to become aware of the University policies on probation and dismissal. The Program in Athletic Training is not obligated to retain any student who has been suspended or dismissed by the University. Probation and dismissal from the Program do not necessarily mean probation or dismissal from Union University. If a University rule has been broken, appropriate discipline will be at the discretion of the University. The *Campus Life Handbook* should be consulted for a complete list and explanation of University policy. The Union University *Campus Life Handbook* can be located on the internet at [www.uu.edu/studentservices/handbook](http://www.uu.edu/studentservices/handbook). The Program in Athletic Training is not obligated to retain any student who has been placed on probation, suspended, or dismissed by the university.

**Program Probation Policies**
Upon the recommendation of the AT Program Progression and Retention Committee, the Program Director may place a student on program probation if any of the following occurs:

1. Current semester grade point average falls below 2.75, or UU overall grade point average falls below a 2.75.
2. A grade below a “C” (2.0) is received in a required course.
3. Student has an extended and unexcused absence from AT Program requirements.
4. Violation of AT Program Student Handbook policies.
5. Student displays inappropriate professional behavior.

Removal of Probationary Status in the program will occur when:

1. Student receives at least a 2.75 semester grade point average in the term following the earning of probationary status, and the student’s overall GPA is above 2.75.
2. In the case of a course grade below a “C” (2.0), objectives and criteria for the core course are successfully completed for a minimally satisfactory grade of “C” (2.0).

**Due to the sequential nature of the Program, a student who must repeat a course may not be able to rejoin the course sequence for one year.**

3. Other requirements as assigned by the Program Director at the time of initial probation.

A student cannot graduate from the Program while on program probation.

**Dismissal Policy**
Upon the recommendation of the AT Program Progression and Retention Committee, the Program Director may dismiss a student if any of the following occurs:
1. ‘F’ Grade in a core course.
2. A second below “C” (2.0) grade in a core course.
3. Two (2) below “C” (2.0) grades in core courses during the same semester.
4. Any action which results in a second violation of the probation policy.
5. A second violation of the AT Program Student Handbook policies and procedures.
6. Unprofessional behavior as determined by the standards outlined in the AT Program Student Handbook and the NATA Code of Ethics.

Appeal/Grievance Policy and Procedures
The appeal and grievance policies and procedures are clearly outlined in the Campus Life Handbook, which is available at this site: www.uu.edu/studentservices/handbook.

Grievances cannot be filed when pertaining to university conduct rules, traffic and parking violations, and professional judgment of health providers.

A student who is readmitted through the appeal process will be required to meet with the Athletic Training Program Director, Clinical Education Coordinator, and 3rd Faculty member to discuss and sign a prepared Progression Plan for Matriculation through the Professional Athletic Training Program document. This document will outline the benchmarks/standards the student is required to adhere to/meet in order to matriculate through the Professional Athletic Training Program. Items in the Progression Plan for Matriculation through the Professional Athletic Training Program may include, but are not limited to, standards related to academic progress benchmarks, policies related to professional conduct and preceptor interactions, appropriate communication, etc. For example, if a student was initially dismissed for failing to meet academic standards such as earning a C or lower in two (2) AT classes; earning a C or lower in AT courses or PEWS courses that teach AT specific content (i.e. PEWS 415, PEWS416, PEWS 433, PEWS 461) for a third time would result in that student being automatically dismissed from the AT program without opportunity for readmission.

Academic Misconduct
The AT Program takes academic misconduct very seriously. Academic misconduct includes, but is not limited to; plagiarism, misuse of sources, and cheating. Breaches of these standards warrant academic and disciplinary consequences. Policies and procedures, including appeal procedures, are detailed in the Campus Life Handbook. The AT Program Progression and Retention Committee reserves the right to impose additional sanctions if the student is found in violation of academic misconduct.

HEALTH, SAFETY, PRIVACY AND LIABILITY
Technical Standards
The Americans with Disabilities Act of 1990 provides comprehensive civil rights protection to people with disabilities. The ADA “prohibits all programs or activities receiving federal financial assistance from discrimination against individuals with disabilities who are ‘otherwise qualified’ to participate in those programs”. However, there are essential requirements needed in order for a person to meet the standard of care for the athletic training profession and meet licensing/certification requirements. The Supreme Court has stated that physical qualifications could lawfully be considered as ‘technical standards(s) for admission’. The institution/program may not exclude an ‘otherwise qualified” applicant due to a disability if the institution/program can reasonably modify the program or facilities to...
accommodate the student with the disability. The institution/program is not required to ‘fundamentally alter’ the program nor create an ‘undue burden’ on itself.

The Athletic Training Program at Union University is a rigorous and intense program that places specific requirements and demands on students. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the physical, cognitive, and attitudinal abilities considered necessary for an entry level athletic trainer. Further, the technical standards attempt to reflect the necessary skills and abilities needed to meet the expectations of the Program’s accrediting agency (Commission on Accreditation of Athletic Training Education, or CAATE) and the Board of Certification (BOC©) Practice Analysis.

The following abilities and expectations must be met by all students admitted to and matriculating through the Union University Athletic Training Program:

- Students must possess the mental capacity (without assistance from an intermediary) to integrate, synthesize, analyze, and problem solve in order to effectively examine and treat patients with injuries and illnesses. Students must be able to perform the above quickly in an emergency situation and it a timely manner otherwise.
- Students must possess sufficient cognitive, postural and neuromuscular control, sensory function, ambulation, and coordination to perform appropriate patient examinations and interventions using accepted techniques, as well as accurately, safely, and efficiently use equipment and materials for such purposes. Students must be able to perform the above quickly in an emergency situation and it a timely manner otherwise.
- Students must annually pass examinations by external entities such as CPR for the Professional Rescuer (or similar certification) and OSHA Bloodborne Pathogens Training.
- Students must possess the ability to communicate (orally and in writing) 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/document judgments and treatment information effectively.
- Students must be able to understand and speak the English language at a level consistent with competent professional practice. Students must be able to perform the above quickly in an emergency situation and it a timely manner otherwise.
- Students must be able to document appropriate vaccinations applicable to healthcare professionals and maintain appropriate personal hygiene conducive to the classroom and clinical setting.
- Students must have the capacity to maintain composure, exercise good judgment, and perform within the standard of care for a student of the same educational level during periods of high stress.

Applicants to the Athletic Training Program will be required to verify that they understand and meet the above technical standards or that they believe that, with certain accommodations, they can meet these standards.

The Athletic Training Program supports the Hiring Policies and Affirmative Action Programs of Union University in the student selection process. All students will be evaluated first with
regard to their academic and program qualifications and all students will be evaluated using the same scoring system. To promote fairness and equality, the program seeks to identify a suitable candidate before discussing anyone's disability status. Once a determination is made that a candidate is 'otherwise qualified', discussions will begin regarding whether the Athletic Training Program can make reasonable accommodations to a student who has identified that they require accommodations.

The Athletic Training Program will work with Disability Services to evaluate a student who states he/she could meet the Program’s technical standards with accommodation(s). Disability Services will confirm that the stated condition qualifies as a disability under applicable laws. A review of the following will occur: whether the accommodation(s) requested is reasonable; whether accommodation would jeopardize clinician-patient safety; and whether the accommodation will jeopardize the educational process of the student (including all coursework, clinical experiences, and internships deemed essential to graduation).

Compliance with the Program’s technical standards does not guarantee a student’s eligibility for the BOC© certification exam. Students with a concern, should contact the BOC© for the specific technical standards needed to take the certification examination (bocatc.org).

Admission Health Standards and Policies
Athletic Training Program students are required to complete a physical examination in light of the technical standards and including an immunizations review by a physician. An MD, DO, RNP, or PA-C may perform this physical examination. Physical examinations are available at no cost to the students at the Union Student Health Services. Students are required to submit a physical examination during the application process. Athletic training students are encouraged to obtain a Hepatitis B vaccine due to the inherent risk of exposure to blood and other bodily fluids. This series of 3 doses is available through the Student Health. Athletic training students are required to sign a vaccination declaration form (see Appendix B).

Students are also encouraged to obtain the meningococcal vaccination and a booster dose of meningococcal vaccine for students who received their primary dose before the age of 16 years. Athletic training students are required to sign a vaccination declaration form (see Appendix B).

All athletic training students are trained annually in proper procedures for Bloodborne pathogens and must understand and sign the Communicable Disease and Bloodborne Pathogens Policy & Procedures (Appendix C).

Safety and Security
University Safety and Security can be reached by dialing (731) 661-5018 (ext. 5018 from campus phone). Students should always be concerned for their personal safety and security. Never study or sit alone in an unsecured area. The student should keep personal effects with them at all times. If the student sees unfamiliar or suspicious persons, the student should not confront them personally, but should contact faculty or Safety and Security immediately.
**Alcohol and Non-Therapeutic Drug Policies**
The *Campus Life Handbook*, which is available at this site: [www.uu.edu/studentservices/handbook](http://www.uu.edu/studentservices/handbook), provides clear rules regarding the use of alcohol and illegal substances. Union University will impose sanctions upon a student for conduct that violates a student rule of conduct. In addition, any athletic training student found to be under the influence of drugs and/or alcohol while working in any athletic training capacity will be immediately removed from the clinical rotation while the issue is evaluated by the AT Program Progression and Retention Committee.

If a University rule has been broken, appropriate discipline will be at the discretion of the University. The *Campus Life Handbook* should be consulted for a complete list and explanation of University policy. The Program in Athletic Training is not obligated to retain any student who has been placed on probation, suspended, or dismissed by the university and may include dismissal from the Program.

Students, who are participating in a clinical rotation, are required to abide by the policies of that location. Therefore, in some cases, an athletic training student can be tested for illegal substances in the same manner as the staff or student-athletes are, and may be subject to additional sanctions.

**Sexual Harassment Policies**
The AT Program abides by Union University’s Policy on sexual harassment. This policy is available at [https://www.uu.edu/studentservices/accountability/harassmentpolicy.cfm](https://www.uu.edu/studentservices/accountability/harassmentpolicy.cfm). Any student who feels that they have been the victim of sexual misconduct by another person associated with Union University, or any clinical affiliation, should report the incident to the Program Director or Clinical Education Coordinator immediately so that the appropriate steps to rectify the situation can be taken.

**Social Networking Policy**
Students should not post any information, language or photos on a social networking site that would reveal patient information (HIPAA and/or FERPA) or which may tarnish the reputation of Union University, Union University Athletics, the AT Program, or its faculty, staff, preceptors, students and/or student athletes.

Students should understand that anything posted online could become available to anyone in the world. In many cases, text or photos placed online becomes the property of the site(s). Also, students should keep in mind that many social media websites are regularly monitored by potential employers, internship supervisors, graduate programs and scholarship committees as a way of screening applicants.

At no time should students violate the HIPAA or FERPA privacy laws on a social media website or otherwise (see “privacy”).

**Privacy and Confidentiality Policy**
Several laws require the AT Program and its clinical rotation affiliates to protect the confidentiality of health information and other confidential information pertaining to its patients and student-athletes. Examples of these laws include the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). Any medical or other private information gained by an athletic training student
must be kept confidential in accordance with professional ethics, accreditation standards and legal requirements.

Details on HIPAA and what is considered protected information can be found at http://www.hhs.gov/hipaa/index.html. Details on FERPA and what is considered protected information can be found at http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

The preceptor at the clinical rotation assignment will review specific privacy standards, and the student may be expected to sign a confidentiality statement. Students are required to understand and sign the Privacy and Confidentiality Policy (Appendix D). Failure to uphold these privacy and confidentiality policies may result in discipline by the AT Program, Union University, and the state/federal government.

**Student Liability Insurance**
The AT Program, via Union University contracts professional liability insurance for all AT faculty, staff, and students through the Acord Corporation and the Evanston Insurance Company. Students are covered by this insurance as long as they are participating in an AT Program clinical or laboratory experience. A student may choose to purchase additional liability insurance through a private insurance company. This is suggested for any students who plan to volunteer for any events that are not assigned by the Program, such as outside internships, the Rock and Roll Marathon Series, and the Jackson Marathon. If a student chooses to work summer camps under the direction of a certified athletic trainer, they should inquire as to whether they are covered through the camp’s liability insurance and under the direction of a physician protocol.

**Liability – Direct Supervision Policy**
All athletic training students working at an approved clinical education site must be under direct supervision of a qualified supervisor according to the CAATE Standards. Direct supervision is defined as “constant visual and auditory interaction between the student and the preceptor”. Therefore, students cannot be assigned to provide medical care at practices, games and/or other athletic activities without proper supervision.

If a student believes that they are not being properly supervised according to this policy, they must notify the Clinical Education Coordinator. Further information on these standards can be found at http://caate.net.

**Liability – Transportation Policy**
Throughout the AT Program, it is necessary for the student to attend classes and clinical affiliations outside of Union University’s main Jackson campus. In all cases, it is the student’s responsibility to arrange transportation, and assume the cost and time associated with travel. Example travel costs include gas, tolls, and vehicle maintenance.

Students are **NOT** permitted to provide patients with transportation to medical appointments. Students who choose to attend patient medical appointments by driving themselves or riding with another, do so at their own risk.

Students may be invited to travel with teams. In these cases, liability rests with the organization traveling and not with the AT Program. The program does not require travel. It is considered an extra benefit to the student and the host organization, which is extended by the practicum site.
**Liability- Equipment Safety Policy**

All therapeutic modalities in the Athletic Training Laboratory and at all clinical affiliation sites will be calibrated and safety checked on a yearly basis. Proof of calibration of equipment will be kept in the AT Program Director and Clinical Education Coordinator’s offices respectively.

Students are not permitted to use therapeutic modalities unless they have been trained to do so.

***COVID CHANGES/CONTINGENCIES***

Due to the very real possibility that instruction will be moved into a fully online format and clinical experiences in the Jackson area may be suspended at some point during the semester the following CHANGES/CONTINGENCIES will be in place for the Fall 2020 Academic Semester:

1. Students will be expected to get a minimum of 10 clinical hours per week in the first 8 weeks of the semester – IF clinical affiliation sites are permitting student engagement and IF the student’s clinical preceptor has that many hours available to the student during the week. All claims of insufficient hour availability will be confirmed by Jonathan Allen (CEC).

2. If/When clinical experiences are suspended student clinical engagement will switch from an hour-based evaluation to a patient interaction requirement. These interactions may be done in simulation with Union faculty via web-based deliveries if necessary.

3. The clinical engagement (formerly “clinical hours” requirement) is somewhat fluid as we navigate the changing environment during the course of the Pandemic. Ultimately, the AT program leadership will determine how many weeks were available for in-person clinical experiences and multiply that number by 10 to determine the number of clinical hours students will have been expected to earn over the course of the semester while in-person clinical experiences were available.

4. Once it becomes necessary to move to an online program delivery model, students will be required to participate in a minimum of 5 patient encounters per week. These patient encounters will be delivered virtually having been scripted and designed by the AT faculty and leadership. To determine scores for engagement once we shift to the online delivery model the number of weeks with online delivery will be multiplied by 5 patient encounters and that will be the total number of patient encounters students will be expected to have completed by the end of the term.
   
   a. The 5 unique patient encounters must happen within a single week’s time (Monday – Sunday). Students cannot front- or back-load these encounters (meaning you can’t wait until December and try to do 20 patient encounters in 4 days).

5. Clinical performance evaluations will be completed by assigned clinical preceptors IF students were able to spend sufficient enough time with the preceptor for the evaluation to be meaningful (minimum of 25 hours). IF there is a premature end of in-person clinical experiences due to Covid-19 measures, students will be evaluated on their weekly patient encounters by UU AT faculty. These patient encounter student evaluations will serve in place of preceptor evaluations as necessary.

6. The AT program faculty will host WEEKLY In-services. The dates/times of these in-services are TBD. The in-services are mandatory and are meant to serve as adjunct to clinical experiences.

7. The AT program faculty will host a MONTHLY “Journal Club”. The article(s) for the month will be assigned by the 5th day of the month and the discussion of the articles will occur during the 3rd week of the month in place of that week’s in-service.
COVID-19 STATEMENT OF EXPECTATIONS

- **All faculty, staff, and students are expected to wear face coverings when in public spaces.** Face coverings are not a substitution for social distancing. All faculty, staff, and students must wear face coverings in classrooms, labs, communal office space, on-campus gatherings, and in any campus setting where social distancing is difficult to maintain. Reasonable accommodations may be made for those who are unable to meet this requirement. To seek accommodations, please contact Dr. Gregory Bohner in the Office of Disability Services at uu.edu/ods.

- **Each individual should ask themselves the following five questions each day before leaving for class or work:**
  1. Have I been in close contact with a confirmed case of COVID-19?
  2. Am I experiencing a cough, shortness of breath, or sore throat?
  3. Have I had a fever in the last 48 hours?
  4. Have I had vomiting or diarrhea in the last 24 hours?
  5. Have I had new loss of taste or smell?
    
    ****If you answer yes to any of these questions, **you must stay home******

- **If a faculty/staff/student has any of the following symptoms:**
  1. Fever of over 100.4°
  2. Newly developed loss of taste or smell
  3. Cough, sore throat, or shortness of breath
  4. Vomiting or diarrhea

  **They must:**
  1. Contact clinic@uu.edu and reslife@uu.edu (if residential student) to relay when symptoms began and list any Union faculty, staff, or students with whom they have had close contact up to 48 hours before onset of first symptoms or positive COVID-19 test (if asymptomatic).
  2. Based on recommendations from the Union Health Clinic, contact a local healthcare provider with COVID-19 testing capabilities to be tested for COVID-19.
  3. Self-quarantine. This may be done in their apartment, moving to their permanent address, or if needed and available, in an empty apartment on campus. **Do NOT attend class!!**

- **A faculty/staff/student may find that they have come in close contact with a person who has tested positive for COVID-19. The CDC defines close contact as:**
  1. You were within 6 feet of someone who has COVID-19 for at least 15 minutes.
  2. You provided care at home to someone who is sick with COVID-19.
  3. You had direct physical contact with the person (touched, hugged, or kissed them).
  4. You shared eating or drinking utensils.
  5. COVID-19 patient sneezed, coughed, or transferred respiratory droplets.

  **They should:**
  1. Self-quarantine. This may be done in their apartment, moving to their permanent address, or if needed and available, in an empty apartment on campus.
  2. Self-monitor for symptoms:
3. Check temperature twice a day.
4. Watch for fever (of at least 100.4°), cough, shortness of breath, or other symptoms of COVID-19.
5. Follow CDC guidance if symptoms develop or they have a positive test for COVID-19.
6. Follow Health Clinic and Residence Life guidance as it pertains to isolation for a positive COVID-19 test or suspected development of COVID-19.

NOTE: **DO NOT ATTEND CLASS** if you have COVID-19 symptoms or have been exposed to someone with COVID-19. I will work with you to complete missed assignments.

*If you miss class due to COVID-19 symptoms or exposure, you are expected to report that to Health Services. You can request that they communicate that information to me or you can send the confirmation directly to me via email.

**SPECIFIC COVID-19 RELATED POLICIES FOR AT COURSES**

**Course Design** – Professors of didactic courses in Athletic Training program MAY modify their content delivery model to accommodate changing COVID regulations established by the federal, state, or local government, Union University, or the Athletic Training Program. These changes may include “flipped” or split classroom, prescriptive laboratory days, transition to a fully online format, or something other. Should students have any concerns regarding course delivery model they should first speak with the instructor of record for the course and then may bring their concerns to the Program Director.

**Classroom Protocols** – Since many AT courses requires partner work and hands on skills rehearsal it is essential that we follow the CDC guidelines and recommendations to the best of our abilities to limit any risk of Covid-19 transmission. With that in mind, the following protocols will be in place and are MANDATORY for participation in partner work/patient care activities.

1. Upon arriving for class every student will have his/her temperature taken via infrared thermometer. Any student with a temperature greater than 100.4 degrees Fahrenheit will be sent home with instruction to visit the student health facility on campus. This will be considered an excused absence.
2. Prior to taking a seat in the classroom every student will go to the hand washing station in the classroom and wash their hands and forearms for at least 30 seconds, with soap, and will dry their arms/hands completely with a paper towel.
3. Student seating will be determined on day one of class (for full cohort days) and table assignments will be determined for split cohort days on the first day of the split. Students MUST use the same seat/table every class meeting. This allows for potential contact tracing should any student develop Covid-19.
4. **LAB DAYS** - On days that portable treatment tables are used, students will set up their tables in the appropriate location and will used the provided disinfectant to clean the table properly. It is recommended that students wash hands again after performing this task.
   a. Student’s will need to bring the instruments/tools they were provided at the start of the semester to class EVERYDAY. Make sure you sanitize them before using them on your partner.
   b. Whenever additional instruments or tools are required for the day’s activities they will be laid out, having been previous disinfected by the professor. Limit sharing
of tools as much as possible and be sure to disinfect them between uses on different individuals.

5. LAB DAYS - For skill rehearsal/partner work days students will partner with the same individual for the entire semester. In the event of a partner absence the individual in attendance will join another partner group from an adjacent table.

6. Gloves will be available for students who wish to use them during partner work

7. LAB DAYS - Once the skills rehearsal/partner work is completed for the day students will disinfect any instruments or tools used for the course period, including the portable treatment tables, and will return these items to the storage closet.

8. LAB DAYS - Prior to exiting the class room students will once again wash their hands. In this instance it is acceptable to use hand sanitizer.

**Student Absence due to Covid-19** – All illness-related absences are deemed excused (Doctor’s note is required). In the event that you either test positive for Covid-19 or have a significant direct exposure to a person that is confirmed Covid-19 positive, and you are required to enter into a period of quarantine, your continued absence will be excused – however, you will be required to participate in the course remotely (as your illness allows). You will follow the plan detailed below related to the transition to remote learning should you have an extended absence from in-class attendance.

**Professor Absence due to Covid-19** – Should the professor of record for an AT course test positive for Covid-19, or have a significant exposure to a person that is confirmed Covid-19 positive, requiring she enter into a period of quarantine ALL course work will move to an online format for the period of her confinement. You will follow the plan detailed below related to the transition to remote learning should you have an extended absence from in-class attendance.

If, for some reason, the professor of record is unable to participate in this course (even remotely) for an extended period of time due to Covid-19 complications, another faculty member will be assigned to take over course content instruction.

**Transition to remote learning** – If we are required, at some point in the semester, to change our learning format to a fully remote atmosphere AT students need to pay close attention to the instruction of their AT (and other) faculty to ensure they are fully participating in the course in the new online format. Each professor should have a plan outlined in his/her syllabi for the potential transition to online learning.

**ADMINISTRATION: POLICIES, PROCEDURES, AND COMPLIANCE**

**Student Files**
The student records, pertaining to the AT Program, will be maintained and stored in a locked filing cabinet in the Program Director’s office and the Clinical Education Coordinator’s Office. Academic records will be stored in the Registrar’s Office. Records pertaining to the Program will include but are not limited to:

1. Declaration of major form
2. Transcripts/Audits
3. Program application forms
4. Interview score/results
5. Mid-term clinical review (each site)
6. Final clinical review (each site)
7. Course examinations and other athletic training coursework
8. Exit interview form
9. Any notes pertaining to clinical rotation evaluations
10. Grade information
11. Absence documentation
12. Health information
13. Criminal background check/fingerprinting information
14. Advising forms and notes

Expenses
Current expenses for tuition fees, vehicle registration, health fee, and laboratory fees are listed in the Union University Undergraduate Catalog. Other expenses specific to the AT Program can include the following:

1. Books (variable)
2. Membership to Professional Organizations a) NATA ($60/yr), SEATA & TATS are included in NATA price. Students are required to join by their senior year.
3. Drug Test AND Criminal Background Check – Completed by Fidelity Search Enterprises $65 must be completed annually.
4. Registration to conferences (optional)
5. Certification in CPR, First Aid, and AED ($35-$50)
6. Transportation to clinical facilities (gas and tolls) (variable - but can be significant. The Program attempts to keep students local for at least one semester each year)
7. Professional attire for clinical sites (appropriate shorts/pants, collared shirts, appropriate t-shirts) (Variable)
8. Board of Certification (BOC ®) Application Fee - $35 (if NATA member) Exam Fee - $300 (senior year only)
9. $75-90 one-time fee for Typhon Access (First-year students only)

Nametags Policy & Procedures
At clinical sites affiliated with West Tennessee Healthcare (WTN) and Sports Plus AT students are required to wear their WTN Healthcare Photo ID Badge. Badges are obtained from WTN Health before the start of the fall semester. Students must wear the ID badge on their person while at these clinical sites. If a student loses or forgets his/her ID badge he/she may be sent home. Students are responsible for their own ID badges. If the badge is lost or misplaced, students must replace it at WTN Health.

Outside Employment Policy
Program students are not allowed to use work as an excuse to miss any classroom or clinical requirements. Outside employment is very difficult to manage with the demands and requirements of the AT Program. For these reasons, outside employment of a significant nature is strongly discouraged. If a student must be employed, they should maintain excellent communication with their preceptor and the Clinical Education Coordinator. Care must be taken that the education process is paramount.

Monetary Remuneration Policy
Students may not receive any monetary remuneration during their educational experiences. Travel stipends, scholarships, clothing, and meal payments are acceptable.

Sports Participation Policy
Sports participation may not conflict with AT Program requirements. Sports participation is very difficult to manage with the demands and requirements of the AT Program. Students
who wish to enter the AT Program and remain on their sports team need to schedule an appointment with the Program Director, Clinical Education Coordinator, and their sport coach to determine the feasibility of such a request. In many cases, sports participation will require an adjustment of the athletic training student’s clinical schedule and may delay graduation.

**Classroom – Dress Code Policy**
For guest lectures and student presentations: Students may be asked to dress in professional attire for selected announced guest lecturers and student presentations. In most cases professional attire means wearing a UU collared shirt and khaki pants or black pants. No tennis shoes or sandals.

For laboratory: Student attire must allow complete exposure of the body part being taught. Laboratory dress consists of **elastic shorts of sufficient length to protect modesty**, short sleeve tee shirt or tank top, and tennis shoes. Students should consider that they will often be in athletic positions (ex. stretching and squatting) and that what may be considered modest in one position may not be modest in another position. Females may be asked to attend selected laboratory sessions in a sports bra or a bathing suit top and shorts. Males may be asked to take off their shirt for selected laboratory sessions. Professional conduct will strictly be adhered to with no exceptions.

**Class Attendance Policy**
Class attendance is mandatory unless otherwise specified by the instructor. If a student needs to be absent from class, the student must notify the instructor prior to the start of class and/or must consult with the instructor immediately upon return. The student is responsible for arranging with the instructor make-up work and/or securing class notes from other classmates. Class attendance may be factored into a student’s grade at the instructor’s discretion. A student may have excessive absences due to foreseen or unforeseen events. If a student has excessive absences in a semester, the student may be requested, at the option of the Program Director, to take a leave of absence from the program. The student would then have to wait one year and rejoin the program at the appropriate position in the curriculum. An extended and unexcused absence from any Program requirement is grounds for probationary action.

**Missed Examinations**
Students are expected to take all examinations at the scheduled time and place. If a student misses an examination due to illness, a note from a physician is required. An unexcused absence from an examination may not be made up.

**Tardiness and Preparedness**
Athletic training students are expected to be on time for all classes, laboratory sessions, exams, and clinical requirements. Punctuality reflects on the seriousness of the student and is a direct reflection on student professionalism. The athletic training student may be graded on punctuality. Athletic training students are expected to come prepared with the materials necessary for all classes, laboratory sessions, exams, and clinical requirements.

**Classroom Use Policies**
Students in the AT Program are able to utilize the AT laboratory for academic purposes when there is not a scheduled activity. Athletic training students should also review the room class schedule posted on the door to ensure they will not be there while there is a class in progress.

AT Program students are provided with a door access code. This code is for AT Program students only and should not be given to anyone who is not associated with the program. There are no exceptions.

Students are expected to keep the room clean and organized at all times. Students are not permitted to use equipment in the room unless they are engaged in academic activity (study or skills practice).

**Athletic Training Program Standardized Writing Requirements**

AT Program students must use the Standardized Writing Requirements (Appendix E) for all assignments in all courses that are part of the AT Program coursework. This document outlines the required and recommended elements for writing assignments. There are requirements for all papers, as well as specific requirements for two specific types; short written assignments/essays and long written assignments/full papers. For the most part, the requirements follow the Journal of Athletic Training Authors’ Guide (http://www.nata.org/journal-of-athletic-training/for-authors). However, when differences exist, follow the Standardized Writing Requirements in addition to the requirements set forth by each specific instructor.

**Clinical Education – Practicum Student Responsibilities**

Before each semester, every student will be assigned a clinical affiliation destination. It is the student’s responsibility to get in contact with the supervising clinical instructor to secure the following information:

1. Start date
2. Normal athletic training room hours of operation
3. Expectations for the upcoming semester
4. Expectation of student clinical hours
5. Policies and procedures
6. Dress code
7. Directions and important phone numbers
8. Necessary equipment and supplies, including competency matrix
9. Emergency action plan (EAP) procedures and locations
10. Bloodborne pathogens policy and procedures and location of necessary supplies

It is the responsibility of the student and preceptor to review athletic training student responsibilities at the start of the clinical rotation. Students should be made aware of any rule, regulation and/or responsibility that is different from what is stated in this handbook.

**Clinical Education – Practicum Attendance Policy**

Athletic training students are expected to be in attendance at every assigned clinical site function unless the Clinical Education Coordinator and/or the preceptor excuse the student. The student will follow facility procedures for to notify the preceptor of impending absence. All modifications of standard athletic training hours need to be approved by the Clinical Education Coordinator. Clinical site experience activities take precedence over any and all personal employment, club, intramural/recreation, and/or personal activities.
In many cases, practicum course assignments require attendance at the clinical site during times that are outside of the UU academic calendar. In other words, most students, depending on clinical assignment, could be required to participate in a clinical assignment for several weeks before the semester officially begins, during official university breaks and holidays, weekends, early and late hours, and/or after a semester has officially concluded. It is important to recognize that one of the strengths of the program lies in the experiences gained from real-world exposure. In addition, the preceptor dedicates a great amount of time to the education of our students, and they deserve to be assigned a reliable and responsible student who values the experience they are gaining from their placement. The program feels that a balance can be reached between creating a reasonable schedule for athletic training students and exposure to critical experience. This balance can be found using good communication between the student, the preceptor and the Clinical Education Coordinator. The three parties will work together to ensure that the schedule is reasonable for all parties and presents a learning opportunity for the student.

Assignments to practicum sites are made by the Clinical Education Coordinator well in advance. Students have ample time to plan on meeting the time requirements set by their practicum preceptor. Students entering the program should not schedule themselves to be gone from the UU area during any school breaks until they consult with the Clinical Education Coordinator regarding their requirements.

Failure to meet the expectations set forth by the clinical assignment will result in disciplinary action by the AT Program.

**Clinical Education – Practicum Dress Code Policy**

Students are expected to dress professionally at clinical rotation assignments and wear an ID badge (when at WTN Healthcare affiliation sites). Students are expected to adhere to the dress code standards of their assigned practicum. Some locations may have very strict regulations regarding jewelry, hair length, tattoos, and logo restrictions. Failure to abide by these codes may result in reassignment to a different clinical location. At all clinical locations, shorts should be sufficient length to protect modesty. The clinical rotation site may issue uniforms. Sneakers should be worn. Under no circumstances should the following be worn: other university clothing, clothing advertising alcohol and/or drugs, cut-offs, open-toed shoes and excessively tight/revealing clothing. Athletic training students should cover any exposed tattoos and remove any obvious body piercings (other than earrings).

**Clinical Education – Practicum Workload and Schedule Policies**

Students must complete a minimum of 800 hours prior to completion of the Athletic Training Education Program. This time requirement is divided according to the student’s clinical education level in the program:

- 1st-year students must complete a minimum of 100 hours per semester
- 2nd-year students must complete a minimum of 125 hours per semester
- 3rd-year students must complete a minimum of 175 hours per semester

**Recording clinical hours:**

Students should average 10-15 hours per week

Minimum 5 hours/week (the only exceptions to this rule will be Fall Break, Thanksgiving Break, Spring Break, and Finals Week).
**Maximum 35 hours/week**

Students who average less than the 5 required hours/week will be deemed as not participating fully in the clinical assignment. Students who do not participate fully in their clinical experience assignment will lose 2% of their clinical hours score per week in which they fail to meet the required 5 hour minimum. Additionally, students will never be expected or encouraged to exceed the 35 hours/week maximum. However, if students chose to participate in clinical experiences above the maximum weekly allowed they may do so without penalty. Again, they cannot be coerced to exceed 35 hours, nor can their clinical preceptors alter the students’ clinical grade due to not exceeding the maximum allowable hours. **Students are expected to maintain weekly hours throughout the entire semester even if their overall hour requirement has been fulfilled prior to the end of the semester.**

**See changed to clinical hours requirements due to COVID-19 during the 2020-2021 academic year**

Preceptors are expected to schedule students during times when learning is most likely to occur. Schedules should be made 1-2 weeks in advance in anticipation of the schedule at the practicum site. Preceptors are required to allow for at least one unscheduled day each (7 day) week. Students are expected to maintain communication with their preceptor and Clinical Education Coordinator to ensure that the hour requirements are met. Students may participate in their clinical rotation in excess of the scheduled hours; however, it must be with the understanding that they are not required to be there. Under no circumstances will a penalty be applied to a student who does not participate in excess of scheduled hours. Under no circumstances should students be scheduled for hours that violate the AT Program policy on direct supervision.

**Clinical Education – Personal Relationships Policies**

It is strongly recommended that athletic training students not engage in romantic or intensely personal (ex. close friends, business partners) relationships with student-athletes, patients, faculty, preceptors, or other clinical placement staff. Any athletic training student who is involved in a prior or new romantic or intensely personal relationship with anyone defined above must proactively inform the Program Director or Clinical Education Coordinator. The student will be assigned to another clinical site to protect the integrity of all parties and maintain the educational environment.

In addition, students engaged in romantic or intensely personal relationships with other AT Program students must proactively inform the Program Director or Clinical Education Coordinator. The Clinical Education Coordinator will consider whether adjustments to current or future clinical sites are necessary in order to protect the integrity of all parties and maintain the educational environment.

Students should refrain from discussing their personal lives with patients. This is especially important in the case of patients who are minors. It is inappropriate to discuss mature subject matter of a personal nature with minors.

The policies above are program specific and based on the idea that a relationship with a healthcare provider must be founded in trust and mutual respect. Personal relationships like
these are damaging to the learning experience and undermine the trust between patient and healthcare provider. Students who do not inform the Program of such a relationship will be dismissed from their clinical rotation and sanctions regarding inappropriate professional behavior will be considered. Further action, including probation or dismissal, will be at the discretion of the Program Director in consultation with the AT Program Progression and Retention Committee.

**Clinical Education – Formal Instruction Policy**

Students may not be assigned any task or responsibility which has not been formally addressed in the classroom or through instruction by a preceptor. For example, students should not be determining parameters for therapeutic ultrasound and performing treatments on their own until they have completed the Therapeutic Modalities (AT360) course. However, if instruction is given and understanding is assessed by the preceptor, a student who has not completed this course may perform the treatment provided the preceptor has initiated the treatment procedure with the patient (including assessment of contraindications/precautions) and set the parameters.

**Clinical Education – “Three Strike Policy”**

AT Students will be on a “three strike” policy with regards to professional behavior in the clinical environment.

1. Initial preceptor valid and documented complaint regarding student’s professional behavior will be noted in the students clinical education file and the student will be made aware of the complaint by the Clinical Education Coordinator.  
   **Student Action Required:** The student will meet with the Clinical Education Coordinator to discuss the unprofessional behavior/complaint by the preceptor and establish a plan for how the student will engage in professional behavior in the future. This plan will be signed by both the student and the CEC.  

2. A second valid and documented complaint by a clinical preceptor will result in a meeting between the CEC, the AT students, and the clinical preceptor to discuss the issues.
   **Student Action Required:** The student will prepare a formal plan of action, approved by the CEC, to prevent inappropriate behavior and encourage appropriate professional behavior. This action plan will be provided to and signed by the student, Preceptor, and CEC.  

3. A third valid and documented complaint will result in immediate dismissal from the program without the opportunity for readmission.

**HONORS, AWARDS & MEMBERSHIPS**

**National Athletic Trainers’ Association Membership**

Involvement in one’s professional organization is essential to the professional athletic trainer. All students in the AT Program are encouraged to apply for membership with the National Athletic Trainers’ Association (NATA) **by the start of the senior summer semester**. Membership in the NATA provides automatic membership in the Southeast Athletic Trainers’ Association (SEATA) and the Tennessee Athletic Trainers’ Society (TATS). An application for membership can be accessed from the NATA website at http://www.nata.org. Membership will allow students to receive publications and keep abreast of the many changes affecting the profession. In addition, many required readings
are accessed through the NATA website and/or the *Journal of Athletic Training*, which are both included as membership benefits. Many employers and scholarship committees will exclude candidates who are not members.

**Athletic Training Student Organization (ATSO) Membership**

All students in the AT Program are required to become a member of the Athletic Training Student Organization (ATSO) on-campus organization. ATSO meets 1x a month, the last Monday of the month, at 10am in PAC A11. Membership meetings include presentations from various allied health professionals, informative Program information, and fund-raising opportunities that provide financial support to attend the Annual SEATA Athletic Training Student Symposium. The involvement in this organization promotes the student’s professional growth, appreciation for the profession, and introduces each student to the political activities inherent in any large organization. **In addition, scholarship and awards committees often will not consider a student who is not involved in their own organization.**

**LETTERS OF RECOMMENDATION/REFERENCE**

Students are often unsure of how to properly ask for and receive a letter of recommendation. Students sometimes make mistakes when writing a list of references. We suggest the following steps:

1. Always think hard about who can best be a reference and/or write a letter of recommendation. Take care to look for possible connections to the place you are applying to (ex. The reference writer is an alumni or former employee). Do not ask people to be a reference or write you a letter if they do not really know you very well. Do not ask people who you worry may paint a less than flattering picture. If you are worried about whether they will be a positive reference, you should specifically ask them.

2. The application will likely ask you if you waive your right to see the letter. Always waive your right to see the letter. Many schools will not take the letter seriously if there is no confidentiality. You must trust that if someone agrees to write a letter of recommendation, they will say positive things.

3. Always ask permission to add someone to your reference list. It is not a good idea to allow a potential employer to call that person unless they are aware that they are serving as your reference. Also, take care not to simply ask if someone “will” be a reference. Rather, ask them if they feel they can serve as a “positive reference” for you. There is a big difference.

4. Always try to ask in person unless extenuating circumstances apply. If you are afraid to ask face-to-face, it raises questions about your confidence and maturity to enter the next phase of your career.

5. When you ask someone to write a letter of recommendation, you should provide the following information:
   a. the name of the program director or human resources person and the address the letter is to go to (regardless of whether we are to mail it, give it to you, or upload into a website……this information makes a more professional letter).
   b. a deadline.
   c. any special requests the school has (ie. specific areas to address).
   d. instructions as to how it should be delivered (ie. give to you, mail directly, upload into website, etc).
e. any paperwork, including the paperwork regarding your right to see the letter. Not all schools have paperwork, but many do. Be sure to sign it before giving it to the person writing the letter.
f. a resumé so that we can be sure to add all the great stuff you did. The resume doesn’t need to be perfect, but it should have your rotations, clubs, positions held, GPA, etc.
APPENDIX A – Student Acceptance Form

I __________________________ certify that I have read, understand, and will comply with the 2016-2017 Athletic Training Program Student Handbook.

I agree to accept the rules, regulations academic and ethical standards that the handbook describes. I also understand that some rules, regulations, and/or standards outlined in the handbook are in addition to those represented in the current Union University Undergraduate Catalog and the Union University Student Handbook.

I understand that failure to comply with any policies outlined in the handbook may result in disciplinary action. I agree to accept any disciplinary action imposed upon me as the result of my non-compliance with handbook policies.

By signing below, I hereby certify that I have been provided the opportunity to ask questions regarding the contents of the AT Program Student Handbook and that the above is true and correct.

Signature of Program Student __________________________ Date _______________

Signature of Program Director __________________________ Date _______________
Name: ________________________________
DOB: ______________ Student ID: ______________

Waiver Statement

Hepatitis B: Hepatitis B (HBV) is a serious viral infection of the liver that can lead to chronic liver disease, cirrhosis, liver cancer, liver failure, and even death. This disease is completely preventable. The Hepatitis B vaccine is available to all age groups to prevent Hepatitis B viral infection. A series of three doses of vaccine are required for optimal protection. Missed doses may still be sought to complete the series if only one or two have been received. The HBV vaccine has a record of safety and is believed to confer lifelong immunity in most cases. For more specific information about Hepatitis B disease and vaccines, please visit UU Student Health Services website: https://www.uu.edu/studentservices/healthservices/
The UU Athletic Training (AT) Program recommends that all AT students receive the Hepatitis B series due to the inherent risk of exposure to blood and other bodily fluids.

Please check one:

☐ I understand that due to the exposure risk associated with the AT Program at the Union University, I may be at risk for acquiring Hepatitis B (HBV). I have been instructed to obtain this vaccination by the Union University AT Program faculty and I decline the vaccination. I understand that by declining this vaccination, I continue to be at risk for Hepatitis B.

☐ I have completed the Hepatitis B vaccination series in the past (attach record).

☐ I have received _______ injection(s) of the Hepatitis B vaccination series and will complete the series in a timely manner. I will provide documentation when completed.

☐ I have a history of a previous Hepatitis B infection, documented by either lab test or physician diagnosis (attach record).

Other ________________________________________________________

Signature: _____________________________________ Date: __________
Witness signature: ______________________________ Date: __________
Approved by: the AT Program Faculty
MENINGOCOCCAL VACCINATION

Name: ________________________________
DOB: ______________ Student ID: ______________

Waiver Statement
College students, especially freshman living in residence halls, are at an increased risk for contracting meningococcal disease. The bacterial form of this disease can lead to serious complications such as swelling of the brain, coma, and even death within a short period of time. FDA approved vaccines are currently available that decrease a person's risk of acquiring meningococcal meningitis. There are (5) different serotypes (A, B, C, Y and W-135). Three vaccines offer protection against serotypes (A, C, Y and W-135), and two vaccines covers the B strain of the bacteria. For more specific information about meningococcal meningitis and college student risks, please visit UU Student Health Services website: https://www.uu.edu/studentservices/healthservices/.

The UU Athletic Training (AT) Program recommends that all AT students receive the meningococcal vaccination. The UU AT Program also recommends a booster dose of meningococcal vaccine for students who received their primary dose before the age of 16 years.

Please check one:

☐ I understand that due to the exposure risk associated with the AT Program at the Union University, I may be at risk for acquiring meningitis. I have been instructed to obtain this vaccination by the Union University AT Program faculty and I decline the vaccination. I understand that by declining this vaccination, I continue to be at risk for meningitis.

☐ I received the meningitis vaccination before the age of 16 and also a booster since the age of 16 (attach record).

☐ I received the meningitis vaccination before the age of 16 and will receive a booster in a timely manner. I will provide documentation when completed.

Other ________________________________________________________

Signature: ________________________________ Date: __________
Witness signature: ______________________________ Date: __________

Approved by: the AT Program Faculty
APPENDIX C – Communicable Disease and Bloodborne Pathogens Policy & Procedures

UU Athletic Training Program
Communicable Disease and Bloodborne Pathogens Policy & Procedures

The purpose of this policy is to protect the health and safety of the students enrolled in the Athletic Training (AT) Program as well as the people they come in contact with during their clinical course. This policy is designed to provide students, faculty, staff, and preceptors with a plan for the management of students who have, or may come in contact with, infectious diseases. This policy was developed using information from the Centers for Disease Control and Prevention (CDC) website (www.cdc.gov).

What is a communicable disease?
Communicable diseases are those that are spread from one person to another. Communicable viruses and bacteria can spread four ways: air (e.g. a cough or sneeze), direct physical contact, vehicle (injected or ingested), or a vector (animal or insect).

Examples of communicable diseases include, but are not limited to:
- methicillin-resistant staphylococcus aureus (MRSA)
- streptococcal infection (i.e., strep throat)
- viral respiratory infections
- pertussis
- tuberculosis
- meningococcal infections
- active chickenpox (varicella)
- measles
- mumps
- rubella
- contagious conjunctivitis
- hepatitis viruses
- human immunodeficiency virus (HIV)
- cytomegalovirus infection
- diphtheria
- enterovirus infections
- scabies
- pediculosis
- herpes zoster (shingles)
- herpes simplex

What is a Bloodborne pathogen?
Bloodborne pathogens are infectious microorganisms that cause communicable diseases in humans. Bloodborne diseases are spread through exposure to blood or other bodily fluids. The most well-known bloodborne diseases are for healthcare professionals are hepatitis B (HBV), hepatitis C (HCV), and human immunodeficiency virus (HIV).

Policy Statements
I. Prior to commencing the practicum experience, Athletic Training (AT) Program students must have the following documentation on file:
- completed immunization records on file with the Student Health Center per current UU guidelines (done as a part of the UU admissions process);
- complete physical examination from an MD, DO, RNP, or PA-C (done as a part of the AT Program admissions process) on file with the AT Program;
- record of hepatitis B and meningitis immunization or signed declination form on file with UU AT Program;
- record of completed Bloodborne pathogens training (completed pre-semester AT meeting);
- record of any additional immunization requirements by the practicum site (if applicable);
- record of current and continuing certification in emergency cardiac care (according to BOC/licensure guidelines); &
- record of current and continuing certification in first aid.

II. When providing patient care, regardless of the real or perceived communicable disease status of the patient, all students should follow standard and universal precautions:
• assume that all blood and body fluids are known to be contaminated with bloodborne pathogens;
• wash hands before and after patient contact, even if gloves are used;
• wear gloves when exposure to blood, body fluids, excretions or secretions is likely;
• use gloves appropriately according to aseptic and/or sterile techniques, and change gloves between patients;
• wear masks, face shields and eye protection when splashing of blood or body fluids may occur;
• dispose of sharps in designated rigid sharps containers;
• never recap needles or scalpels by hand; and
• dispose of waste saturated with blood or body fluids in designated red-bag trash containers.

III. Students are not to provide care to patients if they have active signs or symptoms of a communicable disease.

Procedures for Students with Suspected Communicable Disease
I. Students who have a severe respiratory infection, fever, severe sore throat, diarrhea, and/or skin lesion should report the information to their preceptor to determine if further medical evaluation is appropriate.
II. If a student is suspected of having a communicable disease, s/he is to obtain medical diagnosis and treatment prior to working directly with any patient.
III. Following a medical diagnosis, the student is responsible for informing the preceptor and Clinical Education Coordinator of their status and discussing an appropriate plan for didactic and practicum course participation.
IV. Students with signs or symptoms of an active communicable disease will not be allowed patient contact without a medical clearance.
V. The Clinical Education Coordinator will maintain written documentation of the student’s illness.
VI. Any recommendations made or actions taken by the UU AT Program will respect the confidentiality and welfare of the student while also recognizing and responding to issues regarding the welfare of patients.

Procedures Following an Exposure
I. If the student believes s/he has been exposed to a communicable disease during a clinical experience, s/he should inform their preceptor immediately to obtain information about control of the disease and other pertinent information.
II. If the student has been exposed to a Bloodborne pathogen during a practicum experience, s/he should:
   • Inform their preceptor and immediately flood the area with water and soap or skin-disinfectant if available.
   • The student or preceptor should call the National Post Exposure Hotline at 1-888-448-4911 for the most current information available regarding treatment. The phones are answered from 9:00 am to 2:00 am, except holidays. Information can also be obtained by visiting the Clinical Consultation Center Post-Exposure Prophylaxis (PEP) web site at: http://nccc.ucsf.edu/clinical-resources/pep-resources/pep-quick-guide/.
   • The student should obtain immediate evaluation by a medical professional. Time is of the essence in managing a Bloodborne pathogens exposure. Some treatment regimens must be started within two hours of exposure to be maximally effective.
III. The student or preceptor should document the source individual of the contaminated material and pertinent information regarding the situation.
IV. The student and preceptor must inform the AT Program Clinical Education Coordinator as soon as practicable.

This policy was reviewed and approved by the following institutional personnel:
Dr. Chris Lewis, MD – Athletic Training Program Medical Director and Director of Medical Services for UU Health Services

• I have received a copy of this policy and procedures document;
• I have been provided the opportunity to ask questions regarding the policies and procedures; and
• I understand and agree to abide by the policies and procedures.

Student Signature: __________________________ Date: __________
Printed name: ________________________________

Approved by: the AT Program Faculty; Dr. Chris Lewis, AT Program Medical Director on 6/20/2016
APPENDIX D - Privacy and Confidentiality Policy

PRIVACY AND CONFIDENTIALITY POLICY

INTRODUCTION
The Athletic Training Program curriculum and courses sometimes expose students to confidential information pertaining to student-athletes / patients, health care professionals, the department, Union University athletics programs, and other healthcare facilities serving as clinical sites. The learning experiences provided through exposure to this kind of information is integral to the UU Athletic Training Program. We are required by law, professional standards, and ethics to protect this information.

I, ____________________________________________________________

Print Name

I WILL NOT:
• exhibit or divulge the contents of any patient record or report (oral, written or electronic);
• use these resources to engage in illegal activities, or harass anyone; and/or
• see personal benefit of, or permit others to benefit personally by any confidential information I may be exposed to through the Athletic Training Program.

Student Initials

I UNDERSTAND:
• that the information accessed through the Athletic Training Program contains sensitive and confidential patient, business, financial, and employee information;
• that my obligation under this agreement will continue after completion the Athletic Training Program and that my privileges are subject to review, revision, and renewal; and
• that violators of this agreement will be subject to disciplinary action (including dismissal) and may be subject to penalties under state law and federal laws and regulations.

Student Initials

By signing, I pledge that I have read, understand, and will comply with the Athletic Training Program Confidentiality / Security Agreement.

______________________________ ______________________________
Student Signature Date

______________________________ ______________________________
Student Print Name Student ID #
APPENDIX E - Athletic Training Program Standardized Writing
Requirements and Advice

FOR SHORT WRITTEN ASSIGNMENTS/ESSAYS

Formatting
- All pages should be printed in black and stapled together (unless submitted online).
- All pages should be single-sided unless otherwise told by the instructor.
- All margins are 1 inch. (Be aware that Word 2007 and 2010 default to 1.25 inches.)
- Do not include extra spacing between paragraphs. (This is another common default in Word.)
- Use a font size of 12 and Times New Roman style throughout the entire document. Even the header/footer.
- Everything in the document should be double spaced, including the references.
- All paragraphs should be aligned to the left. Do NOT right justify the paragraphs.
- Your name, due date, and title of the assignment should be placed on the top left of the page within the header.
- In-text citations are required using superscript numerals.
- Reference list starts at the end of the assignment/essay (same page is fine if a short assignment), should be numbered, and sources should be listed in the order they are presented within the body of the paper (numbers are not superscript). Write the word References (bold and centered) to separate the sections.

FOR LONG WRITTEN ASSIGNMENTS/FULL PAPERS

Formatting
- A cover page should be included with the assignment title (centered and all CAPS), name of the student, course, and student email address, and due date.
- All pages should be single-sided unless otherwise told by the instructor.
- All pages should be printed in black and stapled together (unless submitted online).
- All margins are 1 inch. (Be aware that Word 2007 and 2010 default to 1.25 inches.)
- Do not include extra spacing between paragraphs. (This is another common default in Word.)
- Use a font size of 12 and Times New Roman style throughout the entire document. Even the header/footer.
- Everything in the document should be double spaced, including the references.
- Page numbers should start after the cover page. Center the page numbers on the bottom within the footer.
- Each page (after the title page) should have the student’s last name in the footer.
- All paragraphs should be aligned to the left. Do NOT right justify the paragraphs.
- In-text citations are required using superscript numerals.
- Reference list starts on a separate page, should be numbered, and sources should be listed in the order they are presented within the body of the paper (numbers are not superscript). Write the word References (bold and centered) at the top of the page.

Titles
- Should be on the cover page only. Start the paper on the second page without duplicating the title.
- Should be clear, be precise, entice reader, and use key words. Ex. “Atraumatic Testicular Torsion in a Collegiate Lacrosse Player”
- Should NOT use wasted words (“a study on” or “an investigation of”) or be cute (magazine as opposed to scientific). Ex. An Investigation of Testicular Pain: To Ice or Not to Ice?
Abstract (if required)
 Should be clear and concise and allow the reader to decide whether to read more.
  o Many submissions to outside agencies limit the word count and WILL reject your paper without even reading it if you do not stick to the limits.
 Should NOT contain any information not in the body of the paper.
 Should use the required headings and key words according to your instructor.

FOR ALL WRITTEN ASSIGNMENTS
Paragraphs
 Paragraphs should have a point and only one main point. Making even a rough outline before starting to write can really improve your writing and keep you on point! Tip: as you are reading, summarize the sections of text into 1-2 sentences of your own to take notes. Insert these sentences into your original outline in the appropriate place and at the end you will have a larger and more detailed outline to create your paper.
 Avoid paragraphs with three or less sentences (1-2 sentences do not make a paragraph.)
 Avoid paragraphs longer than one-page. (It likely means there are too many points.)

Sentence Structure and Grammar
 Instructors will have rubrics to determine the impact of errors on your grade. In general, more than 2 errors per page of writing will severely impact your grade for the assignment.
 Unless the instructor has asked you to write an opinion piece or personal narrative, avoid writing in the first person (e.g., I, me, us, you, we). Most scientific writing should be in the third person.
 Avoid starting a sentence with a conjunction (e.g., and, or, but), number, acronym, or “because” in professional writing.
 Rhetorical sentences????? No!
 Avoid using contractions (e.g., can’t, don’t, won’t, shouldn’t) in professional writing.
 Use action verbs, check for subject-verb agreement, and use the correct verb tense.
 Avoid passive voice when you can.
  o Active – “The student wrote the paper” (subject + verb + rest of sentence)
  o Passive – “The paper was written by the student” (subject at the end of sentence and disconnected from the verb)
 Avoid “by” and “was/has/happened” + past tense verb
  o was written by
  o has written badly
  o The student had happened to write badly (ugh!)
 Watch for anonymous subjects (assumed)
  o It is said that….. (Who said that???)
 Avoid slang or clichés (e.g., benefit of the doubt, dime a dozen, fell on deaf ears).
 Write concisely by removing duplicating words and/or phrases (e.g., small in size, brief in duration, a total of 152 participants).
 Use concrete words instead of abstractions (i.e., an “animal” could be a cat, dog, bear, tiger, or horse).
 Use correct punctuation.
 Spell out an acronym the first time you use it in a document and then place the acronym in parentheses, such as Environmental Protection Agency (EPA). After that, you need to use the acronym exclusively.
Fix all run-on sentences in one of these ways:
- create two separate sentences,
- link two independent clauses (clauses that are complete sentences) with a semicolon,
- combine independent clauses with a comma and coordinating conjunction (e.g., and, but, or, nor, yet, so, for), or
- subordinate one of the independent clauses by using a subordinating conjunction (e.g., before, unless, whenever, while, whether).

**Plagiarism and Proper Referencing**

- A reference is required whenever you are using someone else’s ideas/thoughts as you articulate your paper. The intent is to give credit to the originator of the idea/thought and to demonstrate to what depth that your argument has been discussed by others. You are not allowed to imply that these ideas/thoughts are your own. References also allow someone to look into the subject further if they are interested. Plagiarism will result in failure of the assignment, failure in the course, and disciplinary action by the program as well as referral to the Dean of Students’ Office.

- Direct quotes: There are VERY few reasons to use a direct quote in scientific papers. Quotes should only be used when the original author’s words cannot be restated without losing their impact. In most cases, quoting in scientific writing is a signal to the teacher that the student didn’t understand the material enough to synthesize and restate it. An in-text citation and quotation marks, are required for all direct quotes.

- Paraphrasing: In most cases, scientific writing requires the writer to synthesize multiple pieces of information from other authors and restate the composite information in the context of their main point.
  - Tip: as you are reading, summarize the sections of text into 1-2 sentences of your own to take notes. Insert these sentences into your original outline in the appropriate place and at the end you will have a larger and more detailed outline to create your paper. Taking only paraphrased notes can help to avoid “accidental plagiarism”. Using your outline in this way will help the flow of your paper and keep you on point.

- “Common knowledge” (ex. sprained ankles get swollen or the knee has four main ligaments) usually does not require a reference because it is not any one person’s original thought.

- Include in-text citations for all quoted and paraphrased material. In-text citations should be in superscript numerals beginning with 1. These superscript numerals can be placed at the end of the sentence they refer to.
  - Sophomores – All sentences that require a reference must have a reference – even if it is the same as the sentence before. (This is not technically correct, but we are trying to train you.)
  - Juniors and Seniors – If you have a string of sentences in a row that are all the same reference, you put the superscript numeral after the final one. If the paragraph is new, you reference the final sentence in the string – even if it is the same reference as the paragraph before. (This is the way you should do it as a professional.)
Use a reference list.
Use AMA 10th to format the references – This is outlined in the Journal of Athletic Training Authors’ Guide.
The order of the references at the end of the paper should be in the order they were presented in the text (not alphabetical). Number the references with the same number as the superscript numbers in text (regular size numbers – not superscript numbers).
Do not include sources in your reference list that are not cited in your document.
Reference Tips
- Recognize that the library database “cheater” (the button that asks the search engine to put this in your requested reference format) reference is close but not quite correct… it is your responsibility to make sure the reference is correct.
- Pay attention to capitals, italics and order of the information.
- If you used a book, list the page numbers unless you used the entire book.
- Author vs. editor - They are referenced differently because books with editors have different authors for every chapter. Each chapter used must be listed separately.
- Online journal vs. a journal that exists on real paper – Just because it was found on the internet through a database doesn’t mean it is an online journal. (A librarian may have scanned it for you!)
  - Online journals should be cited as online journals.
  - Journals that exist in real life, but a librarian put in PDF format should be cited as regular journals.
- Don’t use websites unless they are very good ones (like the AMA or NATA)!

Last but not least...
- Do not write magazine-ey. Write scientifically. Don’t be cute. Get to the point and stay on point.
- Journals do not do research, people do. Journals only publish research, so the phrase “The Journal of Athletic Training did a study…” is not correct. The phrase should be “Denegar stated” or “research demonstrates”, etc.
- Read your paper backwards. This old journalism trick works well. Many times we memorize our document by repeatedly reading it from start to finish. By reading the last sentence, and then the sentence before the last sentence, each sentence stands out. This method allows you to read this document like it is the first time.
- Always have someone else read over your paper. They do not need to be a subject-matter expert, but another person can catch the missing verb in a sentence or an unclear pronoun.
- After printing the final paper, review it again. Sometimes headings are orphaned and/or margins reset that can affect the final format of the document.
# APPENDIX F - Comprehensive Program Assessment Plan (2017-2018)

## UU AT Program Comprehensive Assessment Plan (2017-2018)

<table>
<thead>
<tr>
<th>Mission/Goals</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Union University Mission</strong></td>
<td>Union University provides Christ-centered education that promotes excellence and character development in service to Church and society.</td>
</tr>
<tr>
<td><strong>College of Education and Human Studies Mission</strong></td>
<td>The mission of the College of Education and Human Studies is to prepare students for social service in ways that are reflective, pragmatic and consistent with Christ’s teachings, whether it is to teach, to lead, to counsel, to assist, or to rehabilitate.</td>
</tr>
<tr>
<td><strong>PEWS Mission</strong></td>
<td>The Department of Physical Education, Wellness, and Sport hopes to instill in its student majors a lifetime desire to help others gain in total health through the medium of human movement. Curriculum is designed accordingly. For the entire student body, our task is to introduce them to knowledge and skills in order to develop a healthy lifestyle for optimum living. The Department believes physical education to be that part of the total educational program which adds its unique contribution through the medium of activity or movement. The Department emphasizes the acquisition of motor skills as of value for lifetime physical recreation activities, the development of socially desirable habits and attitudes, and knowledge, which contribute to the overall aims of education.</td>
</tr>
<tr>
<td><strong>PEWS Goals</strong></td>
<td>Aims of the Department are: to develop physical skills for lifetime use; to develop scientific knowledge and attitudes for optimum development of health through fitness; to cultivate socially desirable characteristics; to offer wholesome recreation; to develop ideals; to prepare teacher coaches, physical educators, certified athletic trainers, and sport managers for many career channels; and to develop the total person through physical activity.</td>
</tr>
<tr>
<td><strong>UU AT Program Mission</strong></td>
<td>The mission of the Union AT Program is to prepare students to be competent and proficient athletic trainers by providing comprehensive education in the Foundational Behaviors of Professional Practice; the 8 competency content areas set forth by the 5th Edition of the Athletic Training Education Competencies; and the BOC Standards of Professional Practice. The Program faculty believes in providing students with enriching educational experiences which foster personal growth, communication skills, critical thinking skills, and professional ethics.</td>
</tr>
</tbody>
</table>
PROFESSIONAL ATHLETIC TRAINING PROGRAM STUDENT OUTCOMES

Program Assessment Outcome 1
UU SLO Outcomes 1-7

AT Program students will be competent with the knowledge, skills and abilities in **seven** Professional Knowledge content areas of prevention & health promotion, clinical examination & diagnosis, acute care of injury & illness, therapeutic interventions, psychosocial strategies & referral, healthcare administration, and professional development & responsibility found in the Professional Education Council’s 5th Edition of the Athletic Training Education Competencies.

**Note:** The content area of Evidence Based Practice is assessed as a separate objective/outcome.

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR</th>
<th>MEASURES</th>
<th>BENCHMARKS</th>
<th>RESULTS/FINDINGS</th>
<th>PLAN USE OF DATA TO ACHIEVE GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Course Cumulative Final Written Examination</td>
<td>90% of students will earn a grade of &quot;C&quot; (73%) or better on the cumulative final competency examinations for each practicum course (AT265, AT275, AT365, AT375, AT465, AT475). (Direct)</td>
<td>The first-time pass rate will meet or exceed the first-time pass rate for the prior year.</td>
<td>Commonly missed questions will be identified and categorized by four content areas of prevention &amp; health promotion (PHP), clinical examination &amp; diagnosis (CE), acute care of injury &amp; illness (AC) and therapeutic interventions (TI) so that an action plan to improve can be implemented during the subsequent cycle</td>
<td></td>
</tr>
<tr>
<td>UU SLO Measures 1.1, 2.1, 3.1, 4.1</td>
<td>Note: The cumulative final written examinations are written, multiple choice examinations that contain the Professional Knowledge for the clinical course that the student is enrolled in, but also include an evaluation of the Professional Knowledge from all past semesters.</td>
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<tr>
<td>Clinical Course Cumulative Final Practical Examination</td>
<td>90% of students will earn a grade of &quot;C&quot; (73%) or better on the cumulative final competency examinations for each practicum course (AT265, AT275, AT365, AT375, AT465, AT475).</td>
<td>The first-time pass rate will meet or exceed the first-time pass rate for the prior year.</td>
<td>Common errors will be identified and categorized by four content areas of prevention &amp; health promotion (PHP), clinical examination &amp; diagnosis (CE), acute care of injury &amp; illness (AC) and therapeutic interventions (TI) so that an action plan to improve can be implemented during the subsequent cycle</td>
<td></td>
</tr>
<tr>
<td>UU SLO Measure 5.1</td>
<td>Note: The cumulative final practical examinations are oral</td>
<td></td>
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<tr>
<td><strong>practical evaluations that contain the Professional Knowledge for the practicum course that the student is enrolled in, but also include an evaluation of the Professional Knowledge from all past semesters.</strong></td>
<td>(Direct)</td>
<td>interventions (TI) so that an action plan to improve can be implemented during the subsequent cycle.</td>
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<tr>
<td>Administration and Management Strategies Final Examination</td>
<td>90% of students will earn a grade of &quot;B&quot; (80%) or better on the cumulative final examination for the Administration and Management Strategies in Athletic Training course (AT350).</td>
<td>This pass rate will meet or exceed the rate of the prior year.</td>
<td>Common errors will be identified and categorized so that an action plan to improve can be implemented during the subsequent cycle.</td>
<td></td>
</tr>
<tr>
<td>Graduating Senior Exit Survey</td>
<td>90% of graduating seniors will report on the AT Program Exit Survey (prior to graduation), that they “agree” or “strongly agree” that they are confident regarding their knowledge and ability to perform in the seven Professional Knowledge content areas measured in this outcome.</td>
<td>Each mean score will meet (within 1 standard deviation) or exceed the mean score from the prior year.</td>
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</tbody>
</table>
Program Assessment Outcome 2  
UU SLO Outcome 8

AT Program students will be well prepared to pass the Board of Certification (BOC) and become entry-level athletic trainers. (SLO)

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR</th>
<th>MEASURES</th>
<th>BENCHMARKS</th>
<th>RESULTS/FINDINGS</th>
<th>PLAN USE OF DATA TO ACHIEVE GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Certification Examination results (1st attempt pass rate)</td>
<td>BOC © Examination (Direct)</td>
<td>The first-time pass rate on the Board of Certification (BOC) national examination for each graduating cohort will meet or exceed the national first-time pass rate from the prior year.</td>
<td>The annual “Individual School Report” provided by the BOC will be evaluated to determine consistent areas of weakness within a cohort. Those deficiencies will be addressed in curricular changes and course content adjustments the following year.</td>
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<tr>
<td>UU SLO Measure 8.1</td>
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<tr>
<td>Preceptor Evaluations</td>
<td>Senior preceptor evaluations (2 total, 1 per 8 weeks in final semester) (Indirect)</td>
<td>90% of preceptors will “agree” or “strongly agree” that their assigned practicum IV student(s) is/are prepared to be an entry-level athletic trainer.</td>
<td>The mean score will meet or exceed the score for the prior year.</td>
<td></td>
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<tr>
<td>UU SLO Measure 8.2</td>
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<td></td>
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</tr>
<tr>
<td>Alumni Survey</td>
<td>Alumni survey of prior two cohorts (Indirect)</td>
<td>90% of recent alumni (prior two cohorts) will report on the AT Program Alumni Survey that they &quot;agree&quot; or &quot;strongly agree&quot; that they were adequately prepared to be an effective entry-level athletic trainer.</td>
<td>The mean score will meet (within 1 standard deviation) or exceed the score from the prior year.</td>
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<tr>
<td>UU SLO Measure 8.3</td>
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</tbody>
</table>
Program Assessment Outcome 3

AT Program faculty will be highly qualified and amply motivated to provide students a high-quality comprehensive education.

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR</th>
<th>MEASURES</th>
<th>BENCHMARKS</th>
<th>RESULTS/FINDINGS</th>
<th>PLAN USE OF DATA TO ACHIEVE GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credentialing and Professional Participation</td>
<td>Appropriate credentials required by the Commission on accreditation of Athletic Training Education (CAATE) and Intentional Professional Development (Direct)</td>
<td>100% of AT Program faculty will possess the credentials required by the Commission on Accreditation of Athletic Training Education (CAATE) and will have participated in at least one athletic training related educational workshop, training, and/or CEU opportunity per calendar year.</td>
<td>Professional development of faculty will be evaluated annually not only for compliance, but to determine if faculty are making the best possible selections for their continued professional development. Information will be used to create annual Faculty Development Plans which are turned in to the PEWS Dept. chair.</td>
<td></td>
</tr>
<tr>
<td>Faculty/Course Evaluations</td>
<td>Faculty/Course Evaluations administered by the Provost’s office via the Dean of Instruction (Indirect)</td>
<td>100% of faculty will demonstrate competence in teaching by achieving “Agree” or “Strongly Agree” course/instructor evaluation ratings from at least 75% of students who complete an evaluation on the following items: 1) Is well prepared for each class 2) Makes effective use of class time 3) Clearly explains to students how they are evaluated 4) Grades fairly and impartially 5) Sets high standards for this course 6) Challenges students to think critically 7) Appears to enjoy teaching 8) Varies methods of instruction 9) Is an effective teacher</td>
<td>Any areas of deficiency will be noted and faculty will address the need for improvement in those areas on the annual Faculty Development Plan. If there is a noted consistency across courses or years the faculty member may be recommended to participate in a course design seminar or attend an AT Educator Conference with the intent of addressing these areas of concern.</td>
<td></td>
</tr>
</tbody>
</table>
Program Assessment Outcome 4  
UU SLO Outcome 9

AT Program students will be assessed and considered proficient in the eight content areas found in the Professional Education Council’s 5th Edition of the Athletic Training Education Competencies.

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR</th>
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<th>BENCHMARKS</th>
<th>RESULTS/FINDINGS</th>
<th>PLAN USE OF DATA TO ACHIEVE GOAL</th>
</tr>
</thead>
</table>
| Clinical Integration Proficiencies (CIPs)  
SLO Measure 9.1 | Clinical Integration Proficiencies (CIPs) as found in the Professional Education Council’s 5th Edition of the Athletic Training Education Competencies (Direct) | 100% of the graduating seniors will demonstrate proficiency with each of the Clinical Integration Proficiencies (CIPs). These proficiencies will be evaluated directly by a trained preceptor or faculty member |  | Any attempts which are rated by the preceptor/faculty member as “not proficient” will be evaluated by the CEC and PD to determine if there is a deficit in the program or course work that needs to be addressed. |
| Preceptor Evaluations  
SLO Measure 9.2 | Senior preceptor evaluations (2 total, 1 per 8 weeks in final semester) (Indirect) | 90% of preceptors will “agree” or “strongly agree” that the graduating seniors assigned to them are prepared to perform in the content areas. |  | Students who do not achieve a score of “agree” or “strongly agree” on the final semester evaluations will meet with the assigned clinical preceptors, CEC, and PD to discuss perceived deficiencies and create a strategy to improve in those areas as the graduate transitions into clinical practice. Those areas of concern will also be evaluated for more intentional inclusion in the curriculum (i.e. if the students routinely lacks communication skills the faculty will look for ways to improve communication skills systemically within the program). |
Program Assessment Outcome 5

AT Program preceptors will be highly qualified and amply motivated to provide students a high-quality comprehensive education.

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR</th>
<th>MEASURES</th>
<th>BENCHMARKS</th>
<th>RESULTS/FINDINGS</th>
<th>PLAN USE OF DATA TO ACHIEVE GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credentials and Training Measure 1</td>
<td>Appropriate credentials required by the Commission on accreditation of Athletic Training Education (CAATE) and participation in a UU AT Program workshop with the Clinical Education Coordinator (Direct)</td>
<td>100% of preceptors will possess the credentials required by the Commission on Accreditation of Athletic Training Education (CAATE) and will have been trained through a UU AT Program workshop with the Clinical Education Coordinator.</td>
<td>Noncompliance with CAATE standard will result in immediate removal of oversight of UU AT student by Preceptor</td>
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</tr>
<tr>
<td>Student Evaluation of Preceptors Measure 2</td>
<td>Student evaluations of preceptors (Indirect)</td>
<td>90% of students will rate their preceptors as above 80% according to the Preceptor Evaluation Form</td>
<td>Preceptors with ratings below 80% will meet with the CEC and PD to discuss the clinical rotation in question and discuss the results of the student evaluation. Clinical Preceptors with consistently low scores (3+rotations/students) will be evaluated by CEC and PD for potential removal from Preceptor pool.</td>
<td></td>
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</tbody>
</table>
Program Assessment Outcome 6

AT Program clinical education affiliation sites will provide sufficient high-quality, safe, and professional opportunities for the clinical education of AT students.

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR</th>
<th>MEASURES</th>
<th>BENCHMARKS</th>
<th>RESULTS/FINDINGS</th>
<th>PLAN USE OF DATA TO ACHIEVE GOAL</th>
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</thead>
<tbody>
<tr>
<td>Qualifications</td>
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<tr>
<td>Measure 1</td>
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<tr>
<td></td>
<td>Appropriate Qualifications outlined by the Commission on accreditation of Athletic Training Education (CAATE) (Direct)</td>
<td>100% of clinical affiliation sites will possess all of the qualifications outlined by the Commission on Accreditation of Athletic Training Education (CAATE).</td>
<td>Noncompliance with CAATE standard will result in immediate removal of oversight of UU AT student by Preceptor</td>
<td></td>
</tr>
<tr>
<td>Clinical Site Evaluation Form</td>
<td></td>
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<td>Measure 2</td>
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<td>Student evaluations of clinical affiliation sites (Indirect)</td>
<td>90% of clinical affiliation sites will be rated as an 8 or higher (out of 10) on the Clinical Experience Site Evaluation form.</td>
<td>Clinical affiliations with ratings below 80% will have a site visit by CEC and PD to discuss the clinical site and perform a SWOT analysis to determine how to improve the student experience at said clinical affiliation site. Clinical affiliations with consistently low scores (3+rotations/students) will be evaluated by CEC and PD for potential removal from clinical affiliation pool.</td>
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**Program Assessment Outcome 7**  
**UU SLO Outcomes 10**

AT Program students will demonstrate proficiency with oral, written and visual communication.

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<tr>
<th>PERFORMANCE INDICATOR</th>
<th>MEASURES</th>
<th>BENCHMARKS</th>
<th>RESULTS/FINDINGS</th>
<th>PLAN USE OF DATA TO ACHIEVE GOAL</th>
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<tr>
<td>Clinical Course Writing Component</td>
<td>Clinical Course Writing Component (Direct)</td>
<td>90% of students will earn a grade of &quot;B&quot; (80%) or better on the writing component of the Athletic Training Clinical Course (AT265, AT275, AT365, AT375, AT465, AT475) Assignments are as follows: AT265: Emergency Management Case Study AT275: Article Review AT365: Therapeutic Modalities Literature Review AT375: Injury Case Study AT465: EBM informed Treatment Design AT475: PICO Based Literature Review</td>
<td>Common errors in writing will be tracked and evaluated for how to best educate the students early in the program to avoid making the same errors in the future.</td>
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<td>Therapeutic Exercise Case-Study Project</td>
<td>Rehabilitation Case Study (Direct)</td>
<td>90% of students will earn a grade of &quot;B&quot; (80%) or better on the Therapeutic Exercise (AT460) Case-Study Project. This assignment includes: comprehension of the material; communication of the information to the class; the use of good oral communication skills; and the use of at least one written/visual communication (ex. PowerPoint or handout).</td>
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<td>Administration and Management Strategies in Athletic Training</td>
<td>Administration Presentation (Direct)</td>
<td>90% of students will earn a grade of &quot;B&quot; (80%) or better on the Administration and</td>
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| SLO Measure 10. | Management Strategies in Athletic Training (AT350) Presentation  
This assignment includes: comprehension of the material; communication of the information to the class; the use of good oral communication skills; and the use of at least one written/visual communication (ex. PowerPoint or handout). |   |   |
**Program Assessment Outcome 8**  
**UU SLO Measure 11**

AT Program students will demonstrate information fluency and critical thinking through proficiency with the 5 steps of evidence based medicine (EBM - defining a clinically relevant question, searching for best evidence, appraising evidence quality, applying evidence to practice, and evaluating the process).

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<tr>
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<tr>
<td>Therapeutic Modalities Debate SLO Measure 11.1</td>
<td>Research based debate on clinical application of therapeutic modalities (Direct)</td>
<td>90% of students will earn a grade of &quot;B&quot; (80%) or better on the Therapeutic Modalities (AT360) EBP Clinical Application Debate. This debate consists of two parts: a formal outline of discussion points (written), and an in class debate. Format: 3 minutes to present argument, 1 minute to rebuff opponent’s argument, 1 minute for closing remarks (oral).</td>
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<td>Medical Ethics, Professional Practice, and Research and Sports Medicine Group EBP Project SLO Measure 11.2</td>
<td>EBP Presentation (Direct)</td>
<td>90% of students will earn a grade of “B” (80%) or better on Medical Ethics, Professional Practice, and Research and Sports Medicine (AT461) Group EBP Project. This assignment includes defining a clinically relevant question, searching for best evidence, appraising evidence quality, applying evidence to practice, and evaluating the process. The group prepares a 30 minute presentation with visual communication to be presented once in class, and again to a group of faculty, staff, and preceptors.</td>
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Goals for 2019-2020

1. Encourage and collaborate with students to prepare presentations for TATS in January (oral presentation) and Student SEATA in February (poster or oral presentation).
   a. Minimum of 2 case studies submitted for each conference
2. Host a minimum of 2 CEU opportunities on campus for local ATs and Preceptors
3. Complete a successful Annual Report to the CAATE
4. UU faculty representative(s) attend CAATE conference, TATS conference, Student SEATA (lab faculty), and NATA
5. 100% first time pass rate!
6. Inter-professional education/cooperation with the College of Pharmacy, School of Nursing, and School of Social Work
   a. Cross over with Nursing – AT faculty will prepare and deliver class lectures to nursing students on content areas such as equipment removal, orthopedic assessment, and concussion evaluation and management.
   b. Mass Casualty – The faculty from AT, Nursing, Pharmacy, and Social Work will work together to create a mass casualty scenario that will draw on the skill sets of each disciple, as well as EMT trainees, to coordinate triage, emergency treatment, transport, hospital intake, patient and family care.