Department of Physical Therapy and Human Performance

Student Guidebook

Bachelor of Science in Athletic Training

2013-2015
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.
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<tr>
<td>Sharon Bevins, PhD, PT, Associate Professor, Chair</td>
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<tr>
<td>Thomas Bevins, MSPT, Assistant Professor</td>
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<tr>
<td>Stephen Black, DSc, PT, ATC, LAT, NSCA-CPT, Assistant Professor</td>
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<tr>
<td>Melinda Coffey, Exec Secretary</td>
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<tr>
<td>Jason Craddock, EdD, ATC, LAT, CSCS, Assistant Professor, Program Director-Athletic Training</td>
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<tr>
<td>Tim Dornemann, MA, CSCS, PES, Instructor</td>
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<tr>
<td>Shawn Felton, EdD, ATC, LAT, Assistant Professor, Clinical Education Coordinator- Athletic Training Program</td>
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<tr>
<td>Kelly Henderson, Med, ATC, LAT Instructor, Athletic Training Program</td>
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<tr>
<td>Dennis Hunt, EdD, CSCS, Assistant Professor, Program Director-Human Performance</td>
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<tr>
<td>Russell Hogg, PhD, Assistant Professor</td>
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<tr>
<td>Barbara Hess, MA, Instructor, Experiential Learning Coordinator-Human Performance</td>
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<tr>
<td>Eric Shamus PhD, PT, CSCS, Associate Professor</td>
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<tr>
<td>Kathy Swanick, DPT, MS, Instructor II</td>
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<td>Arie van Duijn, EdD, PT, OCS, Associate Professor, Program Director- Physical Therapy</td>
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<td>Jacqueline van Duijn, DPT, OCS, Instructor II</td>
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<td>Mollie Venglar, DSc, MSPT, NCS, Assistant Professor</td>
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<td>Ellen Williamson, MS, PT, Assistant Professor</td>
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<td>Student E-mail</td>
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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 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 (BSAT) 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

Athletic Trainers (ATs) are health care professionals who collaborate with physicians. The services provided by Athletic Trainers comprise prevention, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Students who want to become certified athletic trainers must earn a degree from an accredited athletic training curriculum. Accredited programs include formal instruction in areas such as injury/illness prevention, first aid and emergency care, assessment of injury/illness, human anatomy and physiology, therapeutic modalities, and nutrition. Classroom learning is enhanced through clinical education experiences. More than 70 percent of certified athletic trainers hold at least a master's degree.

For more information, visit the National Athletic Trainers’ Association at www.nata.org and the Board of Certification, Inc. at www.BOCATC.org
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, lifelong 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

Outcome I: Demonstrate contemporary Athletic Training Practice.

Outcome II: Demonstrate skills for proper prevention, evaluation, treatment, and rehabilitation injuries and illnesses to athletes and the physically active.

Outcome III: Appropriately use and modify written and oral communication with clients, families, and colleagues.

Outcome IV: Model professional behaviors that are consistent with professional excellence in practice.

Outcome V: Demonstrate effective critical thinking and problem solving skills compatible with being an effective athletic trainer.

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.

These behaviors include such generic abilities\(^1\) 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

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

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*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. **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.
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):
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


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 15 and 16 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 25.

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. Student not meeting the progression and retention standards is placed on academic probation. Probation occurs automatically, regardless of official notification. Students not meeting the conditions for the release from academic probation may be 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.

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

**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.

b. “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 probational 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
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.

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<tr>
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<td>Developing Level*</td>
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<td>Entry Level**</td>
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*Students must attain this level to participate in full-time Clinical Experience I  
**Students must attain this level for graduation

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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  

Athletic Training  
Student Guidebook  2013-2015  
Revised: 08/13
**Advising Worksheet for Graduation Continued**

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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.


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
- Pertussus
- 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
$37.30/year as of printing date
Coverage: 1 million/6 million

**HIPPA/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.

² Students must have a minimum of 1 million/3 million coverage, as stated in the FGCU Clinical Affiliation Agreement
Student is to score an 80% to be considered in compliance with policy. Failure to comply with the HIPPA/FERPA policy may lead to dismissal from the Athletic Training Program. Students are to provide assessment documentation to the Department Secretary upon completion.

**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/accident 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)
CRIMINAL BACKGROUND CHECKS PROCESSES AND PROCEDURES

All Students admitted to the Doctor of Physical Therapy Program are required to undergo a Level 2 criminal background check. Background checks are completed at the students’ expense. Students are required to undergo the background review prior to October 1 of the first fall semester.

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 (www.certifiedbackground.com) 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 Verification
- Residency History
- Nationwide Sexual Offender & Predator Registry
- Unlimited Out of State County Criminal Records (Includes Maiden and Alias names)
- Nationwide Healthcare fraud and Abuse Scan
  - Medicare &Medicaid Sanctioned, Excluded individuals
  - Office of Research Integrity (ORI)
  - Office of Regulatory Affairs (ORA)
  - State Exclusion List
  - FDA debarment Check
  - Office of Inspector General (OIG)-List of Excluded Individuals/Entities
  - General services Administration (GSA) – Excluded Parties List

- U.S. Patriot Act
In addition to the background checks done through CertifiedBackground mentioned above, all students also have to undergo:

- Level 2 (National- FBI) criminal background check through Live Scan Digital Fingerprint
  This Level 2 background check is performed by the FGCU University Police Department (UPD).

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 consequences 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 by October 1 of the first fall semester. Failure to undergo the initial criminal background check by October 1st 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. The CertifiedBackground procedure is as follows:
   a) Student visits www.certifiedbackground.com and clicks on "students"
b) Student will enter the package code provided by the Clinical Education Coordinator at orientation

c) Student will provide the necessary information (i.e. name, date of birth, etc.) to complete the background check and to set up their profile.

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 $66

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. The Level 2 portion of the background check procedure is as follows:

a) Submit $40.00 payment (cash, check or credit card) to the FGCU Cashier

b) Inform Cashier that the payment is for FGCU Department of Physical Therapy and Human Performance Background Check.

c) Take the receipt to the University Police and Safety Department (located in Campus Support Complex) for fingerprinting

d) At the University Police and Safety Department, submit receipt and inform the Officer that the background check is for the FGCU Department of Physical Therapy and Human Performance. You will be required to sign a waiver form and show identification.

6. 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 a physical therapist 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.

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.

7. 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/or 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.

8. 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.

9. 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, ACCE, 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.

10. 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 may result in immediate dismissal from the program.

11. 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 certifications through the American Heart Association (AHA) or the American Red Cross, as well as 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. Sweat 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 (PHT3176/L). 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](http://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)
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, 2013-2015
       (58 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.
### PROFESSIONAL BEHAVIORS PLAN
#### DEPARTMENT OF PHYSICAL THERAPY AND HUMAN PERFORMANCE
#### FLORIDA GULF COAST UNIVERSITY

<table>
<thead>
<tr>
<th>Generic Ability</th>
<th>Beginning Level Behavioral Criteria*</th>
<th>Developing Level Behavioral Criteria**</th>
<th>Entry Level Behavioral Criteria***</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Commitment to Learning</td>
<td>Identifies problems</td>
<td>Prioritizes information needs</td>
<td>Applies new information and re-evaluates performance</td>
</tr>
<tr>
<td></td>
<td>Formulates appropriate questions</td>
<td>Analyzes and subdivides large questions into components</td>
<td>Accepts that there may be more than one answer to a problem</td>
</tr>
<tr>
<td></td>
<td>Identifies and locates appropriate resources</td>
<td>Sets personal and professional goals</td>
<td>Recognizes the need to and understands limit of application to professional practice</td>
</tr>
<tr>
<td></td>
<td>Demonstrates a positive attitude (motivation) toward learning</td>
<td>Identifies own learning needs based on previous experiences</td>
<td>Researches and studies areas where knowledge base is lacking</td>
</tr>
<tr>
<td></td>
<td>Offers own thoughts and ideas</td>
<td>Plans and presents an in-service, or research or case studies</td>
<td>Welcomes and/or seeks new learning opportunities</td>
</tr>
<tr>
<td></td>
<td>Identifies need for further information</td>
<td>Welcomes and/or seeks new learning opportunities</td>
<td></td>
</tr>
</tbody>
</table>

**Student Level (circle appropriate level):**

- Emerging
- Beginning
- Developing
- Entry
**2. 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.

<table>
<thead>
<tr>
<th>Generic Ability</th>
<th>Beginning Level Behavioral Criteria*</th>
<th>Developing Level Behavioral Criteria**</th>
<th>Entry Level Behavioral Criteria***</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Maintains professional demeanor in all clinical /educational interactions</td>
<td>• Recognizes impact of non-verbal communication and modifies accordingly</td>
<td>• Listens to patient /others but reflects back to original concern</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates interest in patients/others as individuals</td>
<td>• Assumes responsibility for own actions</td>
<td>• Works effectively with challenging patients/colleagues</td>
</tr>
<tr>
<td></td>
<td>• Respects cultural and personal differences of others; is non-judgmental about patients/others lifestyles</td>
<td>• Motivates others to achieve</td>
<td>• Responds effectively to unexpected experiences</td>
</tr>
<tr>
<td></td>
<td>• Communicates with others in a respectful, confident manner</td>
<td>• Establishes trust</td>
<td>• Talks about difficult issues with sensitivity and objectivity</td>
</tr>
<tr>
<td></td>
<td>• Respects personal space of patients and others</td>
<td>• Seeks to gain knowledge and input from others</td>
<td>• Delegates to others as needed</td>
</tr>
<tr>
<td></td>
<td>• Maintains confidentiality in all clinical/colleague interactions</td>
<td>• Respects role of support staff</td>
<td>• Approaches others to discuss differences in opinion</td>
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<tr>
<td></td>
<td>• Demonstrates acceptance of limited knowledge and experience</td>
<td></td>
<td>• Accommodates differences in learning styles</td>
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**Student Level (circle appropriate level)**

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### Generic Ability

**3. Communication Skills**
The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.

<table>
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<tr>
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<tr>
<td></td>
<td>• Demonstrates understanding of basic English (verbal and written): uses correct grammar, accurate spelling and expression</td>
<td>• Utilizes non-verbal communications to augment verbal message</td>
<td>• Modifies communication (verbal and written) to meet the needs of different audiences</td>
</tr>
<tr>
<td></td>
<td>• Writes legibly</td>
<td>• Restates, reflects and clarifies message</td>
<td>• Presents verbal or written message with logical organization and sequencing</td>
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<tr>
<td></td>
<td>• Recognizes impact of non-verbal communications: maintains eye contact, listens actively</td>
<td>• Collects necessary information from the patient/peer/faculty interview/</td>
<td>• Maintains open and constructive communication</td>
</tr>
<tr>
<td></td>
<td>• Maintains eye contact</td>
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<td>• Utilizes communication technology effectively</td>
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**Comments**

### 4. Effective Use of Time and Resources

The ability to obtain the maximum benefit from a minimum investment of time and resources.

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<tr>
<td></td>
<td>• Focuses on tasks at hand without dwelling on past mistakes</td>
<td>• Sets up own schedule</td>
<td>• Sets priorities and recognizes as needed</td>
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<tr>
<td></td>
<td>• Recognizes own resource limitations</td>
<td>• Coordinates schedule with others</td>
<td>• Considers patient's goals in context of patient, clinic, and third party resources</td>
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<tr>
<td></td>
<td>• Uses existing resources effectively</td>
<td>• Demonstrates flexibility</td>
<td>• has ability to say “No”</td>
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<tr>
<td></td>
<td>• Uses unscheduled time effectively</td>
<td>• Plans ahead</td>
<td>• Performs multiple tasks simultaneously and delegates when appropriate</td>
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<tr>
<td></td>
<td>• Completes assignments in timely fashion</td>
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<td>• Uses schedule time with each patient colleague efficiently</td>
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</table>
| 5. Use of Constructive Feedback | Demonstrate active listening skills  
Actively seeks feedback and help  
Demonstrates a positive attitude toward feedback  
Critiques own performance  
Maintains two-way communication | Assesses own performance accurately  
Utilizes feedback when establishing pre-professional goals  
Provides constructive and timely feedback when establishing pre-professional goals  
Develops plan of action in response to feedback | Seeks feedback from clients  
Modifies feedback given to clients according to their learning styles  
Reconciles differences with sensitivity  
Considers multiple approaches when responding to feedback |

Student Level (circle appropriate level)

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6. Problem-Solving
The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

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| 7. Professionalism | - Abides by NATA, ACSM, NSCA Code of Ethics  
- Demonstrates awareness of state licensure regulations  
- Abides by facility/university policies and procedures  
- Projects professional image  
- Attends professional meeting  
- Demonstrates honesty, compassion, courage and continuous regard for all | - Identifies positive professional role models  
- Discusses societal expectations of the profession  
- Acts on moral commitment  
- Involves other health care professionals in decision-making  
- Seeks informed consent from patients/colleagues | - Demonstrates accountability for professional decisions  
- Treats patients within scope of expertise  
- Discusses role of athletic training in health care  
- Keeps patient as priority |

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### Comments

8. Responsibility
The ability to fulfill commitments and to be accountable for actions and outcomes.

- Demonstrates dependability  
- Demonstrates punctuality  
- Follows through on commitments  
- Recognizes own limits

- Accepts responsibility for actions and outcomes  
- Provides safe and secure environment for patients  
- Offers and accepts help  
- Completes projects without prompting

- Directs patients to other health care professionals when needed  
- Delegates as needed  
- Encourages patient accountability

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| 9. Critical Thinking | - Raises relevant questions  
- Considers all available information  
- States the result of scientific literature  
- Recognizes “holes” in knowledge base  
- Articulates ideas | - Feels challenged to examine ideas  
- Understands scientific method  
- Formulates new ideas  
- Seeks alternative method  
- Formulates alternative hypotheses  
- Critiques hypotheses and ideas | - Exhibits openness to contradictory ideas  
- Assesses issues raised by contradictory ideas  
- Justifies solutions selected  
- Determines effectiveness of applied solutions |

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<tr>
<td>10. Stress Management</td>
<td>• Recognizes own stressors or problems</td>
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<tr>
<td></td>
<td>• Recognizes distress or problems in others</td>
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<td></td>
<td>• Seeks assistance as needed</td>
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<tr>
<td></td>
<td>• Maintains professional demeanor in all situations</td>
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<td></td>
<td>• Maintains balance between professional and personal life</td>
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<tr>
<td></td>
<td>• Demonstrates effective affective responses in all situations</td>
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<tr>
<td></td>
<td>• Accepts constructive feedback</td>
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<td></td>
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<tr>
<td></td>
<td>• Establishes outlets to cope with stressors</td>
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<tr>
<td></td>
<td>• Prioritizes multiple commitments</td>
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<tr>
<td></td>
<td>• Responds calmly to urgent situations</td>
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<td>• Tolerates inconsistencies in health-care/university environment</td>
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Student Level (circle appropriate level)

Emerging  Beginning  Developing  Entry

Comments
Code of Ethics – NATA

Preamble

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

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

Principle 1:

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

1.1 Members shall not discriminate against any legally protected class.

1.2 Members shall be committed to providing competent care consistent with both the requirements and the limitations of their profession.

1.3 Members shall preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient's care unless the person consents to such release or release is permitted or required by law.

Principle 2:

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

2.1 Members shall comply with applicable local, state, and federal laws and institutional guidelines.

2.2 Members shall be familiar with and adhere to all National Athletic Trainers’ Association guidelines and ethical standards.

2.3 Members are encouraged to report illegal or unethical practice pertaining to athletic training to the appropriate person or authority.
2.4 Members shall avoid substance abuse and, when necessary, seek rehabilitation for chemical dependency.

Principle 3:

Members shall accept responsibility for the exercise of sound judgment.

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

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

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

Principle 4:

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

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

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

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

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

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

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

Principle 5:

Members shall not engage in any form of conduct that constitutes a conflict of interest or that adversely reflects on the profession.
5.1 The private conduct of the member is a personal matter to the same degree as is any other person's except when such conduct compromises the fulfillment of professional responsibilities.

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

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

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

---

### Reporting of Ethics Violations

Anyone having information regarding allegations of ethical violations, and wishing to supply such information to NATA, shall supply this information, with as much specificity and documentation as possible, to NATA's Executive Director or Chair of the Ethics Committee. Information need not be supplied in writing, and the reporting individual need not identify him or herself. Information, however, that is too vague, cannot be substantiated without the assistance of the reporting person, or information where, in the opinion of the NATA Executive Director or Ethics Chair, there is no need for anonymity for the reporting individual will not be forwarded for action by the committee.

An individual may report information on the condition that the individual's name or certain other facts be kept confidential. NATA may proceed with an investigation subject to such a condition; however, NATA must inform the reporting individual that at some point in the investigation NATA may determine that it cannot proceed further without disclosing some of the confidential information, either to the applicant or member under investigation or to some other party. A reporting individual, upon receiving this information from NATA, may decide whether or not to allow the information to be revealed. If the reporting individual decides that the necessary information must remain confidential, NATA may be required to close the unfinished investigation for lack of necessary information. Individuals are strongly encouraged to provide relevant information, with as much detail as possible, in writing to:

NATA  
Ethics Investigations  
2952 Stemmons Frwy  
Dallas, TX 75247-6196
IMMUNIZATION/CERTIFICATION REQUIREMENTS

Athletic Training

Immunizations, Screening tests and Vaccines listed below are required prior to entering the Athletic Training Education Program. The Athletic Training Program requires additional immunizations above and beyond University Requirements. Official documentation (medical records) must be provided for all immunizations (see note regarding HepB series requirements) listed below and must be provided with your application to the program.

A. University required immunizations (upon submission of FGCU application):
   - Positive Rubella (German Measles) Titer Test OR Immunization
   - Positive Rubeola (Measles) Titer Test OR Immunization

B. Athletic Training Education Program required immunizations and screening tests:
   - Positive Varicella (Chicken Pox, Herpes Zoster) Titer Test OR Immunization
   - Current Tetanus booster (must be “Td” within 10 years)
     - Must remain current while enrolled in Athletic Training Education Program
   - Mantoux TB screening test within 1 year of application and yearly thereafter
     - Must remain current while enrolled in Athletic Training Education Program
     - A positive Mantoux test result must be followed up with a chest x-ray and/or verification of inactive status
   - Hepatitis B (HB) Vaccine (series of 3 immunizations at 0, 1, and 6 months) AND positive titer results
     - The series of 3 immunizations must be completed at 0, 1 and 6 months
     - A positive titer following the immunizations is required in addition to the series of 3 vaccines
     - A student signed waiver for the Hepatitis B Vaccine series is also accepted by the Department of Physical Therapy and Human Performance but may exclude you from working at certain Clinical Sites due to requirements of individual clinics
     - Students applying to the Program must have proof of first vaccine included with their application to the Athletic Training Education Program
     - Students entering the Athletic Training Education Program must have completed all vaccines and titer or completed a waiver form prior to entering the program.
     - If you misplace the waiver included in this packet, please visit our website at http://www.fgcu.edu/CHP/PT/ATBS/admreq.asp to download the waiver form.

C. Certifications and Miscellaneous requirements:
   - CPR/AED & First Aid
     - CPR/AED and First Aid courses will be scheduled for students within 2-3 weeks of entering the Athletic Training Education Program. There is a cost of $30.00 for the CPR/AED course and $10.00 for the First Aid course. If you do not complete these courses, or already have certifications prior to entering the Athletic Training Education Program, you will be required to seek and obtain certification on your own. No additional courses will be offered at FGCU.
   - Liability Insurance
     - All students must maintain constant and continuous coverage for professional liability while enrolled in the program.
   - Background Check
     - Information on completing the background check is enclosed with this packet.

It is important that you retain a copy of all information submitted to the Department of Physical Therapy and Human Performance for your personal records and for future use in the Athletic Training Education Program.
Appendix IV

Florida Gulf Coast University
College of Health Professions

Operational Procedures for the Department of Physical Therapy and Human Performance Labs

Purpose:

This policy establishes minimal requirements for use and operation of The Department of Physical Therapy and Human Performance Laboratories that are located in Marieb Hall (101, 103, 110, 111, 109, 105) and Ben Hill Griffin (170) and is applicable to all faculty and students with direct or potential access to Department of Physical Therapy and Human Performance Laboratories and their equipment. Henceforth in this document, the Department of Physical Therapy and Human Performance Laboratories will be referred to as the “Labs”.

Room Reservations and Scheduling/Access
Housekeeping & Equipment Maintenance
Equipment Loan
Biohazard Disposal
Practice Parameters
Emergency & Safety Procedures

Room Reservations and Scheduling/Access:

Use of The Labs is scheduled through the Dept of Physical Therapy and Human Performance (PT/HP) Secretary. The Labs are for the sole use of PT/HP faculty and students. Priority for scheduling shall be given to the PT/HP department.

For additional time needed in the practice center or for scheduling of non-course activities, faculty should contact the department secretary. In the event that this individual is unavailable faculty can view previously reserved time/space in the Labs via Outlook.
Access to the room is by reservation only. Physical Therapy and Human Performance Faculty and Staff needing access to the room have been issued key cards to facilitate entry into the room.

**Housekeeping & Equipment Maintenance:**

All equipment and work surfaces will be cleaned according to manufacturer instructions and following University Policy outlined in the Environmental Health and Safety Manual located at [http://www.fgcu.edu/EHS/LaboratorySafety.html](http://www.fgcu.edu/EHS/LaboratorySafety.html)

To ensure compliance with FDA and OSHA guidelines, the Department of Physical Therapy and Human Performance at Florida Gulf Coast University has established minimum requirements for the safety of faculty/students/staff (See [www.fda.gov](http://www.fda.gov) or [www.osha.gov](http://www.osha.gov) for guidelines).

This policy establishes minimum requirements for the safe use of electrical equipment owned by the Department of Physical Therapy and Human Performance and utilized for the practice and instruction of physical therapy, human performance, or athletic training in the teaching labs located on and off the campus of Florida Gulf Coast University. It is applicable to all faculty/staff and students with direct or potential access to electrical equipment in the facility.

**Policy**

All equipment utilized by faculty/staff/students shall be inspected and cleaned in accordance with manufacturer’s guidelines, prior to and following use and on a monthly basis. Guidelines and instructions for maintenance and cleaning are kept on file in the Department of Physical Therapy and Human Performance. Cleaning and maintenance documentation is on file in the Department of Physical Therapy and Human Performance.

All electrical equipment utilized for the practice and instruction of students and located in the teaching classrooms/labs will be inspected for safety and certified on a yearly basis by a Certified Electrical Technician. Each item shall have a sticker with date of inspection.
Documentation of inspection shall be kept on file in the Department of Physical Therapy and Human Performance.

All equipment is stored in the appropriate cabinet or closet at the end of each class session. All cabinet and closet doors must be closed and locked at the end of each class session. Any equipment that is damaged should be tagged as such and reported to department faculty. At the end of each session, faculty and/or faculty assistants are responsible for ensuring that equipment is cleaned, disinfected, and stored in the appropriate location(s).

Gloves and disinfectant are provided in the Labs. Faculty will notify the department secretary when supplies need to be replenished.

Absolutely no eating or drinking is allowed in the labs. Food and drink will not be kept in refrigerators/freezers, on shelves, in cabinets or on countertops. The countertops will be kept free of debris.

Stacking stools have been provided. Stools may be stacked to allow open space for laboratory activities. Mat tables are attached to each wall and when not in use should be folded up with chain lock in place for safety. Mat tables will only be used for demonstration/practice; they are not to be used as “chairs”. At the end of each class session, stools should be placed in the appropriate areas to ease the transition for the next class; all surfaces and equipment should be disinfected using available supplies.

Linens:

Linens for use in the labs are provided in each of the department labs. A contract is negotiated annually for laundering.
Equipment Loan:

Equipment from PT/HP may be available for use by students with prior permission from the appropriate faculty. All equipment borrowed for use in locations other than the Department Labs will need to be checked out with the Department secretary.

Biohazard Disposal:

Policy and procedures outlined by the Environmental Health and Safety Committee regarding the handling of Biohazardous materials and Exposure will be followed. See http://admin.fgcu.edu/ehs/exposure.htm

Biohazardous waste is removed from the Human Performance & Rehabilitation Labs in Ben Hill Griffin III Hall at the end of the class session and placed in the durable leak-proof boxes and placed in BHGIII Room 210.

Practice Parameters:

- Students are NOT allowed in the Department Labs without an advising faculty member physically on campus and available by phone.
- Students are responsible to make prior arrangements with faculty member for direct and indirect supervision for lab practice (open lab).
- Students are not permitted to practice invasive procedures or skills on other persons that would require a licensed or properly credentialed designee without direct supervision of an appropriately licensed professional.

Emergency & Safety Procedures:

Emergency Contact #: 1911 (on campus)

First aid supplies are available in the Department Labs.
FLORIDA GULF COAST UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY AND HUMAN PERFORMANCE

BIOSAFETY AND INFECTIOUS AGENTS CONTROL PLAN

PURPOSE:

This policy establishes minimum requirements for the handling, storage and disposal of biohazardous materials used in the teaching laboratories located in Marieb Hall. It is applicable to all faculty/staff and students with direct or potential access to biohazardous materials in the facility.

Biohazardous materials include blood and all of its components, semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, amniotic fluid, saliva, urine and any body fluid contaminated with blood, unfixed tissue and feces. Additionally, all biological materials, e.g. biological controls, reagents and human tissue even if certified as free from HIV and Hepatitis B virus, are to be treated as biohazards.

POLICY:

Laboratory safety is reviewed on the first day of the laboratory session of each laboratory course. It is the responsibility of the Department to present and review this policy with students prior to the commencement of laboratory activities. It is also the responsibility of the individual using the laboratory to review and adhere to this policy during laboratory sessions. (Refer to the Environmental Health and Safety Policy regarding Employee training: http://admin.fgcu.edu/ehs/manual.htm)

SAFETY, PERSONAL HYGIENE, PROTECTIVE CLOTHING AND EQUIPMENT

- Eating, drinking, smoking, applying cosmetics, changing contact lenses is strictly prohibited in the laboratories.
- Food or drink is not kept in refrigerators, freezers, shelves, and cabinets or on countertops or benchtops where blood or other potentially infectious materials may be placed or stored.
- Disposable latex and non-latex gloves are provided at all laboratory sessions and shall be worn when contact with infectious materials, mucous membranes and non-intact skin is anticipated and always when performing vascular access procedures such as phlebotomy and skin punctures. These gloves must be replaced when they become contaminated, torn or punctured.
• Masks, eye protection, face and bench shields are provided and are worn whenever there is a potential for generating splashes and aerosols of infectious material that may contaminate the eye, nose or mouth.

• Laboratory jackets are provided by students and must be worn when working with infectious material. These are not worn outside of the laboratory.

• All students, faculty and visitors remove their protective clothing and equipment and wash their hands before leaving the laboratory. Under no circumstances should protective clothing be worn to the cafeteria, lounge or vending area.

• Personal items and any books or papers not being used in the laboratory session must be removed to the desk area prior to working with biological specimens.

• Work surfaces are disinfected after each laboratory session and whenever a potentially infectious material is spilled. Commercial disinfectants or 10% bleach solution are provided for this purpose. Cover the contaminated surface with the disinfectant and let sit or air dry for at least 10 minutes.

• Contaminated broken glassware must never be picked up by hand. Mechanical devices such as a brush and dustpan, tongs or forceps will be used and fragments placed in puncture resistant sharps container in the laboratory.

• Immediately following use, needles are disposed of in appropriate puncture resistant sharps container. Needles are not reused.

• Contaminated needles and other sharps are not recapped and only removed from the syringe or needle holder using a mechanical device that would facilitate a one-handed technique.

• During use, contaminated sharps containers are maintained in an upright position. Containers are sealed prior to their removal or replacement in order to prevent spillage of their contents during storage or shipment, and discarded in closable, puncture resistant, leakproof containers.

• Immediately following use, contaminated supplies are placed in the appropriate receptacles. Disposable supplies are placed in leakproof containers in the laboratory and reusable supplies are placed in the labeled, puncture resistant, leakproof containers provided, for decontamination.

• All contaminated disposable waste is placed in durable leakproof boxes. These boxes are stored in room 267 Whitaker Hall. Contaminated disposable waste from the Practice Center and Anatomy Lab in Ben Hill Griffin Hall is transported to and placed in the boxes located in Whitaker Hall room 267, per the Environmental Health and Safety Policy on Management and Disposal of Biohazardous Waste
COMMUNICATION OF HAZARDS

The entrance(s) to areas where biological materials are used and stored are posted with orange signs stating "Biohazard" and showing the biohazard symbol in black. Biohazard warning labels are posted on all refrigerators, freezers and containers used to store or transport biological material and on all equipment that may be potentially contaminated with biohazardous or infectious materials (e.g. centrifuges, incubators, biosafety cabinets, vortexes, telephones, keyboards, etc.).

- Laboratory safety is reviewed on the first day of the laboratory session of each laboratory course. It is the responsibility of the Department to present and review this policy with students prior to the use of the laboratory. It is also the responsibility of the individual using the laboratory to review and adhere to this policy during laboratory sessions.

STORAGE OF BIOLOGICAL MATERIALS

- Biological materials are stored in designated freezers, refrigerators and cabinets in the laboratories and preparatory room. The contents of these units are clearly indicated by posted signs and labels on their doors.

- No food or drinks are stored in these units.

UNIVERSITY CHEMICAL POLICY

Please refer to the university website at: http://www.fgcu.edu/EHS/ChemicalHygiene.html for information on chemical hygiene.
SPILLS

- Small spills of contaminated or biological materials are covered with disinfectant-soaked paper towels for 10-15 minutes before being cleaned up. Blood spills should be covered with a 10% bleach solution for 15 minutes and then cleaned up. The contaminated paper towels are then disposed of in the biohazardous waste containers. Please insure when working with any type of spill protective personal equipment (Gloves) should be worn at all times.

- Spill kits, located in room 210 Griffin Hall should be used for larger chemical spills. Special care must be taken when broken glassware is present. Contaminated, broken glassware must never be picked up by hand. Mechanical devices such as a brush and dustpan, tongs or forceps, kept in the preparatory room of the laboratory, should be used. Fragments are placed in puncture resistant containers for broken glassware after decontamination.

- When cleaning up spills, the appropriate personal protective equipment must be used.

- Hand washing follows the clean up procedure.
FLORIDA GULF COAST UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY AND HUMAN PERFORMANCE

ACCIDENTAL EXPOSURE TO BLOOD AND BODY FLUID PROCEDURE

INTRODUCTION:

Blood and certain body fluids are considered potentially infectious for Human Immunodeficiency Virus (HIV), Hepatitis B Virus (HBV) and other blood borne pathogens. Universal Precautions must therefore be consistently used for all clinical specimens in the above-mentioned category. Therefore, whenever contact with blood and other body fluids is anticipated, appropriate barriers such as gloves, gowns, masks and eyewear must be worn to prevent exposure of the skin and mucous membranes.

PURPOSE:

To provide immediate response for the treatment of accidents in the student laboratory resulting in percutaneous (needlestick/sharp object) injury, non-intact skin exposure or mucous membrane exposure to blood and or body fluids.

Immediate post-exposure procedure:

- Percutaneous/parenteral exposure (needlestick/sharp object) injury:
  - Briefly induce bleeding from the wound
  - Wash the wound for 10 minutes with soap and water or a disinfectant with known activity against HIV (10% iodine solution or chlorine compounds).
  - Remove any foreign materials that may be embedded in the wound.

- Cutaneous/non-intact skin exposure (blood/body fluid contact with broken skin):
  - Wash with soap and running water
  - Disinfect with a 10% iodine or chlorine solution.

- Mucous membrane exposure (blood/body fluid contact with eyes, mouth, nasal membranes):
  - Irrigate with copious amounts of tap water, sterile saline or sterile water for 10 -15 minutes. This is done at the eye wash station in laboratory or sink in the Practice Center.

Following these procedures, secure the offending sample for future testing and report immediately to Student Health Services for assessment of the injury.
POST-EXPOSURE EVALUATION AND FOLLOW-UP

Following exposure and immediate treatment, the faculty/staff must complete and submit the **ACCIDENTAL EXPOSURE FORM** to the office of Human Resources. Students should report to Student Health Services immediately and notify the department Chair of the exposure. Forms are located at http:admin.fgcu.edu/ehs/expd.htm. This form must be completed within 24 hours of exposure with documentation of the following:

- Date and time of the exposure.
- Procedure being performed when the incident occurred.
- A brief account of the incident.

Exposure is defined as a parenteral (e.g., needlestick or cut) or mucous membrane (e.g., splash to the eyes, nose or mouth) exposure to blood or body fluids, or cutaneous exposure involving large amounts of blood especially if the skin is cut, chapped, abraded or affected with dermatitis.

Following an accidental exposure as defined above, a sample of the source will be saved and coded for possible testing, anonymously.

**University procedures governing employee/student accidental exposure surveillance are outlined in the Environmental Health & Safety Policy.**
http://admin.fgcu.edu/ehs/manual.htm
The following general rules apply to all laboratory work with chemicals.

ACCIDENTS AND SPILLS

- Eye contact: Promptly flush eyes with tepid water for 15 minutes, and seek medical attention.
- Skin contact: Promptly flush the affected area with water and remove any contaminated clothing. **Report to Student Health Services for evaluation of the affected area.**
- Clean-up: Promptly clean up spills using appropriate apparel and equipment and proper disposal. Refer to the applicable Material Safety Data Sheet (MSDS) for specific clean-up recommendations located in Griffin Hall room 210, Whitaker Hall room 239 and Academic Building 3 room 219.

AVOIDANCE OF EXPOSURE

- Unnecessary exposure to chemicals by any route must be avoided at all costs.
- Chemicals used in the student laboratories are compatible with the quality of the ventilation system used in the laboratory.
- Eating, smoking, drinking or applying cosmetics is strictly prohibited in areas where laboratory chemicals are present.
- Damaged glassware must never be used. Equipment must be used for its designed purpose only.
- Always wash areas of exposed skin before leaving the laboratory.
- Never engage in horseplay, practical jokes or any behavior that may startle, confuse or distract others at work.
- Appropriate eye protection must be worn by all present, including visitors, when chemicals are being handled.
- Appropriate gloves are worn when the potential for contact with toxic materials exists. These gloves must be inspected before each use, washed before removal and replaced when needed.
Appendix IV

- Laboratory coats must be removed immediately when significantly contaminated. Long hair and loose clothing should always be confined. Leather shoes should be worn to laboratory sessions, avoid open toed shoes.

- The work areas are kept clean and uncluttered with chemicals and equipment. Tubes and containers are properly labeled.

- Fume hoods are used for operations which may result in the release of toxic chemical vapors or dust. Adequate hood performance should be verified before use, the hood should be kept closed during the experiment except when adjustments within the hood are being made. Fume hoods are left "on" when toxic substances are stored in them.

- Students, faculty and staff are aware of the location of safety showers, eyewash stations, first-aid equipment and exits. Prominent signs will indicate the location of safety equipment.

CHEMICAL STORAGE AND WASTE DISPOSAL


- Amounts of chemicals stored are as small as practical.

- NEVER dispose of concentrated acid or base, highly malodorous, lachrymatory substances, or any substances which might interfere with the biological activity of wastewater treatment plants, create a fire/explosion or corrosion hazards down the drain. Such chemicals will be disposed of in accordance with FGCU's policies as outlined in the Environmental Health and Safety Policy and Procedures Manual, http://admin.fgcu.edu/ehs/manual.htm

Adopted 5/00
Revised 8/02
Updated 7/03
Introduction

Clinical education is an important part of the Athletic Training curriculum. It is the time for students to apply and expand the knowledge and skills they have learned in class. Clinical education represents the athletic training students' formal acquisition, practice, and Preceptor evaluation of the Entry-level Athletic Training Clinical Proficiencies. Formal evaluation of the application and integration of clinical proficiencies are completed by a Preceptor and may be in conjunction with additional clinical instructors. Related to clinical education is field experience, in which students have the opportunity to practice clinical proficiencies under the supervision of a clinical instructor. Clinical education occurs in a minimum period of two academic years (5 semesters) and is associated with course credit.

During clinical education, all Florida Gulf Coast University (FGCU) and Department of Physical Therapy and Human Performance Policies are applicable. Refer to the FGCU and Athletic Training Guidebooks.

The Clinical Education Handbook contains policies, procedures, and information relevant to the FGCU Athletic Training Education Program clinical education program. It is utilized by students, core faculty, and clinical faculty and serves as a reference and guide in matters related to clinic. It is updated annually as needed.
Prior to the first clinical rotation, students must sign that they have reviewed the policies and agree to follow them.

**Rotations**

Students are required to fulfill a clinical experience in each of the four areas listed. There shall be exposure to upper extremity, lower extremity, equipment intensive and general medical experiences of both genders.

- **Equipment Intensive rotation** involves a high-risk sport where all participants are required to wear protective equipment for the head and the shoulders. Traditionally this would include football, ice hockey, and men's lacrosse.

- **Upper extremity rotation** involves athletes of high-risk sports who have sustained an injury to the upper extremity. Traditionally this would include throwing sports, swimming, gymnastics, etc. that require extensive stresses of the upper extremity of both genders.

- **Lower extremity rotation** involves athletes of high-risk sports who have sustained an injury to the lower extremity based upon injury statistics. Traditionally this would include soccer, cross-country running, track, basketball, etc. that require extensive stresses of the lower extremity of both genders.

- **General medical rotation** involves experiences that include both genders and associated with physicians, physician assistants, and/or nurse practitioners.

*Each Athletic Training Student (ATS) is assigned to a Preceptor, not to facilities or to a specific sport.*

Each ATS must complete the required clinical rotations/assignments.

- Clinical Practice I Equipment Intensive
- Clinical Practice II Additional Rotation
- Clinical Practice III General Medical
- Clinical Practice IV: Lower Extremity
- Clinical Practice V: Upper Extremity

**Clinical Sites**

The Athletic Training Education Program (ATEP) has a variety of Clinical Education Sites for the ATS to complete his or her clinical education. FGCU has affiliations with intercollegiate athletics, local high schools, professional sports,
outpatient rehabilitation settings, and with other college athletic programs. All students will work closely with the Clinical Education Coordinator (CEC) in meeting all clinical education requirements.

**Additional Clinical Experience Opportunities:**

ATSs are required to schedule (as part of CP II) additional exposure and experience in the field through an additional clinical rotation. This rotation does not have a rotation designation as the CP I, III, IV and V but allows the ATS to experience an area of practice he/she may be interested in pursuing and occurs during the first spring semester of the program.

**Method for Determining Athletic Training Students Clinical Rotation Assignment.**

Students are assigned to a variety of facilities in order to assure experiences with a variety of individuals who are physically active. The students in the Athletic Training Education Program must have a clinical rotation involving equipment intensive, general medical, upper extremity and lower extremity evaluation. Management concepts must be a part of the student's learning experience.

Student assignments are made at least one month prior to the beginning of the assignment. After assignments are made, the CEC notifies the facilities, including those not receiving assignments.

The clinical placement of students is determined by the Clinical Education Coordinator in collaboration with the Athletic Training Education Program Director and Clinical Site Preceptors. It is the responsibility of the faculty to ensure that each student will receive the necessary experience to meet the clinical education requirements. In some instances, students will be able to request their clinical sites. The Clinical Education Coordinator will take that request into consideration in determining the clinical site assignment. If there are multiple requests for a particular site all equally qualified students, will be determined through a lottery system.

The CEC has the final responsibility for making assignments to ensure proper student clinical progression. Students are not guaranteed placement in their top choices and may be assigned to facilities outside the geographical areas in which they live.

**Clinical Evaluation Plan**

A student's performance during their clinical education assignment is evaluated in several ways:

1. Clinical proficiency evaluation;
2. Clinical Assessment Tool (CAT)
3. Professional Behaviors
The clinical proficiency evaluation plan for the ATEP includes the formal instruction and evaluation of clinical proficiencies in the classroom/laboratory setting. The proficiency matrix reveals the clinical proficiencies that will be taught and evaluated in each individual course. The psychomotor skills are evaluated in the Introduction to Athletic Training and Athletic Training Practice series courses and during Clinical Practice I. The clinical integration proficiencies are evaluated in Clinical Practice II, III, IV, and V during the two years of clinical rotations. This requires the Preceptor to be in constant audio and visual contact with the student at all times during the rotation.

At the beginning of a clinical rotation, the Preceptor will receive a copy of the Athletic Training course syllabus that their student is currently enrolled. This will further explain clinical rotation and level of the student, (I-V). Psychomotor skills and/or clinical integration proficiencies are posted on the FGCU Learning Management System (LMS), and also provided to the student in the form of spiral bounded course packets. Course faculty, students, Preceptors have access to the LMS to review the psychomotor skills and clinical integration proficiencies assigned to a particular didactic or clinical course. Students must adhere to the timeline displayed on the course syllabus for psychomotor skill assessment and/or clinical integrated proficiency assessment. These must be completed by no later than the end of the clinical rotation for the ATS to continue in his/her academic progression. The ATS will not be able to complete the clinical integration proficiencies in their next clinical assignment or ATP course. If the clinical integration proficiencies are not successfully completed (score of 3 or better on each) by the end of the rotation, they will receive a failing grade (F) for the rotation and will be unable to continue in the ATEP. The student will have to reenroll in the clinical practice course in which they did not successfully complete the requirements the next time the course is offered.

The overall performance of the student will be assessed utilizing the Clinical Assessment Tool (CAT). The Preceptor will complete the Clinical Assessment Tool on the ATS two times utilizing a Likert scale format as well as written commentary that documents progression through the rotation. The assessment will occur at the midpoint of the rotation and the end of the rotation and be provided to the student in conjunction with a formal meeting with the Preceptor. The student will be issued a letter grade for the Clinical Practice course in which they are enrolled. ATS must achieve a passing grade of C in the Clinical Practice courses to progress in the ATEP. Furthermore, all other program retention and progression guidelines are enforced.

**Supervision Requirements**

The Preceptor will be given the current course syllabus stating which clinical rotation the ATS is currently enrolled. (i.e. General medical) The ATS must never be required to perform a skill that has not been formally introduced
didactically and in which the student has not been found proficient through formal evaluation by a Preceptor

The FGCU ATEP does not allow the ATS to serve as First Responders or to perform any athletic training skills unsupervised. The ATS is not allowed to take the place of, or the responsibility of, staff during the clinical rotation. The ATS works under the direct supervision of the Preceptor at the affiliated clinical site. Direct supervision is defined as constant visual and auditory interaction. If these conditions are not satisfied the ATS is considered unsupervised. The ATEP or affiliated clinical sites are not allowed to request/require the ATS to fill the role of a first responder during any of his/her clinical rotations. If/when an ATS is asked to perform as first responder, the policy is as follows:

The student must:
- Decline the request to fill the role of a first responder
- Contact the Preceptor and Clinical Education Coordinator immediately, If contacting the immediate Preceptor and Clinical Education Coordinator is not possible, contact
  - The ATEP Program Director for the

The Athletic Training Education Program (ATEP) at Florida Gulf Coast University does not allow the athletic training student (ATS) to perform a clinical rotation without direct supervision of a Preceptor. Direct supervision constitutes visual and auditory contact at all times while directly assessing or treating an athlete or client.

If/when a student is presented with a situation that they are not supervised, they are to:
1. Immediately discontinue the assessment and treatment session, securing the safety of the athlete/client.
2. Contact the Preceptor and Clinical Education Coordinator for the ATEP
3. If either are not available, Contact the ATEP Program Director for

The ATEP requires that the ATS and Preceptor read and adhere to the First Responder policy and the Unsupervised Athletic Training Student Policy. These two forms must have the signature of the Preceptor, ATS, and CEC or PD prior to starting the rotation. These two forms are found in the clinical education handbook and on LMS for each class.

The Preceptors are expected to:
- Instruct and evaluate all athletic training clinical integration proficiencies correctly;
- Allow the ATS time to practice and perfect the clinical integration proficiencies;
• Provide constructive and positive feedback to ATS while they practice and learn;

• Utilize a variety of instructional strategies and methods while instructing and evaluating clinical integration proficiencies.

• Encourage critical thinking, creativity, and problem solving in ATS; and

• Correctly assess ATS students on all related clinical integration proficiencies.

  o Any deviation from the expectations, responsibilities, and procedures of a Preceptor within the FGCU ATEP may result in the ATS being removed from/not being assigned with the Preceptor. It is the responsibility of the student to immediately notify the ATEP of any deviations from these expectations.

The FGCU ATEP only utilizes individuals as outlined by the CAATE standard to serve as Preceptors of clinical education. The practice of the FGCU ATEP is the utilization of Preceptor who have participated in ongoing training from the ATEP as regulated by CAATE accreditation standards.

**Communication & Problem Resolution**

If a student has a problem during their clinical education rotation, he/she should first seek resolution with the clinical instructor. If the issue remains unresolved, the student should discuss the situation with the CEC. If still unresolved, the student may contact the ATEP Program Director for additional assistance. In rare instances, students may contact the CEC without speaking with their Preceptor. The CEC may be instrumental in helping the student find ways of appropriately communicating with the clinical instructor. As early in the rotation as possible, the Preceptor should notify the CEC by phone if a student is having persistent difficulty and/or is at risk to fail the clinical education rotation. The CEC will assist with seeking a solution including counseling with the student and/or Preceptor or making a site visit. A student who places patients, staff, or self in an unsafe situation can be immediately withdrawn from the facility by the Preceptor and the CEC will be notified. See Affiliation Agreement. The CEC will initiate further discussion/action regarding the situation, in compliance with Department, College, and University policy.

**Clinical Education Levels**

**Level Indicator: Level 1**

The athletic training student that is just been accepted into the Athletic Training Major and has participated in a limited amount of didactic coursework. The ATS is concurrently enrolled in Movement Science I, Introduction to Athletic Training,
Pharmacology and Ergogenic Aids, and Clinical Practice I. The ATS is being presented with equipment fitting, taping, bracing, emergency situations, legal responsibilities, general nutrition, strength and conditioning principles, basic treatment options, and basic assessment methodologies in Intro to Athletic Training. In the clinical rotation, these students are to be integrated into the normal routine of the operations of the Athletic Training facility in a slow and controlled manner. The ATS is to concentrate on the equipment intensive application during this clinical rotation (ie. Helmet fitting, taping, bracing, wrapping, first aid). If the Preceptor currently has a level 3 or 4 student, the Preceptor should allow for peer mentoring to occur to practice proficiency skills that are currently being instructed.

This rotation as part of Clinical Practice is considered an equipment intensive rotation and occurs concurrently with the didactic portion of the Introduction to Athletic Training course. ATS are allowed to perform skills as they are found proficient by a Preceptor during the didactic instruction in the Intro to Athletic Training Course.

Level 2:

The ATS is concurrently enrolled in ATP I, Athletic Healthcare Administration, and Clinical Practice II, and Movement Science II. The student is practicing special tests related to the lower extremity and progressing through the human body regionally. They are learning the evaluation of the lower extremity; foot, ankle, lower leg, knee, hip/pelvis as well as therapeutic modalities. They are also reviewing documentation and general flexibility exercises as well as resistance exercise programming. Furthermore, they are acquiring total body manual muscle testing and goniometry skills. This rotation occurs concurrently with the didactic portion of ATP I.

This rotation as part of Clinical Practice II is considered an additional rotation. ATS are allowed to perform skills in which they have been determined to be proficient in to date by a Preceptor.

Level 3:

The ATS is enrolled in ATP II, Clinical Practice III, and Applied Exercise Physiology. The ATS is learning the upper extremity evaluation techniques and the competencies and proficiencies in General Medical.

This rotation as part of Clinical Practice III is considered the general medicine rotation. ATS are allowed to perform skills in which they have been determined to be proficient in to date by an Preceptor.

Level 4:

The level 4 ATS is in the student’s 4th full semester in the program. They have completed an additional clinical rotation general medical rotation and equipment intensive rotation. They have completed the didactic instruction and proficiency
assessment by a Preceptor and are allowed to engage in upper and lower extremity assessment, therapeutic modalities, general medical, therapeutic exercise, principles in strength and conditioning, taping, bracing, and wrapping techniques for the upper and lower extremity, pharmacology, documentation, and equipment fitting. The ATS is classified in the lower extremity rotation of the clinical education plan. This clinical rotation, as part of Clinical Practice IV, is a full time assignment with a Preceptor in order to allow the student to understand the role of the Certified Athletic Trainer and understand the typical demands of a workday. This full time assignment also allows the student to integrate their knowledge and understanding throughout the workday under the direct supervision of a Preceptor Certified Athletic Trainer. This rotation occurs prior to the didactic content (ATP III).

**Level 5:**

Students are in their final semester in the program. They have completed clinical rotations in lower extremity assessment, general medical and equipment intensive. They have completed didactic instruction and proficiency assessment in upper and lower extremity assessment, therapeutic modalities, therapeutic exercise, psychosocial aspects, nutrition, management principles, and risk management principles, management, and professional development. Students will be presented with case studies that enable them to think through an entire situation from initial assessment to return to participation. The ATS is classified in the upper extremity rotation of the clinical education plan. This clinical rotation, as part of Clinical Practice V is a full time assignment with a Preceptor in order to allow the student to understand the role of the Certified Athletic Trainer and understand the typical demands of a workday. This full time assignment also allows the student to integrate their knowledge and understanding throughout the workday under the direct supervision of a Preceptor Certified Athletic Trainer. This rotation occurs after the didactic content (ATP IV) has concluded.

**Securing New Clinic Sites**

Any party (faculty, clinician, or student) may identify potential clinical sites. The CEC has the following responsibilities:

- Contact the appropriate party at the site.
- Visit the site
- Determine suitability of the site based on the criteria and needs of the program
- Initiate the procurement of the Affiliation Agreements, abbreviated vitae, floor plans, equipment lists, and clinic policies and procedures.

In normal circumstances a site visit is made prior to establishing an agreement and assigning students. In the rare instance when a student is assigned to a facility prior to a site visit, the CEC or designee will visit during the first student’s assignment.
Clinical Affiliation Agreements

The affiliation agreement process is coordinated through the Office of the Dean in the College of Health Professions and Social Work. A signed affiliation agreement must be on file in the department clinical education files prior to the beginning of any student clinical rotation. Students are notified of any requirements of a clinical site through the Clinical Rotation Opportunities document.

Expenses

All expenses including, but not limited to, travel, housing, ATEP clothing, and meals are the responsibility of the student. Students are also responsible for the expenses related to liability insurance, criminal background checks, fingerprinting, and immunization tracking. As outlined by the CAATE standards, Students will not receive any monetary remuneration during this education experience, excluding scholarships. There will be occasions when students will have the opportunity to attend professional conferences. Expenses for these events are the responsibility of the student. Please contact the ATEP faculty if questions should arise.

Communication

The CEC is the liaison between Florida Gulf Coast University, the facility, and the students. Communication is maintained by mail, e-mail, telephone, group meetings, and individual meetings. Students and facility faculty are encouraged to initiate communication with the CEC during the rotations when any student is having significant difficulty with performance or behavior. Students should communicate with the CEC if there are issues that have not been resolved after the student has spoken with the Preceptor.

Students are required to contact the CEC prior to missing any Clinical Activities!

The CEC, with assistance of the ATEP core faculty, is responsible for communicating levels of performance and material covered with the Preceptor of the facility. This is done through verbal and written means, prior to the beginning of each clinical education assignment. Each Preceptor receives a copy of the Clinical Education Handbook and appropriate course syllabus for the rotation.

Students must communicate with the clinic no later than two weeks prior to the beginning of the rotation.
**Progression to Clinic**

Students must be in good standing in the Athletic Training Education Program and meeting all overall progression standards (Student Guidebook).

**Schedule/Attendance**

Students are expected to attend all scheduled clinical education experiences and record the time spent with the Preceptor utilizing the proper documentation form. The clinical instructor determines specific schedules, with the student expected to follow a schedule that is similar to their instructor at that facility. This might include some evenings, weekends, or holidays. Some facilities may have varied hours. Students are expected to adapt to their clinical instructor’s schedule. Students who miss their scheduled time are required to make up the time in a manner that is acceptable to the clinical instructor and FGCU ATEP.

Campus wide breaks and/or holidays. Some sports practice or have games over semester breaks and holidays. Athletic training students assigned to Preceptors working with those sports may be asked to remain on campus or travel with the Preceptor and the team during those times. Students involved with those sports will be informed of the potential schedule well in advance in order to make possible arrangements. Although it is the intention to provide the student with the best opportunity to gain every clinical experience the FGCU ATEP can allow, every consideration will be given to the student who has family or other obligations which make it necessary to leave campus during these times, and the student will not be penalized as long as the student has successfully completed all other clinical requirements as outlined per course.

Except for emergencies, the CEC, ATEP PD, and Preceptors must be notified in writing at least 48 hours in advance of an ATS being potentially absent from a scheduled activity/event. This potential absence must be approved by all parties, and it is the student’s responsibility to initiate a plan for making up clinic time. Students who are habitually absent or late will be asked to sign and follow a learning contract that addresses the problem. Failure to meet the terms of the contract will result in a Failing Grade (F) in the course.

In the rare instance where illness or other catastrophic event prohibits attendance at or completion of a clinical practice experience, the following process must be followed:

- Personal contact by telephone to CEC (NO E-mail)
  AND
• B. Personal telephone call to and the Preceptor /or clinical site.

Each athletic training student should be at least 15 minutes early to all of their field experience activities unless otherwise stated by their Preceptors. The ATS must correctly record clinical hours on the Hour Log recording form. These must be added and signed by the supervising Preceptor and submitted to the ATEP (CEC) following the rotation. At the beginning of the rotation, each student and his or her Preceptor will sign a contract outlining the minimum hours per week and the minimum hours expected for the rotation. These minimums need to be consistent with the ATEP expected minimum’s for each clinical rotation. During the rotation, the students must submit two week schedules. These schedules will cover the upcoming two week assigned schedule and also the previous two week schedule to document that the hours scheduled were covered. The completed end of the rotation hour logs are maintained in the ATS permanent clinical education file. Time spent traveling to and from competitions and practice shall not be counted toward completion of the student’s clinical experience requirement. Any student who is found to be falsifying his/her clinical hours will be immediately cited for disciplinary action, reported to the ATEP PD/CEC, and possibly reported to the Office of Judicial Affairs.

MINIMUM/MAXIMUM CLINICAL HOURS

The FGCU ATEP has delineated the minimum and maximum number of hours for each of the 5 clinical rotations through extensive data analysis. It is essential that the ATS meet the minimum semester hour total. The scheduling of clinical rotation hours MUST be distributed throughout the entire semester. The ATS in conjunction with his or her Preceptor will determine a schedule to ensure that the minimum semester total will be achieved and the student will be continuously involved in the clinical education rotation throughout the entire semester. Failure to meet the minimum number of clinical hours, or failure to continue the rotation throughout the entire semester will require the student to continue a clinical rotation prior to beginning the next scheduled rotation. Furthermore, failure to achieve the minimum number of clinical hours in any clinical rotation could result in a failing (F) for that clinical course and will limit the ATS from progressing in the ATEP.
The minimum/maximum hours for each clinical rotation are as follows:

<table>
<thead>
<tr>
<th>Clinical Rotation</th>
<th>Course Number</th>
<th>Minimum Semester Hours</th>
<th>Maximum Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Practice I</td>
<td>ATR 3812</td>
<td>185</td>
<td>225</td>
</tr>
<tr>
<td>Clinical Practice II</td>
<td>ATR 3822</td>
<td>195</td>
<td>235</td>
</tr>
<tr>
<td>Clinical Practice III</td>
<td>ATR 4832</td>
<td>75</td>
<td>110</td>
</tr>
<tr>
<td>Clinical Practice IV</td>
<td>ATR 4843</td>
<td>500</td>
<td>800</td>
</tr>
<tr>
<td>Clinical Practice V</td>
<td>ATR 4852</td>
<td>375</td>
<td>500</td>
</tr>
</tbody>
</table>

If a student elects to exceed the maximum number of hours allowed by the clinical practice course, he or she may request in writing to the ATEP PD or CEC prior to exceeding the maximum amount.

The Clinical Education Schedule must provide the ATS with relief. As outlined in the CAATE standard, the ATS must have a minimum of one day off in every seven-day period. The schedule is to be determined by the Preceptor and ATS to ensure optimal learning times. If needed the Athletic Training Education program Faculty can assist with scheduling. Any excessive hours need to be reported to the FGCU ATEP.

**INCLEMENT WEATHER POLICY**

The FGCU ATEP urges caution to its’ ATS, and Preceptos in the event of inclement weather. These conditions include but are not limited to lightning, tornadic activity, hurricane, hail, and rising/moving flood waters. In the event such unsafe conditions present themselves, seek appropriate shelter immediately.

In the event inclement weather forces the closure of the University, athletic training students are not required to report to clinical rotations until such time as the University officially re-opens. Furthermore, ATS and Preceptors should exercise caution and engage in proper preparations for pending severe weather and any clinical education experience time postponed due to preparing for severe weather can be rescheduled following the inclement weather.

**Guidelines for Travel**
Traveling to away competitions is considered to be a privilege for athletic training students. It is expected that all athletic training students will represent all aspects of Florida Gulf Coast University in a positive manner when traveling. Proper attire is a must, and timeliness is expected on all occasions. Tardiness will NOT be tolerated. At no times will an athletic training student exemplify a behavior that puts at risk a student-athlete or deters a student-athlete from his or her athletic performance.

Travelling with sports teams will be allowed when invited by the Preceptor and on a voluntary basis. **Students may not travel alone or without the direct supervision of a Preceptor.** The Program Director and Clinical Education Coordinator of the ATEP may withhold a student from travelling if they are not in good academic standing. Furthermore, any travel that conflicts with classroom instruction must be approved by the faculty of the course(s) affected.

**Orientation**

Each affiliate must provide an orientation to the facility at the beginning of the experience. The orientation must include a review of all site policies and procedures. Orientation to EAPS, OSHA, and other policies specific to that clinical site are included.

**Emergency Action Plans**

All clinical education sites for the ATEP have Emergency Action Plans (EAPs) that are kept in their policy and procedure manuals. When a student is assigned to a clinical education site, he/she receives an orientation from the Preceptor that describes the policies and procedures for that site. Students receive instruction on the EAPs during that orientation. The EAPs are also available through the Learning Management System for the clinical education courses (CP I –V).

**Patient Care Responsibilities**

The ultimate responsibility for patient/client remains with the assigned Preceptor. Students are expected to discuss with their Preceptor the mechanism by which patients/clients agree to treatment/instruction by the student. Students must always inform the patient/client of their student status and never lead anyone to believe otherwise. Students must inform their Preceptor if they are asked to perform assessments and treatments for which the students have inadequate knowledge or have not had formal instruction/evaluation on the proficiency. Students must not be used in lieu of professional or non-professional staff.

**Ethical/Legal Responsibility**
Students are required to practice in accordance with the NATA Code of Ethics for Athletic Trainers and the Department of Physical Therapy and Human Performance Professional Behaviors Plan, and the FGCU Clinical Affiliation Agreement.

**Confidentiality**

All patient/client information, patient records, and affiliate information are confidential. Students must make every effort to respect the confidential nature of this information. Students in doubt whether or not an item of information is confidential should consult with their clinical instructors. Students must comply with all HIPPA and FERPA policies and procedures, as implemented by the affiliate.

**Social Networking and Communication Resources**

Posting of personal information or material of a sensitive or potentially damaging nature on any social networking site (i.e. Facebook, MySpace, Twitter, YouTube, etc.) is strongly discouraged. In addition, any misrepresentation of the Athletic Training Education Program, the Department of Physical Therapy and Human Performance or Florida Gulf Coast University in text, photo or video format is strictly prohibited. Failure to meet the terms of these guidelines will result in a Failing Grade (F) in the course, potential professional behaviors probation or dismissal from the program.

**Accommodation for Disability**

All reasonable efforts will be made to accommodate students with special needs, following FGCU policy. Students must notify the CEC of the need at the time site choices are made. The CEC will work with the Preceptor to ensure that the accommodation is appropriate.
**Computer Usage in the Athletic Training Clinic**

The computers located in the athletic training clinic are to be used for professional matters only. The use of the computer includes but is not limited to: use of Sports Ware for record keeping, utilizing software for the written and written simulation portion of the BOC examination, and retrieving or producing documents as directed by a staff athletic trainer. Under no circumstances are Athletic Training students permitted to check E-mail, “surf” the Internet, or play games at any time. Athletic Training students may utilize the Internet for educational purposes only under authorization from a staff athletic trainer/clinical instructor. It is strictly prohibited for Athletic Training students to use the computer for any personal purpose during the clinical experience.

**Personal Cell Phones**

Personal cell phones are permitted when an ATS is at practices and events. However, the ATS should not make or receive personal calls or texts when “on duty”. The cell phone should only be used in case of emergency or to communicate with other Athletic Training Staff members, or emergency Personnel for AT business. Furthermore, ATS should never text student athletes. Failure to meet the terms of these guidelines will result in a Failing Grade (F) in the course, potential professional behaviors probation or dismissal from the program.

**Personal Health**

Students retain responsibility for their personal health and well-being. Students must follow universal precaution guidelines and policies of their facilities. Preceptors must provide the emergency action plan and Blood Borne Pathogen Exposure plan to the ATS prior to the beginning of their clinical rotations.

During clinical experience assignments, an ATS may be exposed in situations of inherent injury, blood and body fluid exposure. There are standard operating procedures, definitions of accident and exposure, and incident reports that an ATS and Preceptor are expected to follow if such an accident occurs.

**BLOOD AND OTHER BODILY FLUIDS**

1. Universal Blood and Body Fluid Precautions as set forth by the Centers for Disease Control are to be adhered to in all clinical courses.
2. Students are required to have the Hepatitis B vaccine series or have signed the Hepatitis B Declination Form prior to entering clinical courses.

3. If a student is exposed to blood or other bodily fluids through a needle stick, cut, and splash to the eyes or mouth or has a cutaneous exposure involving large amounts of blood or prolonged contact with blood, the following actions are to be taken:

   a. The student immediately informs the clinical instructor.
   b. The clinical instructor informs the pertinent agency staff, the FGCU ATEP PD or CEC
   c. The student is medically evaluated within 48 hours by a physician in the facility or within a designated agency if the evaluation cannot be done within the original clinical facility, by a physician of the student’s choice, or through University Health Services.
   d. An incident report is filed with the facility, if required.
   e. An FGCU incident report is completed and sent to the Dean.
   f. Centers for Disease Control Guidelines for Prevention of Transmission of Human Immunodeficiency Virus and Hepatitis B Virus should be followed

Please refer to FGCU OSHA Exposure Control at http://www.fgcu.edu/EHS/BloodbornePathogens.html

Students must provide documentation of measles and rubella immunizations (or exemption), Varicella titer test or immunization, current Tetanus booster, Mantoux TB test within one year of application and yearly thereafter, and Hepatitis B Vaccine series and positive titer or a student signed waiver.

Some affiliates may have additional health requirements. These requirements are indicated in material provided prior to the site selection process. A student choosing a facility is also agreeing to the health stipulations. Students are strongly recommended to carry health insurance throughout the program.

**POLICY RELATED TO STUDENT INJURY WHILE IN THE CLINICAL SETTING**

The student is responsible for the cost of emergency and other health care during clinical experiences. Affiliates are responsible for assisting students to procure treatment as needed. Some facilities may require proof of health care insurance. The clinical affiliate has the right to require injured or ill students to leave the clinic if they place themselves or others at risk.

1. Seek testing, evaluation, and treatment as appropriate
2. Contact Shawn Felton, Clinical Education Coordinator, at (239) 590-7529 Office, (239) 218-1443 (cell)

3. Fill out an incident report

4. Through appropriate department, provide copy of incident report to the Dean’s office

**Communicable Disease Policy**

Students with illnesses are required to see a physician or nurse practitioner to determine if the illness actively communicable. Students with active communicable disease (e.g. influenza) are not permitted to participate in any clinical experience until cleared by a physician or nurse practitioner. Documentation must be submitted to the CEC and Preceptor outlining diagnosis and illness treatment plan. In the event that the student is not able to perform his or her clinical duties due to this illness, the student’s clinical rotation may be extended to ensure all requirements of that clinical rotation is met.

**Criminal Background Checks**

The FGCU ATEP requires students to undergo a criminal background check. At times, some facilities may require additional criminal background checks and fingerprinting. Students, at their own expense, are responsible for providing the appropriate documentation. See Criminal Background Checks, Processes and Procedures of the AT Student Guidebook.

**Personal appearance**

Students must dress conservatively and in good taste in order to protect themselves and their patients and to model professionalism. Athletic Training students must wear their Athletic Training apparel determined by the ATEP faculty and/or dictated by the clinical instructor to every assigned facility. The Preceptor will determine if long pants/ shorts and type of footwear are acceptable for that facility. It is the student’s responsibility to follow each facility’s personal appearance policy. A student arriving to their clinical setting not abiding to this policy will be sent home and the clinical time missed will need to be re-scheduled. Chronic dis-regard to this policy will result in a Failing (F) grade for the clinical course.
1. When clinical experiences occur during a game day, Athletic Training students are to wear khaki pants/shorts with the appropriate game shirt or attire approved by the FGCU ATEP or Preceptor.

2. Dress during practice or athletic training clinic assignments includes a FGCU Athletic Training shirt and appropriate pants or shorts. Jeans may never be worn at any clinical experience including injury clinic nights.

3. At no time should clothing containing logos or pictures that are inappropriate and/or unprofessional be worn, (i.e. alcohol, beer, tobacco, etc.)

4. Shirts must always be worn tucked in with a belt around the waist (if applicable).

5. All excessive facial jewelry must be removed. (Excessive as determined by the professional staff)

6. In addition, gentlemen shall be clean-shaven or must keep facial hair neat and trimmed.

7. The length of shorts should be at an acceptable level. (not too long, not too short, NO short-shorts)

8. Footwear that is open at the toes (sandals, flip-flops, etc.) is not to be worn at any time during a clinical experience.

9. Athletic Training clothing is for use during athletic training assignments/events only. It is not to be used as workout clothes or in any other inappropriate manner.

10. If, at any time, the supervising Preceptor or FGCU Educational Staff deems an ATS’s appearance to be less than professional, the ATS will be asked to leave and return when he/she meets all requirements.

11. Dress for Physician Clinics/Outpatient Rehabilitation Centers should be extremely professional and the minimum that is required is neatly pressed khaki pants and appropriate golf type shirt tucked in.

Name Badges

Students will be issued name badges during the first week of the fall semester. The name badges are worn at all times when the student is in the clinical education setting. The name badges clearly indicate student status. Some facilities require an additional identification badge supplied by the facility.

CPR Certification
Students must be certified in health care provider adult and infant CPR, First Aid, and AED upon entering the ATEP and maintain certification at all times while in the program. Students will provide proof of certifications to the Department of Physical Therapy and Human Performance executive secretary. See Immunization requirements for process.

**Universal Precautions/OSHA Requirements**

Students must meet facility requirements regarding Universal Precautions and OSHA regulations. Students are required to update the OSHA standard every year in the program. This is scheduled in MS I and ATP III.

**Sexual Misconduct**

Students must follow FGCU and clinical facility guidelines regarding sexual misconduct.

**Liability Insurance**

Students must maintain professional liability insurance in the minimum amount of $1,000,000 per occurrence and $3,000,000 per aggregate. Students not submitting documentation of this current insurance are NOT allowed to participate in any clinical experience. Students will provide proof of Liability Insurance to the Department of Physical Therapy and Human Performance Secretary. See Immunization requirements for process. Please review the ATEP student guidebook for more information.

**Alcohol/Illegal drugs**

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 Human Performance 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. See FGCU Student Guidebook for further details.

**Forms to Be Completed (These forms are completed during EACH clinical rotation)**

- **Clinic Assessment Form (CAT)**: Two assessments by Preceptor. One at midterm and one at completion of rotation. Needs to be signed and dated by Preceptor and student
- **Clinical Site Evaluation Form (completed by student)**: ATS is to complete this form at the end of the clinical rotation and return form to ATEP. Needs to be signed and dated by the student.
- **Student Assessment of Clinical Experience Form (completed by student):** ATS is to complete this form at the end of clinical rotation and return to ATEP. Needs to be signed and dated by the student.
- **Faculty Visit During Clinical Rotation (completed by CEC):** complete by clinical coordinator during each rotation
- **Preceptor Survey (complete by Preceptor):** this form is mailed to the Preceptor at the end of the clinical rotation.
- **First Responder and Unsupervised Athletic training student policy:** these forms are to be completed at the beginning of every clinical rotation at each individual site and each Preceptor

*These forms must be submitted to the CEC at the end of the clinical rotation/semester in order to receive a grade for the course. Course grades will be withheld until ALL forms are completed and submitted to the CEC.*
Florida Gulf Coast University
Department of Physical Therapy & Human Performance

Major: Athletic Training

Signature Page

I acknowledge receipt of the following and understand that it is my responsibility to review the document and follow the guidelines.

Department of Physical Therapy and Human Performance Athletic Training
Clinical Policies

I understand that if I have any questions related to information contained in this document, it is my responsibility to seek clarification from the CEC.

________________________  ___________________________
Student Name (printed)   Student Signature

_____________________
Date
### Clinical Education Definitions: Abbreviations

ATS: Athletic Training Student

<table>
<thead>
<tr>
<th>Definition</th>
<th>Description</th>
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<tbody>
<tr>
<td>Ability to Intervene</td>
<td>The Preceptor is within the immediate physical vicinity and interact with the ATS on a regular and consistent basis in order to provide direction and correct inappropriate actions. The same as being “physically present.”</td>
</tr>
<tr>
<td>Academic Catalog/Bulletin</td>
<td>The official publication of the institution that describes the academic programs offered by the institution. This may be published electronically and/or in paper format.</td>
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<tr>
<td>Academic Plan</td>
<td>The plan that encompasses all aspects of the student’s academic classroom and clinical experiences.</td>
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<tr>
<td>Adequate</td>
<td>Allows for the delivery of student education that does not negatively impact the quality or quantity of the education. Same as sufficient.</td>
</tr>
<tr>
<td>Administrative Support Staff</td>
<td>Professional clerical and administrative personnel provided by the sponsoring institution. Professional clerical personnel may be supplemented, but not replaced, by student assistants.</td>
</tr>
<tr>
<td>Affiliate (Affiliated Setting)</td>
<td>Institutions, clinics, or other health settings not under the authority of the sponsoring institution but that are used by the ATEP for clinical experiences.</td>
</tr>
<tr>
<td>Affiliation Agreement</td>
<td>A formal, written document signed by administrative personnel, who have the authority to act on behalf of the institution or affiliate, from the sponsoring institution and affiliated site. Same as the memorandum of understanding.</td>
</tr>
<tr>
<td>Allied Health Care Personnel</td>
<td>Physician Assistants, physical therapists, registered nurses, doctors of dental surgery, and other health care professionals, recognized by the AMA/AOA as allied health professionals, who are involved in direct patient care and are used in the classroom and clinical education portions of the ATEP. These individuals may or may not hold formal appointments to the instructional faculty. Same as other health care professionals.</td>
</tr>
<tr>
<td><strong>Preceptor</strong></td>
<td>An appropriately credentialed professional identified and trained by the program CIE to provide instruction and evaluation of the Athletic Training Educational Competencies and/or Clinical Proficiencies. The Preceptor may not be a current student within the ATEP.</td>
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<tr>
<td><strong>ATEP</strong></td>
<td>Athletic Training Education Program.</td>
</tr>
<tr>
<td><strong>ATEP Faculty</strong></td>
<td>BOC Certified Athletic Trainers and other faculty who are responsible for classroom or sponsoring institution clinical instruction in the athletic training major.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Athletic Training Facility/Clinic</strong></th>
<th>The facility designated as the primary site for the preparation, treatment, and rehabilitation of athletes and those involved in physical activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Athletic Training Student (ATS)</strong></td>
<td>A student enrolled in the athletic training major or graduate major equivalent.</td>
</tr>
<tr>
<td><strong>Clinical Coordinator/ Clinical Education Coordinator</strong></td>
<td>The individual a program may designate as having the primary responsibilities for the coordination of the clinical experience activities associated with the ATEP. The clinical coordinator position is currently recommended, but not required by the Standards.</td>
</tr>
<tr>
<td><strong>Clinical Education</strong></td>
<td>The application of knowledge and skills, learned in classroom and laboratory settings, to actual practice on patients under the supervision of an ACI/CI.</td>
</tr>
<tr>
<td><strong>Clinical Experiences</strong></td>
<td>Those clinical education experiences for the Athletic Training Student that involve patient care and the application of athletic training skills under the supervision of a qualified instructor.</td>
</tr>
<tr>
<td><strong>Clinical Instruction Site</strong></td>
<td>The location in which an ACI or CI interacts with the ATS for clinical experiences. If the site is not in geographical proximity to the ATEP, then there must be annual review and documentation that the remote clinical site meets all educational requirements.</td>
</tr>
<tr>
<td>Clinical Instructor Educator (CIE)</td>
<td>The BOC Certified Athletic Trainer recognized by the institution as the individual responsible for Preceptor training. If more than one individual is recognized as a CIE for an ATEP, then at least one of those individuals must be a BOC Certified Athletic Trainer.</td>
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<tr>
<td>Clinical Plan</td>
<td>The plan that encompasses all aspects of the clinical education and clinical experiences.</td>
</tr>
<tr>
<td>Communicable Disease Policy</td>
<td>A policy, developed by the ATEP, consistent with the recommendations developed for other allied health professionals, that delineates the access and delimitations of students infected with communicable diseases. Policy guidelines are available through the CDC</td>
</tr>
<tr>
<td>Contemporary Instructional Aid</td>
<td>Instructional aids used by faculty and students including, but not limited to, computer software, AED trainers, and Epi-Pen trainers.</td>
</tr>
<tr>
<td>Contemporary Information Formats</td>
<td>Information formats used by faculty and students including electronic databases, electronic journals, digital audio/video, and computer software.</td>
</tr>
<tr>
<td>Didactic Instruction</td>
<td>See: Formal classroom and laboratory instruction.</td>
</tr>
<tr>
<td>Direct Patient Care</td>
<td>The application of professional knowledge and skills in the provision of health care.</td>
</tr>
<tr>
<td>Direct Supervision</td>
<td>Supervision of the athletic training student during clinical experience. The ACI and or CI must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.</td>
</tr>
<tr>
<td>Directed Observation Athletic Training Student</td>
<td>A student who may be present in an athletic training facility, but not necessarily enrolled in the athletic training major, who is required to observe the practices of a Certified Athletic Trainer. This student may not provide direct patient care.</td>
</tr>
<tr>
<td>Distance Education</td>
<td>Classroom and laboratory instruction accomplished with electronic media with the primary instructor at one institution and students at that institution and additional locations. Instruction may be via the internet, telecommunication, video link, or other electronic media. Distance education does not include clinical education or the participation in clinical experiences. Same as remote education.</td>
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<tr>
<td>Equitable</td>
<td>Not exact but can be documented as comparable with other similar situations or resources.</td>
</tr>
<tr>
<td>Expanded Subject Area</td>
<td>Subject matter that should constitute the academic “core” of the curriculum. It must include, but not be limited to the following areas: assessment of injury/illness, exercise physiology, first aid and emergency care, general medical conditions and disabilities, health care administration, human anatomy, human physiology, kinesiology/biomechanics, medial ethics and legal issues, nutrition, pathology of injury/illness, pharmacology, professional development and responsibilities, psychosocial intervention and referral, risk management and injury/illness prevention, strength training and reconditioning, statistics and research design, therapeutic exercise and rehabilitative techniques, therapeutic modalities, weight management and body composition.</td>
</tr>
<tr>
<td>Formal Instruction</td>
<td>Teaching of required competencies and proficiencies with instructional emphasis in structured classroom and laboratory environment(s). Same as didactic instruction.</td>
</tr>
<tr>
<td>Full-time Faculty</td>
<td>Recognized by the sponsoring institution as a full-time member of the faculty with all responsibilities and voting privileges as other designated full-time faculty and documented in institutional faculty delineations.</td>
</tr>
<tr>
<td><strong>Funding Opportunities</strong></td>
<td>Opportunities for which students may participate for reimbursement, but that do not require the students to utilize athletic training skills, to replace qualified staff, and are not required of the academic program.</td>
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<tr>
<td><strong>General Medical Experience</strong></td>
<td>Clinical experience that involves observation and interaction with physicians, nurse practitioners, and/or physician assistants where the majority of the experience involves general medical topics as those defined by the Athletic Training Educational Competencies.</td>
</tr>
<tr>
<td><strong>Geographic Proximity</strong></td>
<td>Within a vicinity to allow for annual inspection, review, and documentation of meeting all academic requirements by the ATEP faculty/staff.</td>
</tr>
<tr>
<td><strong>Learning Over Time (Mastery of Skills)</strong></td>
<td>The process by which professional knowledge and skills are learned and evaluated. This process involves the initial formal instruction and evaluation of that knowledge and skill, followed by a time of sufficient length to allow for practice and internalization of the information/skill, and then a subsequent re-evaluation of that information/skill in a clinical (actual or simulated) setting.</td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td>In documents of the institution (catalogue, web pages, etc.) where majors are listed, athletic training must be listed as a major. The designation as a major must be consistent with institutional and system wide requirements.</td>
</tr>
<tr>
<td><strong>Master Plan</strong></td>
<td>The plan of the ATEP that encompasses all aspects of student education and learning in both the clinical and didactic settings.</td>
</tr>
<tr>
<td><strong>Medical Director</strong></td>
<td>The physician (MD or DO) who serves as a resource for the programs director and ATEP faculty regarding the medical content of the curriculum. The Medical Director may also be the team physician; however, there is no requirement for the Medical Director to participate in clinical education.</td>
</tr>
<tr>
<td><strong>Memorandum of Understanding</strong></td>
<td>See: Affiliation agreement.</td>
</tr>
<tr>
<td><strong>Other Health Care Personnel</strong></td>
<td>See: Allied health care personnel.</td>
</tr>
<tr>
<td>Outcome Assessment Instruments</td>
<td>The instruments used for program evaluations that are designed to collect data and feedback in regard to outcomes that relate to the ATEP mission, goals, and objectives of the program. Instruments also must be designed to collect data and feedback in regard to the effectiveness of program instruction relative to the Athletic Training Educational Competencies.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>The effect that the ATEP has on the preparation of students as entry-level athletic trainers and the effectiveness of the program to meet its mission, goals, and objectives.</td>
</tr>
<tr>
<td>Physical Examination</td>
<td>An examination performed by an appropriate health care provider (MD, DO, PA, NP) to verify that the student is able to meet the physical and mental requirements (i.e., technical standards) with or without reasonable accommodation as defined by the ADA.</td>
</tr>
<tr>
<td>Physically Interact</td>
<td>See: Ability to intervene and physically present.</td>
</tr>
<tr>
<td>Physically Present</td>
<td>See: Ability to intervene.</td>
</tr>
<tr>
<td>Physician</td>
<td>A Medical Doctor (MD) as defined by the American Medical Association or a Doctor of Osteopathic Medicine (DO) as defined by the American Osteopathic Association.</td>
</tr>
<tr>
<td>Pre-Professional Student</td>
<td>A student who has not yet been admitted formally into the ATEP. May be required to participate in non-patient activities as described by the term Directed Observation Athletic Training Student.</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Continuing education opportunities and professional enhancement, typically is offered through the participation in symposia, conferences, and in-services, that allow for the continuation of eligibility for professional credentials.</td>
</tr>
<tr>
<td>Program Director</td>
<td>The full-time faculty member of the host institution and a BOC Certified Athletic Trainer responsible for the administration and implementation of the ATEP.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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</tr>
<tr>
<td>Remote Education</td>
<td>See Distance education.</td>
</tr>
<tr>
<td>Service Work</td>
<td>Volunteer activities outside of the required clinical experiences (e.g., Special Olympics, State Games). If athletic training skills are part of this service work, then they must be supervised in those activities.</td>
</tr>
<tr>
<td>Sponsoring Institution</td>
<td>The college or university that awards the degree associated with the ATEP and offers the academic program in Athletic Training.</td>
</tr>
<tr>
<td>Sufficient</td>
<td>See: Adequate.</td>
</tr>
<tr>
<td>Team Physician</td>
<td>The physician (MD or DO) responsible for the provision of health care services for the student athlete. S/he may also be the medical director; however, this is not required by the Standards.</td>
</tr>
<tr>
<td>Technical Standards</td>
<td>The physical and mental skills and abilities of a student needed to fulfill the academic and clinical requirements of the ATEP. The standards promote compliance with the Americans with Disabilities Act (ADA) and must be reviewed by institutional legal counsel.</td>
</tr>
</tbody>
</table>

The clinical education definitions can be found at http://www.nataec.org/AcademicPrograms/ProfessionalEducationentrylevel/ClinicalEducationResources/tabid/106/ctl/Details/mid/413/ItemID/12/Default.aspx
Injury Prevention and Reporting Policy

Purpose:
This policy establishes guidelines for the prevention of injuries during educational activities and provides guidelines for the reporting of any injuries or adverse reactions that occur as a result of student involvement in educational activities.

Policy:
Students in the programs of the Department of Physical Therapy and Human Performance are routinely involved in practicing the performance of examination, evaluation and intervention skill/techniques on other students in order to gain proficiency. Faculty will routinely demonstrate skills/techniques by using students as demonstration models. In order to prevent injury resulting from these activities, students shall disclose any health conditions that potentially could interfere with or be aggravated by the participation in these activities. It is the student’s responsibility to provide this disclosure to the course faculty prior to the participation in these activities.

In the unlikely event that an adverse response or an injury occurs, the student will immediately notify the course faculty prior to the end of the class and submit the University Incident Report for Non-Employees to the Chair of the department of Physical Therapy and Human Performance within 24 hours of the occurrence. It is the student’s responsibility to retrieve this Incident Report form from: http://www.fgcu.edu/EHS/Files/_non_employee_report.pdf. The department Chair will route the Incident Report form according to university procedure.