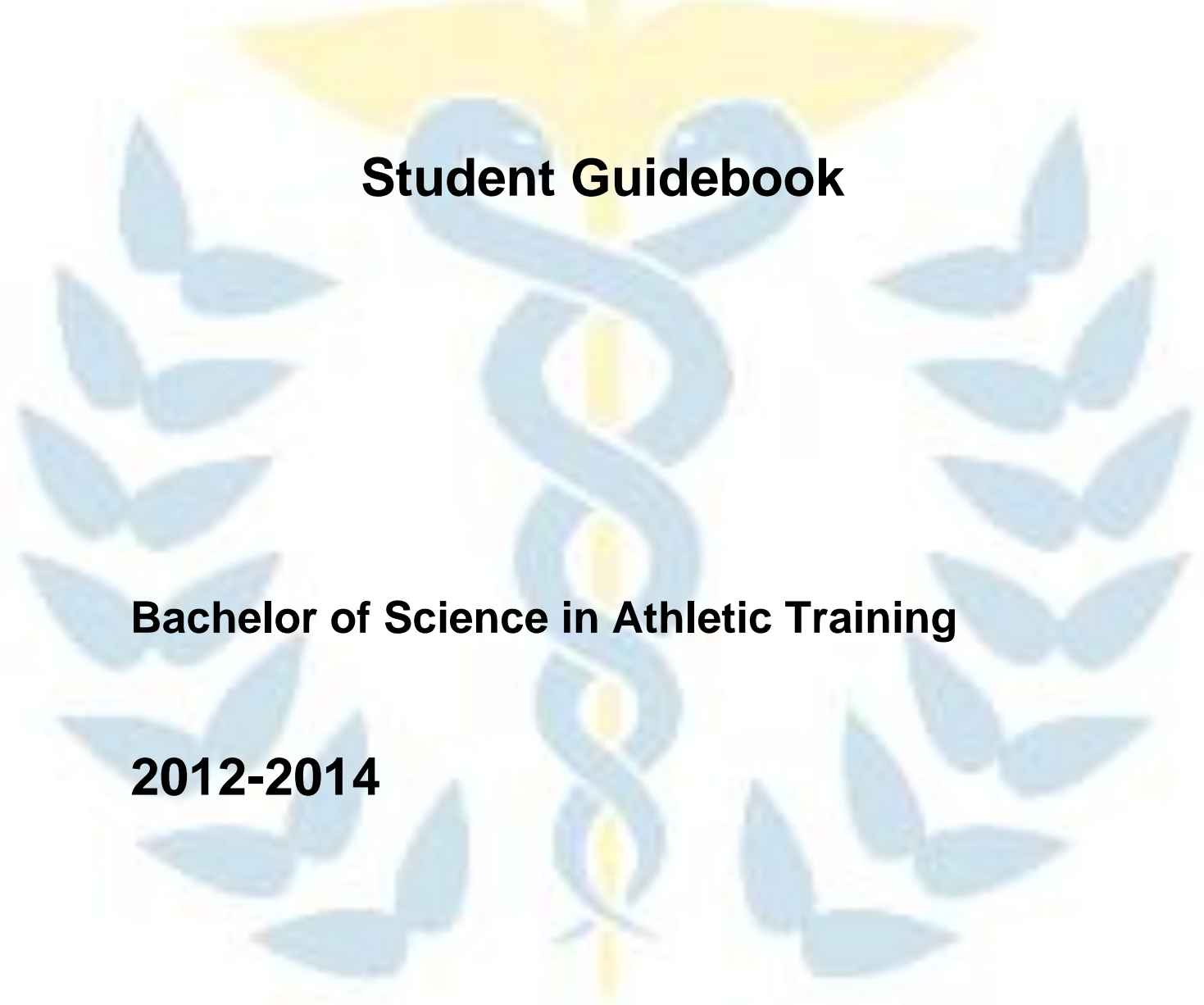


**Department of Physical Therapy and
Human Performance**

Student Guidebook

Bachelor of Science in Athletic Training

2012-2014



Welcome letter

Welcome to the Athletic Training Education Program at Florida Gulf Coast University!

The next few years will be filled with personal, academic and professional growth that will lead you to an exciting career in the athletic training profession. We look forward to developing strong relationships with you to assist you through this growth experience. Please work hard, study diligently, and strive for excellence in all that you do.

The Athletic Training Education Program at Florida Gulf Coast University is founded on the philosophy of active participation and critical inquiry during the learning process. The faculty are available to assist, guide and mentor you during this process of becoming a skilled and compassionate professional in your field of study. You will develop lasting relationships with colleagues and friends that you meet during your studies. Enjoy the challenges together!

The unique qualities and knowledge that you bring to the program will help you make your mark on the program and your chosen profession.

Thank you for choosing Florida Gulf Coast University, the College of Health Professions, in particular, and the Department of Physical Therapy and Human Performance.

Jason Craddock EdD, ATC, LAT, CSCS.
Program Director, Athletic Training

Sharon I Bevins, PhD, PT
Chair, Department of Physical Therapy and Human Performance

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INTRODUCTION

This guidebook will assist you in your studies by drawing attention to some of the policies and information you need to know as a student in the Athletic Training Education Program. **Since Florida Gulf Coast is a nascent university, the policies contained in this guidebook may be amended or appended during your time in the program.** The department will provide written updates to any changes to department policy. This guidebook is not a substitute for the Florida Gulf Coast University Student Guidebook, University policies/procedures. It enhances and adds to those documents to provide specific information related to the Athletic Training Education Program.

The information contained in this guidebook is not exhaustive; therefore, please do not hesitate to ask faculty and staff for clarification or expansion on any subjects.

Students are responsible for reading and referencing the information contained in this guidebook.

Athletic Training Education Program Accreditation

The Athletic Training Education Program at Florida Gulf Coast University is currently an accredited program through the Committee on Accreditation of Athletic Training Education (CAATE). The Athletic Training Education Program earned their accreditation in July 2006.



Commission on Accreditation
of Athletic Training Education

ATHLETIC TRAINING EDUCATION PROGRAM
STUDENT HANDBOOK
IMPORTANT CONTACT NUMBERS/E-MAIL ADDRESSES

	PHONE #	FAX #	E-MAIL
MAIN UNIVERSITY NUMBER	239-590-1000		
Admissions & Recruitment Toll Free	239-590-7878 1-888-889-1095	239-590-7894	
Financial Aid & Scholarships Pre-Paid College Tuition	239-590-7920 1-800-552-GRAD		
Multicultural Student Development Services	239-590-7990		
Career Development	239-590-7946		
Registration & Records	239-590-7980 1-888-373-2040		
Career Development Services	239-590-7949	239-590-7942	
Student Affairs	239-590-7900	239-590-7903	
TTY Toll Free	1-800-590-7886		
Ombudsman	239-590-7902		
MAIN DEPARTMENT NUMBERS			
Bookstore	239-590-1150	239-590-1152	
Cashier's Office	239-590-1213	239-590-1219	
Computing – Help Desk	239-590-1188		
Computer Lab – Students	239-590-7100		
Family Resource Center	239-590-7856	239-590-7864	
Food Service – Cafeteria	239-590-1160		
Health Professions, College of	239-590-7450	239-590-7474	
Health Services	239-590-7966	239-590-7903	
Library Services	239-590-7600	239-590-7609	
Library Services – Circulation	239-590-7610		
Library Services – Collections	239-590-7650		
Library Services – Inter-Library Loan Office	239-590-7613		
Library Services – Reference Desk	239-590-7630		
Library Services – Technical Services	239-590-7640	239-590-7645	
Library Services – TTY	239-590-7618		
Police & Safety – University – Non- Emergency	239-590-1990	239-590-1910	
EMERGENCY	239-590-1911		
Parking Services	239-590-1912		
Student Activities	239-590-7945		
Recreation Services	239-590-7935 239-590-7938		

PHYSICAL THERAPY and HUMAN PERFORMANCE	PHONE #	FAX #	ROOM #	E-MAIL
MAIN DEPARTMENT NUMBER	239-590-7530	239-590-7460 or 7474		
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Sean Wells, DPT, ATC, CSCS, NSCA-CPT, Instructor	239-590-1169		MAR 422	sewells@fgcu.edu
Ellen Williamson, MS, PT, Assistant Professor	239-590-7531		MAR 326	ekwill@fgcu.edu
Student E-mail				http://eagle.fgcu.edu
Department Website				www.fgcu.edu/chpsw/pt

Student Mailboxes are located in MAR 434 (Directly across from Stairwell)

FLORIDA GULF COAST UNIVERSITY

College of Health Professions
Athletic Training Education Program

PROGRAM PHILOSOPHY

The Athletic Training Education faculty believes learning flourishes in an environment where inquiry is modeled and fostered. Faculty create an atmosphere conducive to the exchange of information, ideas and skills. Learning is fostered in an environment that embraces diversity, mutual respect, and a sense of interdependence. Academic freedom and integrity are paramount to the mission of the Athletic Training Education Program.

Learning is a process that has no beginning or end points. It requires active participation of both faculty and students where each values and respects the other's unique and diverse learning styles and experiences. Learning is rigorous and rewarding, leaving no one unchanged by the shared experience. Learning occurs first in context and in an environment that nurtures personal and professional growth. Such early learning provides the best foundation on which higher learning experiences are built.

Graduates of a Bachelor of Science degree in Athletic Training must be mature, critical thinkers, prepared for practice with the physically active and inactive. They are able to anticipate ongoing changes in the health care environment and are prepared to respond to and promote appropriate change, ensuring a high level of care. Such necessary competence encompasses intellectual inquisitiveness, a commitment to lifelong learning, and skills and resources sufficient to cope with change in human performance and athletic training practice.

The faculty believes that graduates of the Athletic Training Education Program should gain experience in forging connections with the community by virtue of their service/learning experiences while at the University. Ongoing connections with the community will serve as a common thread, linking all student learning opportunities and experiences. Such a foundation insures the probability of lifelong learning and commitment to service.

ATHLETIC TRAINING PROFESSION

The ATC ® credential and the Board of Certification, Inc. requirements are currently recognized by 48 states for eligibility and/or regulation of the practice of athletic trainers. The credibility of the BOC program and the ATC® credential it awards are supported by three pillars: the BOC certification examination; BOC standards of Practice and Disciplinary Process; and continuing competence requirements. These three areas will be addressed. BOC certification is recognized by the National Commission of Certifying Agencies **and is the only accrediting certification program for athletic trainers, who are allied health care professionals.** To be certified, an individual must demonstrate that he/she is an athletic trainer capable of performing the required duties without threat of harm to the public. The Board of Certification traditionally conducts annual examination development meetings during which certified athletic trainers and recognized experts in the science of athletic training develop, review and validate examination items and problems.

For more information, visit the National Athletic Trainers' Association at www.nata.org and the Board of Certification, Inc. at www.BOCATC.org (this document extracted from ...

College of Health Professions

MISSION STATEMENT

The College of Health Professions provides students with health professions education that is grounded in academic excellence, fosters critical thinking and ethical practice, and promotes interdisciplinary collaboration. Faculty in baccalaureate and graduate educational programs facilitate development of active learning, emphasize evidence based practice, utilize multiple delivery systems, develop inter-professional relationships, and cooperate with community partners to prepare competent and caring health professionals.

DEPARTMENT OF PHYSICAL THERAPY AND HUMAN PERFORMANCE

MISSION STATEMENT

The mission of the Department of Physical Therapy and Human Performance is to promote expertise in human movement, exercise, and wellness across the lifespan. The faculty foster the development of self directed, life long learners through an applied scientific basis of practice, community involvement, an integrated curriculum, and interdisciplinary opportunities. The Department contributes to the advancement of the professions by demonstrating leadership and scholarship and promoting tolerance by valuing diversity.

PROGRAM OBJECTIVES

The objectives of the Athletic Training Education Program flow directly from the philosophy, purpose and mission of the Department of Physical Therapy and Human Performance and are congruent with the University's and the College of Health Professions' Mission and Goals.

We, as a Program faculty, strive to:

- prepare graduates for contemporary Athletic Training Practice
- maximize student learning styles and the unique interests, background and talents of each student
- foster an environment that promotes creativity, scholarship, and respect for diversity and caring for one another
- advance the discipline of Athletic Training within the community and health care
- meet the needs of the community through formal and informal educational offerings and community service
- contribute to the transformation of athletic training education

STUDENT LEARNING OUTCOMES/GOALS

Graduates of the Athletic Training Education Program:

Model PROFESSIONAL BEHAVIORS that are consistent with professional excellence and the expectations of the profession and the consumer.

Graduates:

- strive for and demonstrate professional excellence in all aspects of practice
- develop creative solutions to problems, based on sound scientific knowledge and clinical intuition
- assume responsibility for continued growth and commitment to the profession
- exhibit an understanding and appreciation of diversity, showing compassion for all persons as globally minded clinicians
- demonstrate a commitment to a client-centered philosophy of care.
- demonstrate confidence and pride in their roles as health care providers
- respect the role of other Allied Health Care Professionals and Athletic Training Professionals and their responsibilities
- demonstrate leadership behaviors
- accept the professional obligation to measure and evaluate effectiveness as part of their role
- be proficient in using technology to independently seek and access information and resources
- demonstrate professional and personal behaviors consistent with the NATA Code of Ethics.
- employ initiative in seeking advanced training as part of becoming a life long learner

Practice utilizing TECHNICAL SKILLS consistent with entry into the field of Athletic Training.

Graduates:

- work efficiently and effectively with a high volume of patients/clients
- apply current research to practice
- demonstrate entry-level competency and strive for mastery in clinical skills
- utilize examination results to evaluate, formulate differential diagnoses, and complete the development of a plan of care
- appropriately document all aspects of patient/client interaction
- serve as case manager for patient/client-centered care
- consistently motivate and encourage patients/clients
- consistently utilize outcomes assessment measures to serve as a basis for improving care
- individualize care based on patient/client needs and circumstances

Experience areas of PERSONAL GROWTH necessary for the transition into becoming a professional.

Graduates:

- are self-reflective, resourceful, and self-directed
- exercise and value self-identification of unique strengths
- are accepting, flexible, and tolerant
- demonstrate sensitivity to others' needs and in interactions with others

Recognize the importance of and pursue COMMUNITY INVOLVEMENT as part of his/her professional and civic responsibility.

Graduates:

- exhibit socially minded behaviors
- initiate and carry out community-based learning and service projects
- build linkages with their communities and accept and engage in service to the community as part of professional responsibility.

Appropriately use and modify written, oral and non-verbal COMMUNICATION with clients, families and colleagues.

Graduates:

- communicate effectively through verbal and non-verbal means and are willing to communicate with a variety of people in different situations

Practice effectively and are able to respond to CHANGE within a dynamic professional environment.

Graduates:

- welcome and gain insight from ongoing internal and external review
- recognize and create opportunities for growth and realistic change
- serve as change agents within the community and the settings in which they practice

**Adopted by Department of Physical Therapy and Human Performance Faculty Council
Spring 2002**

CURRICULUM PHILOSOPHY

The Athletic Training curriculum is built around several major philosophical constructs: 1) a lifespan approach to coursework, 2) a commitment to the progression from simple to complex concepts and content 3) the use of active learning strategies 4) a cultural diversity perspective in all coursework, and 5) an ongoing assessment and facilitation of developing professional characteristics.

The first involves infusing a "lifespan" approach to coursework offerings. Traditional stand-alone, topic-specific courses have been discarded. Instead, coursework development has been approached from a lifespan perspective. For example, a course such as "Movement Science" includes content relevant for athletic training students who are delivering services to a young child, an adolescent, or an adult of any age. Students, therefore, gain an unusually broad perspective of client services.

The second construct relates to the importance of the evolution of student learning. Early in the curriculum, students employ more simple strategies to master simple, foundational material and to solve problems. As the student progresses through the curriculum, there is a concurrent evolution to mastery of more complex materials while employing higher level learning tools.

Inherent in the curricular model is a commitment to active learning with a de-emphasis on passive flow of information. A variety of active learning strategies are utilized including self-direction, cooperative learning, case-based method of instruction, problem-based learning, peer teaching, interactive computer-based learning, and applied learning.

Another philosophical underpinning of the curriculum is the importance of the promotion of culturally diverse perspectives in student learning and health care delivery settings. Attention is given in all aspects of student learning to the examination of issues that emerge, relative to students and health care consumers' varying cultural values, experiences, and beliefs. Through classroom and field experiences, students interact with persons of varying cultures and beliefs.

Last, attention is given to the importance of developing professional characteristics throughout the program. All coursework and clinical experiences include an expectation of development of behaviors deemed essential for practice as caring, sensitive clinicians.

Curriculum Philosophy Cont'd:

These behaviors include such generic abilities¹ as commitment to learning, interpersonal skills, communication skills, effective use of time and resources, use of constructive feedback, problem-solving, professionalism, responsibility, critical thinking, and stress management.

¹ Based on University of Wisconsin-Madison, Program in Physical Therapy Generic Behaviors

PROGRAM OVERVIEW

FLORIDA GULF COAST UNIVERSITY PROGRAM OVERVIEW

B.S. Athletic Training

The Athletic Training curriculum program at Florida Gulf Coast University is based upon the two plus two concept used in the Florida State University System. The first two years of academic study is to complete the lower division and program prerequisites (pre-professional phase). The upper division coursework (professional phase) is to be completed in the next two years of study.

Pre-Professional Phase

Fall 1		Spring 1		Summer 1	
ENC 1101	3	ENC 1102	3		
BSC 1010C	4	BSC 1085C	4		
MAC 1105	3	MAC 1147	4		
PSY 2012	3	Social Science	3		
Elective	1	Elective	3		
Total	14	Total	17		
Fall 2		Spring 2		Summer 2	
HUM 2510	3	PHY 2053C	4		
BSC 1086C	4	HSC 2577	3		
STA 2023	3	Gen Ed Humanities (GRW)	3		
Elective	3	Gen Ed Humanities	3		
		Elective	3		
Total	13	Total	16		

Professional Phase (After acceptance to the Athletic Training Education Program)

Fall 3		Spring 3		Summer 3	
PHT 3176/3176L Movement Science I Movement Science I Lab	7 1	PHT 3177/3177L Movement Science II Movement Science II Lab	4 1	APK 4110L Applied Ex Physiology	3
APK 3312 Pharmacology and Ergogenic Aids in Sport and Human Performance	2	ATR 3813C Athletic Training Practice I	3	ATR 3823C Athletic Training Practice II	3
ATR 3014C Intro to Athletic Training	3	ATR 3512 Athletic Health Care Administration	3	IDS 3920 University Colloquium	3
ATR 3812 Clinical Practice I	1	ATR 4821 Clinical Practice II	1	ATR 4832 Clinical Practice III	1
Total	14	Total	12	Total	10
Fall 4		Spring 4			
APK 4123 Human Performance and Energy Supplies	2	APK 4112 Sports and Ex Psych (Virtual)	3		
IHS 4504 Research Methods and Application to Healthcare Systems (College Core)	3	ATR 4842C Athletic Training Practice IV	4		
ATR 4833C Athletic Practice III	4	APK 4930 Preparation for Entering and Growing in the Profession	2		
ATR 4843 Clinical Practice IV (Full-time experience)	3	ATR 4852 Clinical Practice V (<i>Full-time experience</i>)	3		
Total	12	Total:	12		

*Please refer to FGCU on-line catalog for course descriptions.

STUDENT ASSESSMENT

Faculty assess students utilizing a broad scope of assessment methods. To comprehensively evaluate student performance, each student in the Athletic Training Education Program is assessed on the following four areas:

1. Individual Course Assessment

Course faculty evaluate a student's performance through a variety of measures outlined in the course syllabus. Students are expected to perform at or above the academic standards described in the progression and retention standards found in this guidebook.

2. Learning Over Time – Proficiency Assessment

Learning over time is defined as the documented continuous process of skill acquisition, progression, and student reflection. Learning over time involves the demonstration of systematic progression through the cognitive, psychomotor, and affective taxonomies within different contextual environments (e.g., athletic training room, practice field). Assessment of learning over time is built around multiple indicators and sources of evidence such as observations (student affective behaviors, interviews); performance samples (clinical skill demonstration); and tests or test-like procedures (NATA Education Council).

The FGCU Athletic Training Education Program utilizes the simple to complex concept for cognitive and psychomotor skill acquisition. This concept allows the student to develop their critical thinking skills in the effort to be determined proficient. FGCU assesses and documents learning over time through proficiency assessments. As determined by the course schedule, students are assessed on the proficiencies that are assigned to that course. The assessment procedures allow the student to demonstrate the mastery of skills and the ability to discern when and where those skills are needed. Proficiency assessment is performed by an Approved Clinical Instructor for the FGCU ATEP.

3. Integrative Culminating Written Examination

Students participate in a comprehensive written examination as part of Preparing for Entering and Growing in the Profession. This exam utilizes the format of the national licensure examination and serves as a self-assessment for the student. The student utilizes the results to develop a plan to prepare for the BOC national Certification Exam.

FLORIDA GULF COAST UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY AND HUMAN
PERFORMANCE

ATHLETIC TRAINING EDUCATION PROGRAM

TECHNICAL STANDARDS

All students must meet the following technical standards required for the program.

The Athletic Training Education Program at Florida Gulf Coast University is a very intense program that requires the student to have the knowledge and physical ability to perform specific tasks. The technical standards listed below, established by Florida Gulf Coast University, represent the qualities and abilities the student must possess to succeed in the Athletic Training curriculum program.

1. Possess sufficient verbal and non-verbal communication skills that are necessary to communicate effectively within diverse situations and to people with different social and cultural backgrounds.
2. Demonstrate professional behaviors and standards needed to assimilate, analyze, and clearly process in a logical, practical manner to effectively implement proper care to the physically active individual through the use of established protocols.
3. Demonstrate a calm demeanor during highly stressful/emergency situations and make sound judgments concerning the physically active and the medical professional.
4. Ability to develop a rapport with fellow students, health care professionals, clinical instructors, and other individuals to insure quality medical attention is achieved.
5. Ability to record information given by individuals such as athletes, medical personnel and instructors efficiently and accurately.
6. Sufficient strength, coordination, auditory perception, and sensory function to be able to perform physical examinations as well as position, transport and assist in the moving of an individual.

ESSENTIAL FUNCTIONS

It is strongly recommended that all students meet the essential functions listed below.

The following are essential functions needed for successful completion of the Athletic Training, Human Performance, and Physical Therapy programs at Florida Gulf Coast University. Students must be able to perform, with or without reasonable accommodations, each of these essential functions in order to fully participate in the program and successfully complete the requirements of the program in which they are enrolled. A student requesting accommodation in regard to carrying out any of these essential functions must realize that although he/she may meet program requirements to graduate, he/she may not meet some requirements of licensure and employment in the profession.

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, provides classroom and academic accommodation to students with documented disabilities. Students are responsible for providing documentation of disability to the Office of Adaptive Services. Whether or not a requested accommodation is reasonable will be determined on an individual basis in consultation with the Office of Adaptive Services. (See current FGCU Student Guidebook).

Essential Functions

Cognitive Functions

1. Comprehend, retain, and retrieve complex information from the social sciences, humanities, natural and movement sciences, and apply this information to professional course work.
2. Comprehend, synthesize, and integrate information from extensive written materials, demonstration, group facilitation, lectures, class discussion, laboratory practice sessions, and simulated patients/clients.
3. Apply information obtained from classroom, laboratory, and written materials to the examination, evaluation, and intervention of real and simulated patients.

4. Critically analyze information taken from written materials, demonstration, group facilitation, lectures, class discussion, laboratory practice sessions, and simulated patients/clients to develop and support the rationale for appropriate examinations, evaluations, prognoses, and interventions.
5. Integrate information from multiple simultaneous sources in a timely manner.

Affective and Communication Functions

1. Speak in English effectively and with sufficient volume to convey information to and instruct other individuals and groups from a variety of backgrounds, ages, and needs in a professional, respectful, and non-judgmental manner.
2. Understand and interpret the verbal, non-verbal, and written communication of others and respond in an appropriate professional manner.
3. Write clearly, concisely, and effectively in English.
4. Effectively attend to people, information, and tasks in a complex, highly stimulating environment during an entire workday.
5. Practice as a student in a safe, ethical, and legal manner.
6. Meet externally imposed deadlines and time requirements.
7. Effectively and consistently manage personal stress and the stress of others.
8. Respond to medical crises and emergencies in a calm, safe, and professional manner.

Psychomotor Functions

1. Physically move or support patients/clients/classmates/equipment in a variety of situations and safely and skillfully supervise/instruct the movement/support of patients/clients/classmates utilizing a minimally trained technical support person.
2. Demonstrate the ability to observe and practice universal precautions.

3. Demonstrate the ability to perform emergency first aid and Health Care Provider CPR (American Heart Association BLS, including defibrillator).
4. Safely and reliably read meters, dials, and printouts.
5. Manipulate and operate examination and intervention equipment, monitoring devices, and computers.
6. Demonstrate appropriate body mechanics and react safely and appropriately to sudden or unexpected movements of patients/clients/classmates.
7. Demonstrate the ability to work in an environment which requires significant physical activity and mobility throughout the workday and which does not compromise patient or therapist safety.
8. Hear and comprehend the spoken word and auditory signals from equipment.
9. Write legibly and clearly by hand and by computer.
10. Safely, reliably, and efficiently perform appropriate examinations and interventions.

Professional Behaviors Plan

ATHLETIC TRAINING FLORIDA GULF COAST UNIVERSITY PROFESSIONAL BEHAVIORS PLAN

The faculty of the Department of Physical Therapy and Human Performance believes that a set of appropriate professional behaviors is inherent across professions and is an important part of Athletic Training. These behaviors are not specific to athletic training, however, they are essential for appropriate care of patients/clients and their families, interaction with colleagues, and success in the profession. The Florida Gulf Coast University Department of Physical Therapy and Human Performance Faculty chose to integrate the development of these behaviors throughout the curriculum to ensure student success in peer, patient, colleague, and faculty interactions in classroom and practice settings. The faculty acknowledges its role in the development of these professional behaviors. The faculty selected the Generic Abilities Model developed and validated by the Physical Therapy program, University of Wisconsin-Madison and described by May, Morgan, Lemke, Karst, & Stone, (1995):

Athletic Training
Student Guidebook 2012-14
Revised: 08/12

Basic Tenets and Expectations

(adapted from May, Straker, & Foord, 1997), Facilitating the Development of Professional Behaviors in Physical Therapy Education, Unpublished draft 9/97)

- The process of becoming socialized into a profession requires hard work and takes a long time, therefore, it must begin early.
- A repertoire of behaviors, in addition to a core of knowledge and skills, is important to be successful as an athletic training professional.
- Professional behaviors are defined by the ability to generalize, integrate, apply, synthesize, and interact effectively.
- Behaviors can be influenced and modified by expectations, environment, and internal commitment.
- Behaviors can be objectified and assessed.
- Academic and clinical faculty recognize their responsibility to assess professional behaviors and are empowered to do so.
- Behavior is as important as knowledge and skill.
- Clearly defining and sharing expectations is the responsibility of the profession throughout the educational and socialization process.
- The current scope of Athletic Training necessitates that students develop essential professional behaviors which are infused into course and clinical work and reinforced throughout the program.
- These behaviors provide the foundation for lifelong learning and commitment to the profession through professional development.

Generic Abilities

The following abilities were identified and defined (May, 1995)

Commitment to Learning	The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
Interpersonal Skills	The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
Communication Skills	The ability to communicate effectively (i.e., speaking, body language, reading, writing, and listening) for varied audiences and purposes.
Effective Use of Time and Resources	The ability to obtain the maximum benefit from a minimum investment of time and resources.
Use of Constructive Feedback	The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
Problem-Solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively.
Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes.
Critical Thinking	The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
Stress Management	The ability to identify sources of stress and to develop effective coping behaviors.

Implementation Plan

Each of the Generic Abilities is further delineated in **Behavioral Criteria**, with the Criteria presented in four levels: **Emerging**, **Beginning**, **Developing**, **Entry**, and **Post-Entry**. At each level, specific student evaluation criteria are identified. In the Florida Gulf Coast University Athletic Training Education Program Curriculum, students are evaluated in every course utilizing the following progression standards:

- Students not yet at the **Beginning Level** are considered to be at the **Emerging Level**.
- Students must perform at **Beginning Level** in all criteria at the end of two semesters of study.
- Students must perform at the **Developing Level** in all criteria in order to participate in the first full-time clinical/experiential learning.
- Students must perform at **Entry Level** prior to graduation. Students are considered to be prepared for full-time clinical/professional practice by demonstrating these behaviors.

Expectations for Professional Behaviors

These abilities are introduced to the students during program orientation. Performing at the appropriate level is a required part of the overall program and a component of the course grade, if the instructor so chooses. Standardized evaluation forms are used for faculty evaluation of students and student self-evaluation. The forms identify strengths and areas needing further development.

Faculty advisors consult with and counsel students as they progress in the Professional Behaviors Plan. Counseling with the faculty advisor will occur at least once each semester and more frequently as needed, at the request of the advisor or student. The faculty advisor and the student maintain records of the advisement.

Any student who does not fulfill the requirements of the Professional Behaviors outlined in Appendix I of this Guidebook will be placed on Professional Behaviors probation. Professional behavior probation is permitted a maximum of two occurrences during enrollment in the program. Exceeding the allowed maximum for professional behavior probation results in dismissal from the program.

Please refer to Appendix I for the Professional Behaviors Plan Assessment Form

References

May, W. W., Morgan, B. J., Lemke, J. C., Karst, G. M., & Stone, H. L. (1995). Model for ability-based assessment in physical therapy education. Journal of Physical Therapy Education, 9 (1), 3-6.

May, W. W., Straker, G., & Foord, L. (1997). Facilitating the Development of Professional Behaviors in Physical Therapy Education. Manuscript in preparation, University of Wisconsin at Madison.

CODE OF ETHICS

The National Athletic Trainers' Association Code of Ethics is a professional agreement with a moral tenor designed to govern its members in regards to each other, acting alone, and caring for the people they serve. The NATA Code of Ethics, in coordination with the NATA 5th Edition Foundational Behaviors of Professional Practice and the FGCU Athletic Training Education Professional Behaviors serves as the guideline for behavior of all students while in the ATEP.. Students are assessed in regards to compliance with NATA Code of Ethics, Foundational Behaviors of Professional Practice, and Professional Behaviors Plan every semester.. The failure to abide by the behaviors outlined in the NATA Code of Ethics and Foundational Behaviors of Professional Practice will result in disciplinary action and/or dismissal from the program. See Appendix II for the NATA Code of Ethics document.

PROGRAM OF STUDY

All students who enter the Athletic Training Education Program are expected to follow the established program curriculum as outlined on page 16 and 17 of this guidebook. A student may modify the established Program of Study only with the program faculty advisor, program coordinator, and the department chair. Failure to gain approval for the modified Program of Study results in the student being placed on academic probation. Once the modified Program of Study is approved, the student is removed from academic probation (assuming that all other progression standards are being met). Students who wish to withdraw from the Athletic Training Education Program coursework must get program faculty advisor approval prior to withdrawing, and must have an approved modified Program of Study prior to the start of the next semester to ensure appropriate and timely progression through the Program. A second infraction of this policy will result in dismissal from the Program. Even though a modified plan of study can be approved, a student can only enroll in a single course a maximum of 2 times in the ATEP. Also, a student can only utilize this rule for a maximum of 2 different courses while in the program.

RETENTION AND PROGRESSION STANDARDS

Leave of Absence

A student must maintain continuous enrollment/matriculation in an approved academic Program of Study or receive written approval for a leave of absence from his/her program faculty advisor, Faculty Council and the Department Chair in order to ensure consideration for readmission to the Program. A leave of absence is granted for no more than three consecutive semesters. If a student cannot resume coursework after three consecutive semesters, the student forfeits his or her place in the program and re-application is necessary.

Withdrawing from a Class

A student withdrawing from any class modifies the established Program of Study and *must* follow the procedure as outlined in the Program of Study policy. A student who modifies his/her Program of Study does so with the realization that the Program has no obligation to offer courses out of sequence for the said student. A student in the ATEP may only withdraw from a total of two courses and will only have one opportunity for retaking each of the two courses one time. Please refer to Program of Study Guidelines found on page 26.

Overall Progression Standards

Program progression standards are listed below. A student must meet all retention and progression standards in order to successfully complete the program requirements and graduate. Any student not meeting the progression and retention standards is placed on academic probation. Students not meeting the conditions for the release from academic probation are dismissed from the Program. The standards are as follows:

1. The student must follow a Program of Study approved by the student's program faculty advisor, Faculty Council and the Department Chair. Failure to follow the approved Program of Study for one semester results in the student being placed on academic probation. Failure to follow the approved Program of Study for two semester results in the student being dismissed from the Program.
2. A student must earn a "C" ("S", if applicable) or better in all courses within the program curriculum. Failure to achieve a sufficient grade (at least a "C") in a required course results in the student being placed on academic probation. A student on academic probation

must repeat the course in which he/she earns the insufficient grade the next time it is offered and achieve a sufficient grade to be removed from academic probation. Dismissal from the program occurs if the student earns an insufficient grade a second time in the same course. If a student repeats a course, prerequisite conditions for courses subsequent to the repeated course must be met. These conditions are outlined in each course syllabus. A student who successfully completes a course (C or better) cannot retake the particular course.

RETENTION AND PROGRESSION STANDARDS CONT'D

3. Athletic Training students must pass both the clinical and didactic courses to progress to the following semester.
4. Academic probation is permitted a maximum of two occurrences during enrollment in the program. Exceeding the allowed maximum for academic probation results in dismissal from the program.
5. The program faculty advisor, Program Coordinator and the Department Chair must approve any changes in the Program of Study.
6. All immunizations and certifications listed in Appendix III (Immunization Requirements) must be kept current while a student is enrolled in the ATEP. Failure to maintain current immunizations and certifications while in the ATEP program, including providing documentation to the department for inclusion in your student advising file, will result in being placed on professional behaviors probation without formal notice.
7. In summary; Students will be dismissed from the program if:
 - A student withdraws from a course without faculty permission.
 - A student withdraws from more than two courses.
 - A student does not successfully complete a course after the second attempt.
 - A student does not file and gain approval for a modified program of study within 30 days or the start of a new semester.
 - Failure to follow the approved program of study without approval from faculty to modify.
 - A student is placed on academic/professional behaviors probation more than two times for any reason.
 - A student fails two (2) courses in the same semester.
 - A student fails to abide by the NATA Code of Ethics (Appendix II, Page 69)

Graduation Requirements

1. Complete all required coursework with minimum cumulative GPA of 3.0 and a "C" or better in each course within the program.
2. Apply for graduation per university guidelines and timeline
3. Meet all university graduation requirements as stated in the Florida Gulf Coast University Catalogue.
4. Must have an overall cumulative undergraduate GPA of a 3.0 and a minimum program GPA of 3.0 at the time of graduation.

Reference: FGCU Student Guidebook 2009.

APPEALS/GRIEVANCE POLICY AND PROCEDURES

Grade Appeals Process

The Department of Physical Therapy and Human Performance follows the University's Student Grade Appeals policy found in the FGCU Division of Student Services Student Guidebook.

Program Dismissal Appeals Process

The student appeals, in writing, to the Department Appeals and Grievance Committee of the Physical Therapy and Human Performance Faculty Council for reconsideration of program dismissal by a deadline date specified in the student's dismissal letter. The student is given a deadline date of twenty-one days from the date of the dismissal letter to appeal the decision. Failure to follow this timeline forfeits the student's right to appeal.

The student is required to include the following items in the appeal request:

- Reason(s) for the appeal
- Justification for reconsideration
- Supporting documentation

Upon receipt of the appeal, the following steps are taken:

1. The student's transcript, portfolio, and appeal material are reviewed by the Department Student Appeals and Grievance Committee within twenty-one days of receipt of the appeal.
2. The Department Appeals and Grievance Committee Chair provides a recommendation to the Department Chair. The Department Chair reviews the recommendation and makes a decision on the appeal within one week of the Student Appeals and Grievance Committee meeting.
3. The Department Chair sends a certified, restricted-delivery letter within three working days of the Student Appeals and Grievance Committee meeting informing the student of the decision.

If the student is not satisfied with the outcome of the review by the Department Appeals and Grievance Committee, the student may appeal to the College of Health Professions Appeals Committee following established University guidelines.

Students are also referred to the following university policy for information regarding the right to grieve decision related to access to courses and credit granted toward degree through the Student Ombudsman.

Policy: 4.006 – Student Course and Credits Grievance Policy
http://www.fgcu.edu/generalcounsel/files/policies/4_006_Student_Grievances_05_19_09.pdf

Student Grievance Procedure **(per University Student Guidebook)**

1. **General** – The intent of this rule is to provide a procedure whereby student grievances are processed promptly and resolved fairly. Students shall be given adequate opportunity to bring complaints to the attention of the University with the assurance that the proper University officials will promptly investigate the facts of the case and evaluate these facts in an objective manner.
 - a. Student problems should be resolved, whenever possible, before the filing of a formal written grievance and open communication is encouraged so that resort to formal grievance procedures will not be necessary. Informal resolution of grievances may be continued throughout the process.

- b. Time limits contained in this rule may be extended by mutual agreement of the parties. Upon failure by the University or its representatives to provide a decision within the time limits provided in this rule or any extension thereof, the grievant may appeal to the next appropriate step. Upon failure of the grievant or counsel to file an appeal, or take prescribed action, within the time limits provided in this rule, the grievance shall be deemed to have been resolved at the prior step.

2. **Exclusions** – Grievances pertaining to the following matters shall not be processed under this rule:

- a. Disciplinary actions taken under FGCU Student Code of Conduct
- b. Traffic and Parking Violations
- c. The professional judgment exercised by an instructor in assigning a grade
- d. Professional judgment of licensed practitioners in the health related professions.

3. **Definitions** -

- a. “Day” means a calendar day, unless expressly stated otherwise. If a time limit expires on a non-business day, the limit shall be extended to 5 p.m. of the next business day.
- b. “Grievance” means a dispute or request for redress of the interpretation or application of any law, University rule or policy that adversely impacts the Grievant's substantial interest.
- c. “Grievant” means any enrolled or admitted student who presents a grievance under this rule.
- d. “Respondent” means the FGCU faculty or staff member who is alleged to have caused the grievance by identifiable acts of omission or commission.
- e. “Party” means either the grievant or the respondent.
- f. “Counsel” means an attorney or lay advisor.
- g. “Resolution” means an action by or on the behalf of the University that is satisfactory to the student.

4. Informal Resolution of Student Grievances.

- a. It is the University policy to encourage the informal resolution of grievances directly between the student and the respondent. If this cannot be accomplished, the student is encouraged to continue informal resolution presenting the problem orally through appropriate administrative channels up to, but not including, the Office of the Vice President in whose area the respondent is employed.
- b. Upon request, the University Ombudsperson will inform the student as to the administrative channels to be followed in an attempt to secure informal resolution.

5. Formal Resolution of Grievances.

- a. If informal resolution attempts do not succeed, the student may present the grievance in writing. The grievance shall contain a statement of the facts and circumstances giving rise to the grievance that identifies relevant dates and witnesses, specifies the law, rule or policy alleged to have been violated and describes how the grievant's substantial interests are adversely impacted. This written grievance shall be mailed or delivered to the University Ombudsperson no later than thirty (30) days following the date on which the alleged act or omission causing the grievance occurred; or not later than thirty (30) days from the date the student acquired knowledge, or could be reasonably expected to have acquired knowledge, of the alleged act or omission unless the time limit has been extended by mutual agreement.
- b. Upon receipt of a formal student grievance, the University Ombudsperson will review the grievance to determine whether or not action under this rule is appropriate or is excluded under the provisions of subsection (2) above. If action under this rule is appropriate, the University Ombudsperson will notify the student of receipt of the grievance and of the name of the respondent's Vice President who will handle the procedures outlined herein; simultaneously the Ombudsperson will notify the respondent and deliver the written grievance to the Vice President in whose area the respondent is employed. The Ombudsperson will inform the student that proceedings under this rule are not appropriate if such is the case. Regardless of the disposition, such notice will be mailed to the student within fifteen (15) days after the Ombudsperson's receipt of the written grievance.

- c. Within 15 days of receipt of notification of the grievance, the respondent (or in case of absence of the respondent's supervisor) shall prepare a written response to the allegation(s) made by the student and shall furnish copies of this response to the grievant, and to the appropriate Vice President.
- d. Upon receipt of the grievance and the respondent's reply thereto, the Ombudsperson shall review the matter and conduct an inquiry, if necessary. The Ombudsperson shall forward a recommendation to the Vice President after review of the grievance, the Ombudsperson's recommendation, associated documents and any discussions necessary to determine the facts, the Vice President or designee shall render a decision within thirty (30) days. This decision shall be forwarded in writing to the grievant and the respondent. The decision of the Vice President is final.

GRADING PHILOSOPHY AND POLICY

Philosophy

The Athletic Training Education Program grading philosophy is consistent with and builds upon the Department of Physical Therapy and Human Performance's mission, goals, and student learning outcomes.

Assessment of student performance is frequent and ongoing, employing multiple and varied methods of assessment. Employing multiple methods of assessment allows students to demonstrate knowledge and competency in a variety of ways. Lab examinations and skill proficiency assessments are considered satisfactory at the "Yes" level.

Additional Policies

- Students are advised to refer to specific course syllabi for course requirements and grading policies.
- Students are responsible for requesting, in writing, an incomplete (I) two weeks prior to the end of the semester in which the course is taken. Requests must be submitted to the course faculty, who act on the request within 72 hours of receipt. Incomplete coursework must be converted to a letter grade prior to the end of the next semester, unless a special exemption is granted by the Department Chair. Failure to complete the coursework within the specified period of time will result in a grade of "F".
- If no grading policy is listed on an individual course syllabus, the grading scale reverts back to the University grading system.

- Students are advised to refer to the Retention and Progression Standards section of this handbook for additional information regarding academic standards and policies.

ATEP Grading Scale

A	=	90-100%
B+	=	87-89%
B	=	80-86%
C+	=	77-79%
C	=	70-76%
D+	=	67-69%
D	=	60-66%
E	=	below 60%

ACADEMIC INTEGRITY

As stated in the catalog, FGCU is committed to a policy of honesty in academic activities. Conduct that breaches this policy, including cheating, plagiarism, and falsification of university records shall result in the academic and/or disciplinary action which may include dismissal from the program, college, and/or university.

According to the FGCU Code of Conduct, cheating is a violation of student academic behavior standards. Any student who knowingly helps another violate academic honesty standards is also in violation of the standards. The common forms of cheating include:

1. Unauthorized assistance-communication to another through written, visual, or oral means. The presentation of material which has not been studied/learned, but obtained through someone else's efforts and used as part of an examination, course assignment, or project constitutes a violation. The unauthorized possession or use of examination or course related material may also constitute cheating.
2. Plagiarism whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials taken from another is plagiarizing.

The Department of Physical Therapy and Human performance maintains a zero-tolerance policy for academic dishonesty. Any student found in violation of academic honesty will earn a grade of "F" for the course and be permanently dismissed from the program. Students suspended or expelled for academic

dishonesty from FGCU are permanently dismissed from the Department of Physical Therapy and Human Performance.

STUDENT CONDUCT

As part of program accreditation, it is expected that “faculty and students are responsible for preserving the privacy, dignity and safety of all people, including patients/clients, patients’/clients’ families or caregivers, students, faculty, and support staff who are involved in the classroom, laboratory, clinical, research, and administrative activities of the program. In an effort to preserve the safety of Athletic Training/other University students and the community-at-large, as well as adhere to the NATA Code of Ethics, students ***are not*** permitted to independently render therapeutic intervention for any diagnosed or undiagnosed pathological condition or dysfunction. Therapeutic intervention and/or laboratory practice is acceptable only in learning situations such as the laboratory classroom setting or clinic setting, where the appropriate supervision is provided. Independent laboratory practice is designed for the practice of psychomotor skills and reinforcement of didactic material using only enrolled Athletic Training/Human Performance/Physical Therapy Students as subjects. Persons who are not enrolled in the Athletic Training/Human Performance/Physical Therapy Programs are not allowed in the laboratory during independent laboratory practice. Independent laboratory practice is not designed as a venue to render treatment for pathological conditions. Doing so is in direct violation of expected student conduct and will result in probationary status and possible dismissal from the program. Students should also refer to individual course syllabi for additional expectations.

Students are to adhere to the FGCU ATEP “First Responder Policy” as well as the “Unsupervised Athletic Training Student” Policy located in the Clinical Education Handbook (Appendix V).

MEDIA RECORDING PERMISSION REQUIREMENT

Students must have a faculty member’s permission to audiotape, videotape, photograph, or otherwise record any portion of a class, lab, or clinical education experience. Classes and laboratory experiences may include material that is restricted in its use to those specific educational settings and conditions. There may also be intellectual property or copyright issues with faculty-developed materials. In addition, visitors and patients may participate in our classes and labs who have not given their consent for taping, recording, or sharing of taped segments. It is a program requirement that such permission will be given by the faculty member before any recording occurs. Once such a recording has been permitted by the faculty member, it is intended solely for that specific educational purpose. Unless you have secured additional permission,

sharing the recordings outside of the classroom or posting these recordings on internet sites is not permitted. Failure to comply with these expectations will be considered a violation of professional behaviors expectations, and may result in a formal, remedial Professional Behaviors Plan or other significant consequences.

DRUG/ALCOHOL POLICY

Florida Gulf Coast University, in conjunction with the National Collegiate Athletic Association, has strict rules about the use of drugs by student-athletes and students working with intercollegiate athletics. When an Athletic Training student is assigned to work with intercollegiate athletics they must sign a form to allow testing for use of drugs prohibited by NCAA legislation. Failure to complete this form will result in ineligibility to participate in the clinical rotation within intercollegiate athletics.

No student is to report to class or any university activity while under the influence of illegal drugs. Violation of these policies by a student will be reason for evaluation/treatment for drug/alcohol use disorder and/or for disciplinary action up to and including expulsion, and/or referral for prosecution consistent with local, state, and federal law.

If a test reveals that an athletic training student has used any of the prohibited drugs, he/she will immediately be dismissed from their assignment and receive a failing grade for that course. Coaches and athletic trainers have a list of the NCAA prohibited drugs.

Once a year (during the student-athlete orientation) a presentation will be conducted by the head athletic trainer relative to drug/alcohol abuse. All student-athletes are required to attend. On-campus counseling is provided.

Alcohol/Illegal drugs during clinical affiliations

During clinical affiliations, the affiliate has the right to immediately remove a student from the facility if the student is suspected of being under the influence of alcohol or illegal drugs. The clinical education faculty notifies the CEC who seeks resolution on an individual basis, utilizing Athletic Training Education Program, College of Health Professions and Florida Gulf Coast University student policy as a guide. A student who attends their assignment under the influence of alcohol or illegal drugs can be expelled from the program and the University.

ATTENDANCE, STUDENT ILLNESS AND ABSENCE

An expectation of professional practice is that students arrive on time and attend **all** practice/laboratory and classroom experiences until the

laboratory/classroom experience is completed. Responsibility and accountability for meeting course obligations is a fundamental component of professionalism.

- Students must refer to individual course syllabi for specific requirements or policies related to illness or absence.
- Students determine if their illness adversely impacts upon client's or own well-being and consult with course faculty prior to classroom or practice experience absence. Course faculty or clinical supervisor may ask a student to leave a classroom or practice setting if the student's illness adversely impacts the well-being of students, patients or clients.
- When a pattern of absences is noted by faculty, students are required to consult with course faculty and/or their program faculty advisor for counseling. A pattern of absences will result in a student being placed on probation due to failure to meet professional behaviors criteria.
- Students retain accountability for meeting course requirements.
- Students are cautioned that excessive absences lead to unsuccessful completion of course requirements and may result in dismissal from the program.
- Final Exams are often scheduled outside normal semester dates. Any absence from scheduled exams or final exams must be pre-approved by course faculty.
- Travel scheduled between semester breaks must be scheduled to take place after final exams are completed and must not conflict with clinical education requirements.
- Arrangements made for travel during finals week, without written faculty approval, will have to be rescheduled. Any financial impact resulting from re-scheduling, will be the sole responsibility of the student.

SERVICE LEARNING COMMITMENT

Service to the community-at-large is an important and desirous behavior of a professional. As students prepare academically for their professional careers, the Athletic Training Education Program encourages each student to choose a service interest and begin practicing this most benevolent behavior while in the process of acquiring knowledge and skills in this program. Undergraduate students complete a service learning degree requirement based on a student's classification when entering FGCU. Students entering as freshmen or sophomores complete a total of 80 service hours before graduation. Students transferring into degree programs as juniors and seniors, having transferred in a minimum of 60 credits hours accepted by the university, complete 40 service hours prior to graduation. Assistance in choosing a service benefactor is

available through the Coordinator of Service Learning at 239/590-7015. Students may also visit the Service Learning website at www.fgcu.edu/connect.

ACADEMIC ADVISEMENT

Each student admitted to the FGCU Athletic Training Education Program is appointed a faculty advisor to serve as the student's advisor. These appointments are for the duration of the student's tenure in the program and are assigned by the Physical Therapy and Human Performance Chair. The purpose of the student advisee/faculty advisor relationship is to foster the student's professional growth and development in the Athletic Training Education Program. Student advisees and faculty advisors are encouraged to meet at both the beginning and end of each semester to assist with planning, registration and development needs of students in the program. Any request for change in the student advisee/faculty advisor relationship is made to the Department Chair. The student or advisor may address a formal written request to the FGCU Department of Physical Therapy and Human Performance Chairperson for consideration. Changes in the student advisee/faculty advisor assignment are highly discouraged and should be carefully considered before request.

Academic advising is an integral part of the college learning experience. Advising is a developmental process that reinforces student growth and development through clarification of life, educational and career goals. The following goals for academic advising practices within the College of Health Professions are adopted from the National Academic Advising Association (NACADA) document on advising goals:

- Provide general information regarding University policies, procedures, and campus resources
- Assist students in establishing and completing educational and career goals.

**Florida Gulf Coast University
Department of Physical Therapy and Human Performance**

**Advising Worksheet for Graduation
Athletic Training Education Program**

This form is used to track student progress in the Athletic Training Education Program and monitor completion of requirements for graduation.

	<u>Date Confirmed</u>	<u>Initials</u>
Professional Behaviors		
Emerging Level	_____	_____
Beginning Level	_____	_____
Developing Level*	_____	_____
Entry Level**	_____	_____

*Students must attain this level to participate in full-time Clinical Experience I

**Students must attain this level for graduation

	<u>Date Completed</u>	<u>Grade</u>	<u>Initials</u>
Program Courses			
Movement Science I	_____	_____	_____
Movement Science I Lab	_____	_____	_____
Movement Science II	_____	_____	_____
Movement Science II Lab	_____	_____	_____
Pharmacology & Ergo Aids	_____	_____	_____
Applied Exercise Physiology	_____	_____	_____
HP & Energy Supplies	_____	_____	_____
Sports Psychology	_____	_____	_____

Professional Development Courses

Athletic Health Care			
Administration	_____	_____	_____
Preparation for Entering and Growing in the Profession	_____	_____	_____
University Colloquium	_____	_____	_____
Research Methods and Application To Health Care Systems	_____	_____	_____

Advising Worksheet for Graduation Continued

Practice Courses:

Intro to AT	_____	_____	_____
AT Practice I	_____	_____	_____
AT Practice II	_____	_____	_____
AT Practice III	_____	_____	_____
AT Practice IV	_____	_____	_____

Clinical Courses

Clinical Practice I	_____	_____	_____
Clinical Practice II	_____	_____	_____
Clinical Practice III	_____	_____	_____
Clinical Practice IV	_____	_____	_____
Clinical Practice V	_____	_____	_____

Date Confirmed **Grade** **Initials**

Culminating Exam	_____	_____	_____
Service Learning	_____	_____	_____

Advisor Responsibilities

Upon admission and acceptance into an academic program in the College of Health Professions, students are assigned a faculty advisor from their academic department. Faculty advisor responsibilities include:

- Maintain an accurate and complete file on each advisee
- Interact with openness in communication, confidence and trust
- Assist students in establishing realistic educational and career goals
- Consult with students in program course planning
- Refer students to other campus resources as needs are identified
- Review the University policies and procedures
- Assist students in identifying career opportunities.

Advisee Responsibilities

An important factor for successful progression is for students to seek advisement within their academic department. A faculty advisor from the academic department is assigned. Advisee responsibilities include:

- Initiate advisement process by contacting your faculty advisor to schedule an appointment when required or when in need of assistance. If you cannot attend the scheduled meeting, as a courtesy, notify your advisor in advance.
- Prepare for the advising session and bring all necessary materials to the meeting
- Familiarize yourself and understand the requirements of your program
- Become knowledgeable and understand University policies and procedures
- Understand and know your abilities, interests, and values as they relate to your educational and career goals
- Be flexible in accommodating time for advisement
- Adhere to policies and procedures within the College and your academic program standards
- Follow through on the recommendations made by your faculty advisor during your advising session.

During the time that a student is enrolled in the Athletic Training Education program, he/she has a program faculty advisor to provide advice, guidance and mentorship. Students must meet with their program faculty advisor at least once per semester, however, more frequent meetings are encouraged to maximize the benefits that the faculty can provide. The program faculty advisor will monitor the student's progress toward degree completion including overseeing the student's progress in his/her Program of Study, and support the student's efforts toward completion of all graduation requirements. Students are ultimately responsible for meeting these requirements.

NATA CODE OF ETHICS

As part of their participation in a professional program, students are expected to follow the National Athletic Trainers' Association (NATA) Code of Ethics. A copy of this document is found on the NATA Web Page (<http://www.nata.org>).

Please refer to Appendix II for the current copy of the NATA Code of Ethics.

COURSE SCHEDULING

The Athletic Training Education Program follows the College policy which states "the College of Health Professions reserves the right to cancel, postpone, or reschedule any course, course section, practice or internship experience."

For students who work while attending FGCU, when planning your work schedule around classes, keep in mind that many of the courses within the athletic training curriculum require cooperative group work and synchronous laboratory/field practice experiences. Students must commit to full-time clinical rotations during certain portions of the program. Refer to the Athletic Training Clinical Education Handbook for further details about clinical rotations

MEDICAL TERMINOLOGY REQUIREMENT

The Faculty of the Department of Physical Therapy and Human Performance expect all students to demonstrate the ability to understand and use medical terminology throughout the curriculum. Students are strongly encouraged to gain competency in medical terminology through the use of self-paced workbooks or audiotapes.

WRITING STYLE GUIDELINES

Writing style guidelines are available from the American Psychological Association (APA) and the American Medical Association (AMA) (see citations below). Individual course faculty determine writing style guidelines for course assignments. Please refer to each course syllabus for further information.

American Medical Association manual of style: a guide for authors and editors (10th ed.). (2009) Baltimore, MD : Williams & Wilkins.

Publication Manual of the American Psychological Association (6^h ed). (2009)

COMMUNICABLE DISEASE POLICY

The purpose of the Florida Gulf Coast University Athletic Training Education Program (FGCU ATEP) Communicable Disease Policy is to protect the health and safety of the students enrolled in the FGCU ATEP. The FGCU ATEP recognizes the importance of minimizing the exposure of athletes or patients in a clinical setting to communicable diseases. Therefore, it is recommended that athletic training students not report to their clinical site if they have *active* signs or symptoms of a communicable disease.

This policy is designed to provide athletic training students, clinical instructors, and athletic training faculty with a plan to assist in the management of students with infectious diseases as defined by the Centers for Disease Control and Prevention (CDC). This policy was developed using the recommendations established by the CDC for health care workers (www.cdc.gov).

In situations where the Athletic Training Student is ill, he/she should immediately notify the Approved Clinical Instructor/Clinical Instructor they are currently assigned to and either the Athletic Training Clinical Education Coordinator or FGCU ATEP Director of their status. Athletic Training Students with illnesses are required to see a physician or nurse practitioner to determine if the illness is actively communicable or their illness has caused them to miss one day of class

and/or clinical responsibilities. Athletic Training Students may use their own personal physician. If the student does not have access to their own physician they may also utilize the FGCU Student Health Center or the FGCU team physicians if available. (The ATS is responsible for his or her health insurance and are responsible for all related charges). The ATS is to follow the recommendations and guidelines of that physician.

In the event that an ATS will be missing an inordinate amount of time due to adherence to the communicable disease policy, a decision of the student's clinical status will be decided by the Clinical Education Coordinator and ATEP Director. This may result in a reassignment of clinical responsibilities, a grade of incomplete due to medical reasons, and/or opportunities to make up lost experiences.

What are Communicable Diseases?

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

Communicable Diseases Cited by the CDC:

Bloodborne Pathogens	Parovirus
Conjunctivitis	Pediculosis
Cytomegalovirus infections	Pertussis
Diarrhea diseases	Poliomyelitis
Diphtheria	Rabies
Gastrointestinal infections (acute)	Retroviral infections
Herpes simplex	Rubella
Human immuno-deficiency virus (HIV)	Scabies
Hepatitis viruses	Staphylococcus aureus infection
Influenza	Streptococcal infection
Measles	Tuberculosis
Meningococcal infections	Varicella
Mononucleosis	Viral respiratory infections
Mumps	Zoster

Guidelines for Prevention, of Exposure and Infection

- Students must successfully complete annual blood borne pathogens training.

- Students are required to use proper hand washing techniques and practice good hygiene.
- Students are required to use Universal Precautions at all times when functioning as an ATS in the ATEP. This applies to all on and off-campus clinical sites.
- Students are not to provide patient care if they have active signs or symptoms of a communicable disease.

LIABILITY INSURANCE INFORMATION

All students must purchase professional liability insurance² prior to October 1 of the year students enter the program. Proof of policy renewal is required annually and professional liability insurance must be maintained until graduation. Failure to comply with liability insurance requirement may lead to dismissal from the Athletic Training Education Program.

Students must provide proof of Liability to the Department Secretary.

A student should communicate to the course faculty, program chair or Clinical Education Coordinator any incident or situation in which a student is involved that potentially holds the student or university liable or at risk.

Suggested Liability Insurance provider:

Healthcare Providers Service Organization
1-800-982-9491

² Students must have a minimum of 1 million/3 million coverage, as stated in the FGCU Clinical Affiliation Agreement

HIPAA/FERPA TRAINING POLICY

All students must complete the HIPAA/FERPA training program prior to October 1st of the year you enter the program. The student will be supplied with a training manual that includes a completion assessment. Student is to score an 80% to be considered in compliance with policy. Failure to comply with the HIPAA/FERPA policy may lead to dismissal from the Athletic Training Education Program. Students are to provide assessment documentation to the Department Secretary upon completion.

\$36.75/year as of printing date
Coverage: 1 million/6 million

Maginnis & Associates

Please fax requests to: 1-312-427-1455
Lead Desk
332 S. Michigan Avenue, Suite 1400
Chicago, IL 60604

HEALTH INSURANCE

It is strongly recommended that all students entering the program maintain personal health insurance while enrolled at Florida Gulf Coast University. Students should be aware that some affiliated clinical sites may require such coverage .

Florida Gulf Coast University provides information on student health insurance and can be accessed at:

<http://studentservices.fgcu.edu/HealthServices/insurance.html>

The American Physical Therapy Association provides information on student health/accidence insurance and can be accessed at:

<http://www.apta.org/Benefits/Insurance/Student/>

HEALTHCARE PROVIDER AED, CPR AND FIRST AID

Students are required to complete AED, CPR and First Aid courses for adult and child prior to participation in any practice courses and/or clinical education experiences. Copies of signed proof of instruction in AED, CPR and First Aid must be provided to the department within two weeks of the beginning of the fall semester. Certifications must stay current in all areas while students are enrolled in the Athletic Training Program. Failure to comply with AED, CPR and First Aid course requirement may lead to dismissal from the Athletic Training program. Refer to timeline in Appendix III.

All students must obtain and maintain the following certifications in order to participate in the clinical education component of the ATEP:

- Cardiopulmonary Resuscitation (CPR) for Healthcare Providers
- Basic First Aid
- Automatic External Defibrillators (AED)

BACKGROUND CHECKS PROCESS AND PROCEDURES

Students in the Athletic Training Education Program are required to undergo a criminal background check. This is at the students' expense.

Rationale: Health professions students and health professionals often treat patients who are considered to be vulnerable. In order to protect these vulnerable patients, criminal background checks are being required by the University as well as many health care institutions. It is important for students to realize that a criminal record may prohibit them from sitting for the licensure exam if they have certain misdemeanors and felonies on their records. In addition, if it is likely that a student may pose a threat to the welfare of program faculty, staff, students, or patients, the student may be denied continuance in the program. Students who refuse to submit to a background check or do not pass the background check review may be dismissed from the program. Additionally, certain clinical sites may require additional specific background reviews and/or drug screens prior to the student commencing a clinical education experience.

FGCU has an agreement with CertifiedBackground to perform all students' criminal background checks. This company's background check will consist of the following components:

- Florida Statewide Criminal Records (FDLE)
- Social Security number Validation and Verification
- Residency History
- Nationwide Sexual Offender & Predator Registry
- Unlimited Out of State County Criminal Records
- U. S. Patriot Act
- Nationwide Healthcare Fraud & Abuse Scan

Rights: Students have the right to review the information reported by CertifiedBackground for accuracy and completeness and to request that the agency verify that the background information provided is accurate. Prior to making a final determination that will adversely affect the student, CertifiedBackground will provide the student with access to the background check report and inform the students of his/her rights via email. Students are responsible for providing accurate contact information to CertifiedBackground. Students are responsible for the consequence of CertifiedBackground being unable to contact the student.

Process:

1. This guidebook serves as the student notification of the requirement for criminal background review.
2. The student reviews the criminal background review process and procedures and signs the signature page at the end of this document, acknowledging his/her responsibility for the release of the criminal background review results to affiliated clinical sites.
3. Students must submit to a criminal background review prior to entering the Athletic Training Education Program. Failure to undergo the initial criminal background check may result in administrative withdrawal from all courses in the program of study. Withdrawal from the program courses could seriously jeopardize the student's ability to complete the program requirements and graduate on schedule.
4.
 - a. Student visits www.certifiedbackground.com and clicks on "students"
 - b. Student will enter the package code on his/her instruction card (provided with your offer of admission or available from the Department Secretary or Clinical Education Coordinator)
 - c. Student will provide the necessary information (i.e. name, date of birth, etc.) to complete the background check
 - d. Student will indicate any additional names or addresses used in the past 7 years
 - e. Student will select a method of payment (CertifiedBackground accepts Visa, MasterCard and Money orders). The cost of the criminal back ground package is \$61.00
 - f. Sign CBG release form(s).
 - g. Students will receive a confirmation email with your password to review results, available within 2-3 days.
 - h. To allow others to review your background check, direct them to the CBG site. They will need to enter your password in the "view background check" field and provide the last 4 digits of your SSN.
 - i. You may obtain a free copy of A Summary of Your Rights under the Fair Credit Reporting Act by visiting www.ftc.gov/bcp/combine/pubs/credit/fcrasummary.pdf
5. Certain findings in a background check could preclude participation in clinical education at certain affiliated clinical sites and may also preclude the acceptance of the individual as a candidate for licensure as an athletic trainer in any state. If it is likely that a student may pose a threat to the welfare of program faculty, staff, students, or patients, the student may be denied continuance in the program.

Guiding principles for review of negative criminal background review results

In reviewing background check reports, the following factors may be considered:

- the nature and seriousness of the offense or event,
- the circumstances surrounding the offense or event,
- the relationship between the offense or event and the duties to be performed as part of the educational process,
- the age of the person when the offense or event occurred,
- whether the offense or event was an isolated or repeated occurrence,
- the length of time since the offense or event,
- past employment and history of academic or disciplinary misconduct,
- evidence of successful rehabilitation, and
- the accuracy of the information provided by the student.

The safety of program faculty, staff, students, and patients and the educational interests of the student are considered. In reviewing background check review reports and supplementary materials, advice may be obtained from university council, university police, and other appropriate advisors.

6. If the report contains negative findings and the authorized program individual (s) determine that the student is denied continuance in the program, the student will be notified in writing by the program director and the Department Chair. Any financial losses incurred due to negative criminal background findings resulting in dismissal from the program and university are the responsibility of the student.

7. If dismissal from the program is warranted, a student may appeal that decision in accordance with the university's grievance procedure for academic matters found within the Student Guidebook at studentservices.fgcu.edu/judicialaffairs/new.html. If the student appeal is granted, the student must be aware that successful completion of the program cannot be guaranteed due to the potential lack of available clinical sites, based on the negative criminal background findings. Furthermore, the negative findings may limit the acceptance of the individual as a candidate for licensure as a physical therapist in any state. It is the responsibility of the student to contact the appropriate state licensing board.

8. Once the initial background check is completed, additional background checks will only be performed when the student self-reports a violation or when the clinical affiliated site requires a more recent or more extensive background check. Further background checks are also at the expense of the student. Each student must report within seven calendar days to the program director, Clinical Education Coordinator, and the Department Chair, any arrests and/or criminal charges or convictions filed subsequent to the completion to the most recent criminal background review. The process delineated in #5 above will be initiated.

9. Failure to report arrests and/or criminal charges or convictions in the required timeframe or falsification of information in self-reporting, including omission of relevant information will result in professional behaviors probation and may result in immediate dismissal from the program.

10. If dismissal from the program is warranted, the student may appeal that decision as detailed in #7.

Taken in part from the University of Miami and the USC DPT Programs

IMMUNIZATION/ CERTIFICATION REQUIREMENTS

Students are required to maintain up-to-date immunizations. An official record of these immunizations must be provided to the Department of Physical Therapy and Human Performance prior to entering the Athletic Training Education Program. Immunization records must be kept current. Proof of updated immunizations must be provided to the Department for a student to participate in any AT Practice courses and Clinical Education courses. A copy of the Department Immunization requirements is located in Appendix III.

Students are required to have First Aid, AED, CPR and current liability insurance prior to entering any clinical education experience. These requirements remain in effect during the clinical education experiences. Failure, at any time, to meet these requirements may necessitate the student being immediately removed from the clinical education site, being administrative withdrawn from the clinical education course, and may lead to dismissal from the Athletic Training Education Program.

For additional information on these requirements please refer to Appendix III of this guidebook.

PRACTICE ATTIRE - REQUIRED

All students are expected to present themselves in well-groomed, professional attire and manner. This not only includes wearing the attire listed in the following policy, but keeping clothes in good condition (unwrinkled, not overly worn/faded). Presenting a clean, crisp appearance at all times promotes an appearance of credibility, responsibility, and authority, consistent with a doctoring profession.

Faculty will counsel students regarding their professional attire and manner when necessary. Failure to comply with expected practice attire will result in probationary status due to violation of professional behavior criteria. A student who does not adhere to the dress code may be asked to leave the learning event (classroom, lab, clinic) by the clinical or academic faculty member. It is up to the faculty member of record (Program Director, Clinical Education Coordinator or course faculty) to decide if a student is to be dismissed from a course for repeated non-adherence to this program policy. Student should refer to individual course syllabus for required attire for presentations, laboratory, and practice settings.

Anatomy Lab sessions

1. Disposable or white lab coats.
2. Non-canvas, closed toed shoes

Lab Sessions

1. Gym-style shorts and t-shirts (provided to students at the beginning of their respective program)
2. Sweats/long practice wear can be worn over shorts/t-shirts for comfort.
4. Sports Bra (or bikini top for upper back/neck/shoulder labs) (Women)
5. Sneakers
6. Jewelry limited to items that will not cause injury to self or others.
7. Nails must be kept short.
8. One Piece bathing suits (women) and athletic style swim shorts (men) are required for on and off campus aquatic laboratory activities.

**** Lab attire must be worn to all lab practical exams or the student will not be permitted to participate in the examination.

Community-Based Labs/Experiences/Special guests

1. Polo Shirts – solid color, long or short sleeve with AT logo.
2. Solid colored dress khaki pants (no cargo pants, capri, jeans, or shorts)
3. Non-canvas, lace up, rubber soled, closed toe shoes (Unless otherwise directed)
4. Jewelry limited to items that will not cause injury to self or others.
5. FGCU Name tag.
6. Watch with a second hand.
7. No sweatshirts/sweaters are to be worn over the practice attire while in a clinic.
8. Long, dangling earrings or large hoop earrings are not allowed.
9. Hair should be pulled back if it will potentially dangle when leaning over.
10. Artificial fingernails are not approved.
11. No body piercings except for no more than two per ear.
12. Visible tattoos must be covered.

Failure to comply with the above guidelines concerning required equipment may lead to dismissal from the Athletic Training Education program.

REQUIRED EQUIPMENT

1. Athletic Training Kit
2. Wrist watch
3. Black ink pen
4. Notepad
5. Additional equipment as required by course faculty

Failure to comply with the above guidelines concerning required equipment may lead to dismissal from the Athletic Training Education program.

LAB POLICIES

Lab Policy & Biosafety manuals are reviewed and discussed in Movement Science Foundations I (PHT3176C). The Practice Center Policies are discussed on the first day of class in Introduction to Athletic Training. A copy of these documents is located in Appendix IV. These policies are designed to allow safe utilization of the laboratories and Practice Center. Students are expected to adhere to the policies at all times in order to minimize the risk of injury to self and others. However, realizing that

accidents may occur regardless of precautionary measures, any injury that takes place during a laboratory exercise must be reported to the instructor in charge and recorded on the Florida Gulf Coast University Student Health Services Occurrence Report Form. This form is available through the instructor in charge of the laboratory in which the injury occurs. Laboratory procedures must be followed and 911 called for any injury that is potentially serious.

TRANSPORTATION/FIELD EXPERIENCES

It is the responsibility of the student to provide his/her own transportation to and from community practice labs, clinical education sites, or other field-based experiences. Costs that the student may incur during clinical rotations are the responsibility of the student.

CLINICAL EDUCATION

Each student is provided a copy of the Clinical Education Handbook prior to the first clinical experience/experiential learning experience. Clinical affiliates and “community sites” are also provided a copy of this manual. Other information is available throughout the program. Students who have questions regarding Clinical Education may contact their faculty advisor.

SPORTS PARTICIPATION AND CLINICAL EDUCATION

Due to the time commitment required for athletic training, it is difficult to participate in intercollegiate athletics in conjunction with athletic training education.....but not impossible. As an institution of higher education with an Athletic Training Major, we understand the importance of students gaining additional knowledge and a greater understanding of the career field they have chosen as future employment. What two fields are better correlated than athletics and sports medicine. However, to be successful in both ventures requires effort and commitment to both endeavors. The student athlete/athletic training student must meet the clinical requirements set forth by the ATEP of FGCU as well as the demands of the sport in which they are participating. The clinical guidelines are outlined in the clinical education handbook. If they are not met, the result will be a reduction in the final clinical grade.

DATING ATHLETES

Athletic training students who are dating student-athletes are to act in accordance to the policies set in place in the facilities assigned for clinical education. This can lead to compromising situations and dating athletes is highly discouraged. If this becomes a problem and the athletic training student cannot perform his/her duties, the student may be reprimanded or removed from assigned duties.

EMPLOYMENT CONFLICTS WITH CLINICAL EDUCATION

The clinical education component (FGCU clinical sites; off-campus clinical sites; curriculum in-services) is a vital aspect of the overall education process for the athletic training student. The clinical setting provides each student a unique opportunity to practice and apply those skills that have been taught and learned in the formal classroom setting.

All aspects of the clinical education component during each semester will take priority over outside employment opportunities for each student. For this reason, students are not encouraged take outside jobs. Since clinical rotations may occur at different sites with different schedules from rotation to rotation, part-time jobs are not practical during this phase of training. The athletic training faculty/staff will make every effort to provide advance scheduling of rotation assignments on a semester basis.

Volunteering for athletic training clinical experiences outside of the academic calendar year is a vital component to fully understanding the demands of the athletic training profession. Students are encouraged to take advantage of these learning opportunities.

LICENSURE EXAMINATION

Once a student satisfies all graduation requirements and is granted a diploma, he/she must pass the BOC national certification examination to become a certified athletic trainer.

Since state licensure requirements vary from state to state, it is the responsibility of the student to contact a particular state's professional licensure department to obtain complete information regarding the licensure examination and addition requirements for licensure in that state.

Licensure information for the State of Florida is available at the Department of Health Website located at

http://www9.myflorida.com/mqa/athtrain/at_home.html

BOC Certification information is available at the following website:

<http://www.nataboc.org/Candidates/Online/sites/index.htm>

STUDENT SERVICES

There are a variety of student services available through the university's Division of Student Services. Refer to the FGCU Student Guidebook for information about these services.

The department will also maintain files regarding scholarship and employment opportunities for athletic training students. These files can be obtained by contacting your advisor.

ACCESS TO TECHNOLOGY

Students must have access to the following technologies:

- Telephone
- Computer with Internet accessibility
- e-mail account

Computer and DVD Player access is provided through university facilities. However, for convenience, students may want to purchase certain technology for their home use. The Office of Instructional Technology or the FGCU Help Desk can provide advice regarding appropriate equipment purchases. Please contact the Help Desk at 590-1188 or visit the Instruction Technology web site at <http://itech.fgcu.edu>.

Failure to adhere to the guidelines concerning technology may lead to dismissal from the Athletic Training Education Program.

STATEMENT ON DIVERSITY

FLORIDA GULF COAST UNIVERSITY is formally committed to nondiscrimination on such grounds as noted in its policies, procedures and practices including gender equity in sports. All of us in the university community must be conscious of our responsibility to abide by the laws, regulations and principles of equality of opportunity. Further, as a community, we will work to ensure equity and fairness, for all students, faculty, staff, visitors and vendors. We are committed to these principles for we are convinced they are essential for a distinguished university.

Bigotry, expressions of hatred or prejudice, behaviors that infringe upon the freedom and respect that every individual deserves, and harassment of any kind transgress the University's vision, mission and guiding principles. Just as learning benefits from the interplay of teaching and scholarship in a variety of disciplines, so does the university community learn and profit from diverse cultures and perspectives. Florida Gulf Coast University will continue to pursue its aspirations by fostering a welcoming environment through diversity and inclusion.

Please refer to: **FGCU-PR1.003** (Non-Discrimination and Anti-Harassment Complaint Policy and Procedure)

STUDENTS WITH DISABILITIES

The faculty of the Department of Physical Therapy and Human Performance Program are committed to making reasonable accommodations for students with disabilities. Faculty and students can seek support through the University Office of Adaptive Services that offers multiple services including the Adaptive Learning Lab. Additional information can be found on the Adaptive Services website at <http://studentservices.fgcu.edu/Adaptive/index.html>.

THE UNIVERSITY POLICY ON ACCOMMODATION FOR PERSONS WITH A DISABILITY

Florida Gulf Coast University (FGCU) is committed to equal opportunity and access for persons with disabilities. The University will comply with all provisions of state and federal laws in this regard and will provide, upon request, reasonable accommodations to qualified persons with a disability. This includes complying with the American with Disabilities Act Amendments Act of 2008 (ADA) which covers qualified individuals with a disability and provides for the use of reasonable accommodations and access. (Policy#: 1.008, Approved: 04/30/2010)

HUMAN IMMUNODEFICIENCY VIRUS POLICY

It is the policy of the University to balance the education and employment rights of students and university employees with Human Immunodeficiency Virus (HIV) or Acquired Immune Deficiency Syndrome (AIDS) with the rights of other students and university employees to an environment in which they are protected from contracting the disease. In the belief that education will prevent the spread of the HIV/AIDS, and help the public to respond in a reasoned manner, the SUS is committed to

providing the university communities and communities at large with education on the nature and transmission of the disease and rights of HIV/AIDS victims.

Persons who know or suspect they are sero-positive are expected to seek expert medical advice and are obligated, ethically and legally, to conduct themselves responsibly for the protection of others.

The University has designated HIV/AIDS counselors who are available to the university community. For additional information, contact Counseling and Student Health Services.

STUDENT/PROFESSIONAL ORGANIZATIONS

Students are encouraged to be involved in student and/or professional organizations during their time in the Athletic Training Education program. Involvement in these organizations helps to develop qualities and skills that coursework alone cannot. Faculty distribute information that is received by the department related to the NATA. Each class of students has the opportunity to elect members to the Sports Medicine Club. Students may also form formal or informal clubs related to their field of study. Information regarding formal university student organizations is available through the University Division of Student Services, Office of Student Development.

NATA Web site: www.nata.org

FLORIDA GULF COAST UNIVERSITY
PHOTO-MEDIA RELEASE FORM

Date: _____

Person: _____
(please print name)

Parent or guardian (if person is a minor): _____
(please print name)

I hereby consent to the taking, publication and/or broadcast of photographs, videotapes and audiotapes being taken at or for Florida Gulf Coast University with full knowledge that these productions may appear on television, radio, or in print. I hereby waive all rights to claims for payment or royalties in connection with the use, publication, or exhibition of the above-mentioned photos or tapes.

I hereby authorize the release of information concerning the classes or programs that bring me to Florida Gulf Coast University.

I release Florida Gulf Coast University, its staff and faculty from any responsibility or recourse in the taking of photographs, videotapes or audiotapes.

(Signature)

If a minor or unable to sign:

(Signature)

(Relationship)

**FLORIDA GULF COAST UNIVERSITY
ATHLETIC TRAINING EDUCATION PROGRAM
SIGNATURE PAGE**

August 16, 2012

I hereby acknowledge receipt of the following items and understand that it is my responsibility to review these documents:

_____ Athletic Training Student Guidebook, 2012-2014
(60 Pages and 6 appendices)

_____ I hereby authorize the criminal background check review results to be released to appropriate university officials and affiliated clinical sites.

_____ I understand and acknowledge that the policies contained in this guidebook may be amended or appended during my time in the program

I understand that if I have any questions related to information contained in these documents, it is my responsibility to seek clarification from my program faculty advisor.

Student Name (printed)

Student Signature

Date

A copy of this signed form must be placed in the student's department advising file.