Welcome letter

Welcome to the Athletic Training 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 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 and Social Work, in particular, and the Department of Rehabilitation Sciences.

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

Eric Shamus, PhD, PT, CSCS
Chair, Department of Rehabilitation Sciences
# index

<table>
<thead>
<tr>
<th>A</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advisement .................. 36</td>
<td>Health Insurance .................. 42</td>
</tr>
<tr>
<td>Academic Integrity ................... 30</td>
<td>Hippa/Ferpa Training Policy ........ 41</td>
</tr>
<tr>
<td>Access To Technology .................. 50</td>
<td>Human Immunodeficiency Virus Policy 51</td>
</tr>
<tr>
<td>Active Communicable Disease Policy ... 39</td>
<td></td>
</tr>
<tr>
<td>Advisee Responsibilities ................ 37</td>
<td></td>
</tr>
<tr>
<td>Advisor Responsibilities ................ 36</td>
<td></td>
</tr>
<tr>
<td>Appeals/Grievance Policy And Procedures 26</td>
<td></td>
</tr>
<tr>
<td>Athletic Training Education Program 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>I</td>
</tr>
<tr>
<td>Background Checks ...................... 43</td>
<td>Immunization/Certification Requirements 45</td>
</tr>
<tr>
<td></td>
<td>Individual Course Assessment .......... 15</td>
</tr>
<tr>
<td></td>
<td>Introduction .......................... 6</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>L</td>
</tr>
<tr>
<td>Clinical Education .................... 48</td>
<td>Lab Policies .......................... 47</td>
</tr>
<tr>
<td>Code Of Ethics ......................... 23</td>
<td>Leave Of Absence ...................... 24</td>
</tr>
<tr>
<td>College Of Health Professions ........ 11</td>
<td>Liability Insurance Information ...... 41</td>
</tr>
<tr>
<td>Contact Numbers ........................ 7</td>
<td>Licensure Examination ................ 49</td>
</tr>
<tr>
<td>Course Scheduling ...................... 38</td>
<td></td>
</tr>
<tr>
<td>Curriculum Philosophy ................ 13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>Dating Athletes ....................... 48</td>
<td>Main Department Numbers ............. 7</td>
</tr>
<tr>
<td>Department Of Physical Therapy And Human Performance .................. 11</td>
<td>Medical Terminology Requirement ...... 38</td>
</tr>
<tr>
<td>Drug/Alcohol Policy .................... 32</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>O</td>
</tr>
<tr>
<td>E-Mail Addresses ...................... 7</td>
<td>Overall Progression Standards ....... 24</td>
</tr>
<tr>
<td>Employment Conflicts With Clinical Education .................. 49</td>
<td></td>
</tr>
<tr>
<td>Essential Functions .................. 17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>P</td>
</tr>
<tr>
<td>Grade Appeals Process ............... 26</td>
<td>Photo-Media Release Form ........... 52</td>
</tr>
<tr>
<td>Grading Philosophy And Policy ....... 29</td>
<td>Practice Attire ...................... 46</td>
</tr>
<tr>
<td>Graduation Requirements .............. 25</td>
<td>Professional Behaviors Plan .......... 19</td>
</tr>
<tr>
<td>Athletic Training ......................</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program Code Of Ethics ............. 38</td>
</tr>
<tr>
<td></td>
<td>Program Dismissal Appeals Process ... 26</td>
</tr>
<tr>
<td></td>
<td>Program Objectives .................. 11</td>
</tr>
<tr>
<td></td>
<td>Program Of Study .................... 23</td>
</tr>
<tr>
<td></td>
<td>Program Philosophy .................. 9</td>
</tr>
<tr>
<td></td>
<td>Provider Aed, Cpr And First Aid .... 42</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Required Equipment .................... 47</td>
<td></td>
</tr>
<tr>
<td>Retention And Progression Standards 24</td>
<td></td>
</tr>
</tbody>
</table>

Student Guidebook 2016-2017
Revised: 6/15
<table>
<thead>
<tr>
<th>Service Learning Commitment</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature Page</td>
<td>53</td>
</tr>
<tr>
<td>Social Media Policy</td>
<td>31</td>
</tr>
<tr>
<td>Sports Participation And Clinical Education</td>
<td>48</td>
</tr>
<tr>
<td>Statement On Diversity</td>
<td>50</td>
</tr>
<tr>
<td>Student Assessment</td>
<td>15</td>
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<td>Student Conduct</td>
<td>31</td>
</tr>
<tr>
<td>Student Learning Outcomes/Goals</td>
<td>12</td>
</tr>
<tr>
<td>Student Services</td>
<td>50</td>
</tr>
<tr>
<td>Student/Professional Organizations</td>
<td>51</td>
</tr>
</tbody>
</table>

**Appendices:**

<table>
<thead>
<tr>
<th>Appendix I</th>
<th>Professional Behaviors Plan</th>
<th>61</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix II</td>
<td>Code of Ethics</td>
<td>69</td>
</tr>
<tr>
<td>Appendix III</td>
<td>Immunization Requirements</td>
<td>73</td>
</tr>
<tr>
<td>Appendix IV</td>
<td>Practice Center Policies</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Biosafety Policies</td>
<td>80</td>
</tr>
<tr>
<td>Appendix V</td>
<td>Clinical Education Handbook</td>
<td>88</td>
</tr>
<tr>
<td>Appendix VI</td>
<td>Injury Prevention &amp; Reporting Policy</td>
<td>117</td>
</tr>
</tbody>
</table>

Students With Disabilities

Technical Standards

Transportation/Field Experiences

Welcome Letter

Withdrawning From A Class

Writing Style Guidelines
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 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 Program.

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

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

Athletic Training Program Accreditation

The Athletic Training Program at Florida Gulf Coast University is currently an accredited program through the Committee on Accreditation of Athletic Training Education (CAATE). The Athletic Training Program earned their accreditation in July 2006. The Athletic Training Program was reaccredited in August of 2012 through 2021-22.

Commission on Accreditation of Athletic Training Education

Updated July 2016
# Important Contact Numbers/E-mail Addresses

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<thead>
<tr>
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<th>Phone #</th>
<th>Fax #</th>
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<tr>
<td>Admissions &amp; Recruitment</td>
<td>239-590-7878</td>
<td>239-590-7894</td>
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<tr>
<td>Toll Free</td>
<td>1-888-889-1095</td>
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<tr>
<td>Financial Aid &amp; Scholarships</td>
<td>239-590-7920</td>
<td></td>
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<tr>
<td>Pre-Paid College Tuition</td>
<td>1-800-552-GRAD</td>
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<tr>
<td>Multicultural Student Development Services</td>
<td>239-590-7990</td>
<td></td>
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<tr>
<td>Career Development</td>
<td>239-590-7046</td>
<td></td>
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<tr>
<td>Registration &amp; Records</td>
<td>239-590-7980</td>
<td>1-888-373-2040</td>
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<td>Career Development Services</td>
<td>239-590-7949</td>
<td>239-590-7942</td>
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<tr>
<td>Student Affairs</td>
<td>239-590-7900</td>
<td>239-590-7903</td>
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<td>TTY Toll Free</td>
<td>1-800-590-7886</td>
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<tr>
<td>Ombudsman</td>
<td>239-590-7902</td>
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## Main Department Numbers

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<tr>
<td>Bookstore</td>
<td>239-590-1150</td>
<td>239-590-1152</td>
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<td>Cashier’s Office</td>
<td>239-590-1213</td>
<td>239-590-1219</td>
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<td>Computing – Help Desk</td>
<td>239-590-1188</td>
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<td>Computer Lab – Students</td>
<td>239-590-7100</td>
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<td>Family Resource Center</td>
<td>239-590-7856</td>
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<td>Food Service – Cafeteria</td>
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<td>Health Professions, College of</td>
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<td>239-590-7474</td>
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<td>Library Services – Inter-Library Loan Office</td>
<td>239-590-7613</td>
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<tr>
<td>Library Services – Technical Services</td>
<td>239-590-7640</td>
<td>239-590-7645</td>
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<td>Library Services – TTY</td>
<td>239-590-7618</td>
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<td>Police &amp; Safety – University – Non- Emergency EMERGENCY</td>
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<td>239-590-1910</td>
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<td>Parking Services</td>
<td>239-590-1911</td>
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<td>Student Activities</td>
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<td>Recreation Services</td>
<td>239-590-7935</td>
<td>239-590-7938</td>
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<tr>
<td>Rehabilitation Sciences</td>
<td>PHONE #</td>
<td>FAX #</td>
<td>ROOM #</td>
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<tr>
<td>MAIN DEPARTMENT NUMBER</td>
<td>239-590-7530</td>
<td>239-590-7460 or 7474</td>
<td></td>
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<tr>
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<tr>
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</tr>
<tr>
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<tr>
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<tr>
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<td>MAR 422</td>
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<tr>
<td>Eric Shamus PhD, PT, CSCS, Chair – Department Rehabilitation Sciences, Program Director Exercise Science &amp; Associate Professor</td>
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<td><a href="mailto:eshamus@fgcu.edu">eshamus@fgcu.edu</a></td>
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<tr>
<td>Kathy Swanick, DPT, MS, Instructor II</td>
<td>239-590-7538</td>
<td>MAR 311</td>
<td><a href="mailto:kswanic@fgcu.edu">kswanic@fgcu.edu</a></td>
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<td>Arie van Duijn, EdD, PT, OCS, Associate Professor, Program Director- Physical Therapy</td>
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<td>Lori Zallie</td>
<td>239-745-4255</td>
<td>MAR 434</td>
<td><a href="mailto:lzallie@fgcu.edu">lzallie@fgcu.edu</a></td>
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<td>Student E-mail</td>
<td><a href="http://eagle.fgcu.edu">http://eagle.fgcu.edu</a></td>
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<tr>
<td>Department Website</td>
<td><a href="http://www.fgcu.edu/chpsw/pt">www.fgcu.edu/chpsw/pt</a></td>
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Student Mailboxes are located in MAR 434 (Directly across from Stairwell)

Updated July 2016
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 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 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 and Social Work
MISSION STATEMENT

The College of Health Professions and Social Work 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 REHABILITATION SCIENCES
MISSION STATEMENT

The mission of the Department of Rehabilitation Sciences 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 Program flow directly from the philosophy, purpose and mission of the Department of Rehabilitation Sciences and are congruent with the University’s and the College of Health Professions and Social Work’ 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

Updated July 2016
STUDENT LEARNING OUTCOMES/GOALS

Outcome I: Demonstrate proper injury/illness prevention, clinical evaluation and diagnosis required of an athletic trainer

Outcome II: Demonstrate proper immediate, emergency care, treatment and rehabilitation required of an athletic trainer

Outcome III: Identify important concepts related to administration used in professional athletic training practice.

Outcome IV: Model professional behaviors that are consistent with professional practice in athletic training

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

Outcome VI: Appropriately use and modify written and oral communication used in athletic training practice.
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

Update July 2016
PROGRAM OVERVIEW

B.S. Athletic Training

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<td>Movement Science I</td>
<td>Movement Science II</td>
<td>Applied Ex Physiology</td>
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<td>Movement Science I Lab</td>
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<tr>
<td>ATR 3014C Intro to Athletic Training</td>
<td>ATR 3813C Athletic Training Practice I</td>
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<tr>
<td>ATR 3812 Clinical Practice I</td>
<td>IHS 4504 Research Methods and Applications to Healthcare System (College Core)</td>
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<td>APK 4123 Human Performance and Energy Supplies</td>
<td>APK 4112 Sports and Ex Psych (Virtual)</td>
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<td>ATR 3512 Athletic Health Care Administration</td>
<td>ATR 4842C Athletic Training Practice IV</td>
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<td>ATR 4833C Athletic Practice III</td>
<td>APK 4930 Preparation for Entering and Growing in the Profession</td>
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<tr>
<td>ATR 4843 Clinical Practice IV (Full-time experience)</td>
<td>ATR 4852 Clinical Practice V (Full-time experience)</td>
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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.

Professional Phase (After acceptance to the Athletic Training Program)

*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 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 APK 4930 Preparing for Entering and Growing in the Profession course. These comprehensive written exams are found on the Board of Certification web site. This exam utilizes the format of the national licensure examination and serves as a self-assessment for the student. Students need to complete two practice exams to have a passing grade for APK 4930 Preparing for Entering and Growing in the Profession course. The student utilizes the results to develop a study plan to prepare for the BOC national Certification Exam to become certified as an athletic trainer.

3. **Final Written and Practical Exam**

   Students will complete a culminating written and practical examination in ATR 4842 Athletic Training Practice IV. The student must achieve a 70% passing grade on both the written and practical exam sections in order to receive endorsement by the Athletic Training Program to challenge the Board of Certification national certification examination. More information is located in the ATR 4842 Athletic Training Practice IV course syllabus.
FLORIDA GULF COAST UNIVERSITY
DEPARTMENT OF REHABILITATION SCIENCES

ATHLETIC TRAINING PROGRAM

TECHNICAL STANDARDS

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

The Athletic Training 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.

Update July 2016
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 Rehabilitation Sciences 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 Rehabilitation Sciences 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.

Update July 2016
• 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 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 (2) for professional behavior probation results in dismissal from the program in certain conditions it may be one time professional behavior probation and one time academic behavior probation (please see overall progression standards).

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

Update July 2016
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 Professional Behaviors serves as the guideline for behavior of all students while in the ATP. 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 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 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 ATP. 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 the program director 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. A student returning after three consecutive semesters must re-apply to the program.

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 ATP 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 director. 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. The program director must approve any changes in the Program of Study.

3. 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

Update July 2016
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.

4. Athletic Training students must pass both the clinical and didactic courses to progress to the following semester.

5. Students must maintain a cumulative program GPA of 3.0 each semester enrolled in the program. A student not maintaining the cumulative program GPA of 3.0 will be placed on Academic Probation.

6. 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.

7. All immunizations and certifications listed in Appendix III (Immunization Requirements) must be kept current while a student is enrolled in the ATP. Failure to maintain current immunizations and certifications while in the ATP 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 and removed from their clinical rotation.

8. In summary; Students will be dismissed from the program if:
   - A student withdraws from a course without faculty permission.
   - 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 behaviors probation more than two times for any reason.
   - A student is placed on professional behaviors probation more than two times for any reason.
   - A student is placed on academic behaviors probation once and professional behavior probation once, the third probation of either type will result in student being dismissed from the program.
   - If the student is placed on any type of University probation that suspends them from the University,
   - 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

Update July 2016
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 a minimum program GPA of 3.0 at the time of graduation.

Reference: FGCU Student Guidebook 2014.

APPEALS/GRIEVANCE POLICY AND PROCEDURES

Grade Appeals Process
The Department of Rehabilitation Sciences 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 Program Director 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 materials are reviewed by the Program Director within twenty-one days of receipt of the appeal.

2. The Program Director 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 Chair, the student may appeal to the Program Faculty.

Update July 2016
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.

c. “Grievant” means any enrolled or admitted student who presents a grievance under this rule.

d. “Respondent” means the FGCU faculty or staff member who is alleged to have caused the grievance by identifiable acts of omission or commission.

e. “Party” means either the grievant or the respondent.

f. “Counsel” means an attorney or lay advisor.

g. “Resolution” means an action by or on the behalf of the University that is satisfactory to the student.

4. Informal Resolution of Student Grievances.

a. It is the University policy to encourage the informal resolution of grievances directly between the student and the respondent. If this cannot be accomplished, the student is encouraged to continue informal resolution presenting the problem orally through appropriate administrative channels up to, but not including, the Office of the Vice President in whose area the respondent is employed.

b. Upon request, the University Ombudsperson will inform the student as to the administrative channels to be followed in an attempt to secure informal resolution.

5. Formal Resolution of Grievances.

a. If informal resolution attempts do not succeed, the student may present the grievance in writing. The grievance shall contain a statement of the facts and circumstances giving rise to the grievance that identifies relevant dates and witnesses, specifies the law, rule or policy alleged to have been violated and describes how the grievant’s substantial interests are adversely impacted. This written grievance shall be mailed or delivered to the University Ombudsperson no later than thirty (30) days following the date on which the alleged act or
omission causing the grievance occurred; or not later than thirty (30) days from the date the student acquired knowledge, or could be reasonably expected to have acquired knowledge, of the alleged act or omission unless the time limit has been extended by mutual agreement.

b. Upon receipt of a formal student grievance, the University Ombudsperson will review the grievance to determine whether or not action under this rule is appropriate or is excluded under the provisions of subsection (2) above. If action under this rule is appropriate, the University Ombudsperson will notify the student of receipt of the grievance and of the name of the respondent's Vice President who will handle the procedures outlined herein; simultaneously the Ombudsperson will notify the respondent and deliver the written grievance to the Vice President in whose area the respondent is employed. The Ombudsperson will inform the student that proceedings under this rule are not appropriate if such is the case. Regardless of the disposition, such notice will be mailed to the student within fifteen (15) days after the Ombudsperson's receipt of the written grievance.

c. Within 15 days of receipt of notification of the grievance, the respondent (or in case of absence of the respondent's supervisor) shall prepare a written response to the allegation(s) made by the student and shall furnish copies of this response to the grievant, and to the appropriate Vice President.

d. Upon receipt of the grievance and the respondent's reply thereto, the Ombudsperson shall review the matter and conduct an inquiry, if necessary. The Ombudsperson shall forward a recommendation to the Vice President after review of the grievance, the Ombudsperson's recommendation, associated documents and any discussions necessary to determine the facts, the Vice President or designee shall render a decision within thirty (30) days. This decision shall be forwarded in writing to the grievant and the respondent. The decision of the Vice President is final.

**GRADING PHILOSOPHY AND POLICY**

**Philosophy**

The Athletic Training Program grading philosophy is consistent with and builds upon the Department of Rehabilitation Sciences' 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. Please review each course syllabus for the grading requirements.

**Additional Policies**

Update July 2016
• 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 Program Director. 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.

ATP 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 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 Rehabilitation Sciences 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 Rehabilitation Sciences.

STUDENT CONDUCT

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

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

SOCIAL MEDIA POLICY

The Athletic Training Program has adopted the guidelines for students utilizing social media as set forth by the APTA in the link (http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/StandrdsConductSocialMedia.pdf).

Update July 2016
These guidelines refer not only to your social media activities related to formal academic functions, but also as an individual when interacting with other students, faculty, staff, and others connected to the program and university. Any social media postings that can be considered discriminatory, harassment, or sexual misconduct will be reported to the OIEC office per university policy 1.006, and may be grounds for professional behaviors probation or dismissal from the program. This may include:

- Use or display of offensive language.
- Photographs, videos, or language that can be interpreted as disrespectful to individuals or groups based upon their age, gender, race, ethnicity, or sexual orientation.
- Photographs, videos, or language that can be reasonably interpreted as participating in or condoning the irresponsible use of alcohol, substance abuse, violence, or sexual promiscuity.
- Posting of potentially inflammatory or unflattering material on a group or another individual’s social media page (i.e., Twitter post, “wall” of another’s Facebook page)

Any student who is aware of inappropriate social media conduct by other students is required to immediately report this to the Program Director.

**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 Program, College of Health Professions and Social Work 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.
- Attendance is required for all class meetings on and off campus. Attendance will be taken by the department faculty at the beginning of each lab and class session. Students arriving late after class begins will be counted absent. Students arriving late will be marked absent (although they are welcome to stay and participate. If you miss class, you must contact the faculty facilitator for the case that you will miss prior to the beginning of class.

- The Athletic Training Program considers the following to be excused absences:
  1. Death in the immediate family (spouse, parent, grandparent, sibling, child, aunt, uncle, niece, nephew)
  2. Acute personal illness, only when diagnosed and documented in writing by the physician who evaluated and treated the student at the time of the absence.
  3. University travel or function, documented no less than two weeks in advance such as travel with your assigned clinical rotation. The student is responsible for assuring that the documentation is received by the program.

- It is the student’s responsibility to obtain all missed handouts and information presented from fellow students. An unexcused absence will lead to a 5 point reduction in your total points per class period missed. A student can have two unexcused absences per course per semester. The third unexcused absence will result in the student being administratively withdrawn from that course. Please

Update July 2016
review the Retention and Progression standards in the Athletic Training Student Guidebook for further information.

- Students retain accountability for meeting course requirements.
- 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 receive a “0” for the exam.

**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 Program encourages each student to choose a service interest and begin practicing this most benevolent behavior while in the process of acquiring knowledge and skills in this program. Undergraduate students complete a service learning degree requirement based on a student’s classification when entering FGCU. Students entering as freshmen or sophomores complete a total of 80 service hours before graduation. Students transferring into degree programs as juniors and seniors, having transferred in a minimum of 60 credits hours accepted by the university, complete 40 service hours prior to graduation. Assistance in choosing a service benefactor is available through the Coordinator of Service Learning at 239/590-7015. Students may also visit the Service Learning website at [www.fgcu.edu/connect](http://www.fgcu.edu/connect).
ACADEMIC ADVISEMENT

Each student admitted to the FGCU Athletic Training Program is appointed to the Program Director as the student’s advisor. These appointments are for the duration of the student’s tenure in the program. The purpose of the student advisee/faculty advisor relationship is to foster the student’s professional growth and development in the Athletic Training 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 Rehabilitation Sciences 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 and Social Work 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.

Advisor Responsibilities

 Upon admission and acceptance into an academic program in the College of Health Professions and Social Work, 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, you must notify your advisor. Failure to notify advisor results in Professional Behaviors Probation.
- 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 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.

Update July 2016
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/membership/about-membership/member-resources/code-of-ethics).

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

COURSE SCHEDULING

The Athletic Training Program follows the College policy which states “the College of Health Professions and Social Work reserves the right to cancel, postpone, or reschedule any course, course section, and 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 Rehabilitation Sciences 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 Program (FGCU ATP) Communicable Disease Policy is to protect the health and safety of the students enrolled in the FGCU ATP. The FGCU ATP 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 Clinical Preceptor they are currently assigned to and either the Athletic Training Clinical Education Coordinator or FGCU ATP 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 more than two days, a decision of the student’s clinical status will be decided by the Clinical Education Coordinator and ATP 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
- Conjunctivitis
- Cytomegalovirus infections
- Diarrhea diseases
- Diphtheria
- Gastrointestinal infections (acute)
- Herpes simplex
- Human immuno-deficiency virus (HIV)
- Hepatitis viruses
- Influenza
- Measles
- Meningococcal infections
- Mononucleosis
- Mumps
- Parovirus
- Pediculosis
- Pertussus
- Poliomyelitis
- Rabies
- Retroviral infections
- Rubella
- Scabies
- Staphylococcus aureus infection
- Streptococcal infection
- Tuberculosis
- Varicella
- Viral respiratory infections
- 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 ATP. 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 insurance\(^2\) 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 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.

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

Suggested Liability Insurance provider:

**Healthcare Providers Service Organization**
1-800-982-9491
$37.30/year as of printing date
Coverage: 1 million/3 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. 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.

Update July 2016
HEALTH INSURANCE

Students enrolled in The Athletic Training Program are required to have continuous Health Insurance coverage while enrolled in the AT Program. Proof of Health Insurance coverage must be submitted to the Department Secretary. Many of our clinical sites require that students carry their own health insurance and our contract with many clinical sites notes that students placed in that facility must have Health Insurance Coverage.

The cost of emergency and medical care or health insurance is always the responsibility of the student (or the student’s insurance provider). Failure to provide proof of Health Insurance coverage will result in a student being placed on Professional Behaviors Probation and students will not be allowed to begin their clinical internships.

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

http://www.fgcu.edu/studenthealth/insurance-and-billing.html

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. Students are required to complete training at the scheduled time provided by the program even with current certification. There is an additional cost for certification. 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 ATP:

- Cardiopulmonary Resuscitation (CPR) for Healthcare Providers
- Basic First Aid
- Automatic External Defibrillators (AED)
CRIMINAL BACKGROUND CHECKS PROCESSES AND PROCEDURES

All Students admitted to the Bachelor of Science in Athletic Training program have completed a Level 2 background check at their expense. Students may be required to undergo other background checks based on their clinical placement. This is also at the student’s expense. More information is given during ATR 3812 Clinical Education I course.

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.

Process:
1. This guidebook serves as the student notification of the requirement for criminal background review.

2. The student acknowledges the release of the criminal background review results to affiliated clinical sites.

3. 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

Update July 2016
• 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 www.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, CEC, 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 immediately report arrests and/or criminal charges or convictions or falsification of information in self-reporting, including omission of relevant information may result in immediate dismissal from the program.

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

Update July 2016
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 Rehabilitation Sciences prior to entering the Athletic Training 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 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
2. Sweats/long practice wear can be worn over shorts/t-shirts for comfort.
3. Sports Bra (or bikini top for upper back/neck/shoulder labs) (Women)
4. Sneakers
5. Jewelry limited to items that will not cause injury to self or others.
6. Nails must be kept short.
7. 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 Program.

REQUIRED EQUIPMENT

1. Athletic Training Kit
2. Wrist watch
3. Blue 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 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.

Update July 2016
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 ATP 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 to 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://floridasathletictraining.gov/licensing/

BOC Certification information is available at the following website: http://www.bocatc.org/candidates
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://www.fgcu.edu/technology.asp

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

STATEMENT ON DIVERSITY

Florida Gulf Coast University is committed to building and maintaining a diverse, accessible, civil, and supportive learning community. It fosters respect and understanding among all cultures and all individuals who work, study, live, and teach within this community. 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.
STUDENTS WITH DISABILITIES

The faculty of the Department of Rehabilitation Sciences 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://www.fgcu.edu/adaptive/.

THE UNIVERSITY POLICY ON ACCOMMODATION FOR PERSONS WITH A DISABILITY

Florida Gulf Coast University (“FGCU” or the “University”) 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”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and the Fair Housing Act, all of which protect qualified individuals with a disability from discrimination on the basis of disability and in some circumstances require the granting of reasonable accommodation.

HUMAN IMMUNODEFICIENCY VIRUS POLICY

Florida Gulf Coast University does not discriminate against individuals on the basis of diagnoses of HIV infection or Acquired Immune Deficiency Syndrome (AIDS). Knowledge of a person’s HIV status is confidential and will be treated in a confidential manner by all members of the University community. Policy: 4.010 Approved 10/4/11

STUDENT/PROFESSIONAL ORGANIZATIONS

Students are required to be involved in student and/or professional organizations during their time in the Athletic Training 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

Update July 2016
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, website, 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 15, 2016

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

_____ I hereby acknowledge the review of the Athletic Training Student Guidebook 2016-2018, including all appendices, and understand that it is my responsibility to be aware of the contents of these documents

_____ Clinical Education Handbook Appendix 5 of the guidebook

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

**Student Level (circle appropriate level)**

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<td>2. Interpersonal Skills</td>
<td>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.</td>
<td><strong>Maintains professional demeanor in all clinical/educational interactions</strong>&lt;br&gt;<strong>Demonstrates interest in patients/others as individuals</strong>&lt;br&gt;<strong>Respects cultural and personal differences of others; is non-judgmental about patients' others' lifestyles</strong>&lt;br&gt;<strong>Communicates with others in a respectful, confident manner</strong>&lt;br&gt;<strong>Respects personal space of patients and others</strong>&lt;br&gt;<strong>Maintains confidentiality in all clinical/colleague interactions</strong>&lt;br&gt;<strong>Demonstrates acceptance of limited knowledge and experience</strong></td>
<td><strong>Recognizes impact of non-verbal communication and modifies accordingly</strong>&lt;br&gt;<strong>Assumes responsibility for own actions</strong>&lt;br&gt;<strong>Motivates others to achieve</strong>&lt;br&gt;<strong>Establishes trust</strong>&lt;br&gt;<strong>Seeks to gain knowledge and input from others</strong>&lt;br&gt;<strong>Respects role of support staff</strong>&lt;br&gt;<strong>Listens to patient/others but reflects back to original concern</strong>&lt;br&gt;<strong>Works effectively with challenging patients/colleagues</strong>&lt;br&gt;<strong>Responds effectively to unexpected experiences</strong>&lt;br&gt;<strong>Talks about difficult issues with sensitivity and objectivity</strong>&lt;br&gt;<strong>Delegates to others as needed</strong>&lt;br&gt;<strong>Approaches others to discuss differences in opinion</strong>&lt;br&gt;<strong>Accommodates differences in learning styles</strong></td>
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<td>3. Communication Skills</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>
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<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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<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>
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<td>Maintains eye contact</td>
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<td>Utilizes communication technology effectively</td>
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<td>Dictates clearly and concisely</td>
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4. Effective Use of Time and Resources
The ability to obtain the maximum benefit from a minimum investment of time and resources.

|                                      | Focuses on tasks at hand without dwelling on past mistakes | Sets up own schedule | Sets priorities and recognizes as needed |
|                                      | Recognizes own resource limitations                        | Coordinates schedule with others | Considers patient’s goals in context of patient, clinic, and third party resources |
|                                      | Uses existing resources effectively                         | Demonstrates flexibility | has ability to say “No” |
|                                      | Uses unscheduled time effectively                           | Plans ahead            | Performs multiple tasks simultaneously and delegates when appropriate |
|                                      | Completes assignments in timely fashion                     |                          | Uses schedule time with each patient colleague efficiently |

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| 5. Use of Constructive Feedback | • Demonstrates 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 |

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| 6. Problem-Solving | • Recognizes problems  
• States problems clearly  
• Describes known solutions to problem  
• Identifies resources needed to develop solutions  
• Begins to examine multiple solutions to problems | • Prioritizes problems  
• Identifies contributors to problem  
• Considers consequences of possible solutions  
• Consults with others to clarify problem | • Implements solutions  
• Reassesses solutions  
• Evaluates outcomes  
• Updates solutions to problems based on current research  
• Accepts responsibility for implementing solutions | |

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| 7. Professionalism | The ability to exhibit appropriate professional conduct and to represent the profession effectively. | • 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 |

**Student Level (circle appropriate level)**

Emerging  
Beginning  
Developing  
Entry

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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<td>9. Critical Thinking</td>
<td>• Raises relevant questions</td>
<td>• Feels challenged to examine ideas</td>
<td>• Exhibits openness to contradictory ideas</td>
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<tr>
<td></td>
<td>• Considers all available information</td>
<td>• Understands scientific method</td>
<td>• Assesses issues raised by contradictory ideas</td>
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<td>• States the result of scientific literature</td>
<td>• Formulates new ideas</td>
<td>• Justifies solutions selected</td>
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<td>• Recognizes “holes” in knowledge base</td>
<td>• Seeks alternative method</td>
<td>• Determines effectiveness of applied solutions</td>
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<td>• Articulates ideas</td>
<td>• Formulates alternative hypotheses</td>
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| 10. Stress Management | - Recognizes own stressors or problems  
- Recognizes distress or problems in others  
- Seeks assistance as needed  
- Maintains professional demeanor in all situations | - Maintains balance between professional and personal life  
- Demonstrates effective affective responses in all situations  
- Accepts constructive feedback  
- Establishes outlets to cope with stressors | - Prioritizes multiple commitments  
- Responds calmly to urgent situations  
- Tolerates inconsistencies in health-care/university environment |

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Beginning  
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NATA Code of Ethics

Preamble

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

1. MEMBERS SHALL PRACTICE WITH COMPASSION, RESPECTING THE RIGHTS, WELFARE, AND DIGNITY OF OTHERS

1.1 Members shall render quality patient care regardless of the patient’s race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity.

1.2. Member’s duty to the patient is the first concern, and therefore members are obligated to place the welfare and long-term well-being of their patient above other groups and their own self-interest, to provide competent care in all decisions, and advocate for the best medical interest and safety of their patient at all times as delineated by professional statements and best practices.

1.3. Members shall preserve the confidentiality of privileged information and shall not release or otherwise publish in any form, including social media, such information to a third party not involved in the patient’s care without a release unless required by law.

2. MEMBERS SHALL COMPLY WITH THE LAWS AND REGULATIONS GOVERNING THE PRACTICE OF ATHLETIC TRAINING, NATIONAL ATHLETIC TRAINERS’ ASSOCIATION (NATA) MEMBERSHIP STANDARDS, AND THE NATA CODE OF ETHICS

2.1. Members shall comply with applicable local, state, federal laws, and any state athletic training practice acts.

2.2. Members shall understand and uphold all NATA Standards and the Code of Ethics.

2.3. Members shall refrain from, and report illegal or unethical practices related to athletic training.

2.4. Members shall cooperate in ethics investigations by the NATA, state professional licensing/regulatory boards, or other professional agencies governing the athletic training profession. Failure to fully cooperate in an ethics investigation is an ethical violation.

2.5. Members must not file, or encourage others to file, a frivolous ethics complaint with any organization or entity governing the athletic training profession such that the complaint is unfounded or willfully ignore facts that would disprove the allegation(s) in the complaint.

2.6. Members shall refrain from substance and alcohol abuse. For any member involved in an ethics proceeding with NATA and who, as part of that proceeding is seeking rehabilitation for substance or alcohol dependency, documentation of the completion of rehabilitation must be provided to the NATA Committee on Professional Ethics as a requisite to complete a NATA membership reinstatement or suspension process.
3. MEMBERS SHALL MAINTAIN AND PROMOTE HIGH STANDARDS IN THEIR PROVISION OF SERVICES

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

3.2. Members shall provide only those services for which they are qualified through education or experience and which are allowed by the applicable state athletic training practice acts and other applicable regulations for athletic trainers.

3.3. Members shall provide services, make referrals, and seek compensation only for those services that are necessary and are in the best interest of the patient as delineated by professional statements and best practices.

3.4. Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge and shall complete such educational requirements necessary to continue to qualify as athletic trainers under the applicable state athletic training practice acts.

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

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

4. MEMBERS SHALL NOT ENGAGE IN CONDUCT THAT COULD BE CONSTRUED AS A CONFLICT OF INTEREST, REFLECTS NEGATIVELY ON THE ATHLETIC TRAINING PROFESSION, OR JEOPARDIZES A PATIENT’S HEALTH AND WELL-BEING.

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

4.2. All NATA members, whether current or past, shall not use the NATA logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.

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

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

4.5. Members shall not provide or publish false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA office.
IMMUNIZATION/CERTIFICATION REQUIREMENTS

Athletic Training

Immunizations, Screening tests and Vaccines listed below are required prior to entering the Athletic Training 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
   - MMR (Series of 2 shots)

B. Athletic Training 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 Program
   - Mantoux TB screening test within 1 year of application and yearly thereafter
     - Must remain current while enrolled in Athletic Training 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 Rehabilitation Sciences but may exclude you from working at certain Clinical Sites due to requirements of individual clinics
     - Students entering the Athletic Training Program must have completed all vaccines and titer or completed a waiver form prior to entering the program.

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 Program. There is a cost of $35.00 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 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
     - Completion of a background check is part of the application process and must be completed prior to entering the Athletic Training Program.
   - Health Insurance
     - All students must maintain continuous Health Insurance Coverage while in the AT Program. Proof of coverage must be provided to the department prior to start of clinical affiliations.

It is important that you retain a copy of all information submitted to the Department of Rehabilitation Sciences for your personal records and for future use in the Athletic Training Program.
Purpose:

This policy establishes minimal requirements for use and operation of The Sports Medicine Lab located in Marieb Hall 111 and is applicable to all faculty and students with direct or potential access to Department of Rehabilitation Sciences Laboratories and their equipment.

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 Sports Medicine Lab is scheduled through the Department of Rehabilitation Sciences Secretaries. The Labs are for the sole use of Rehabilitation Sciences faculty and students. Priority for scheduling shall be given to the academic needs of scheduled courses in the labs.

For additional time needed for academic courses in department labs or for scheduling of non-course activities, faculty should contact the department secretaries. Schedules for all department labs can be view by faculty via Outlook Calendars.
Access to labs is by reservation only. Rehabilitation Sciences 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 Rehabilitation Sciences 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 Rehabilitation Sciences and utilized for the practice and instruction of physical therapy, exercise science, 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 operation, maintenance and cleaning are kept on file in the Department of Rehabilitation Sciences and on the Department share drive.

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 Rehabilitation Sciences.
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 (if appropriate) 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 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 office manager 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. Dirty linens should be placed in the appropriate receptacle provided in each department lab. A contract is negotiated annually for laundering.
**Equipment Loan:**

Equipment from Department labs 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 through the department secretaries. A form for equipment checkout is available and must be completed and placed on file prior to removing equipment from labs. Faculty should notify the appropriate staff, via email, that equipment loan request is approved.

**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](http://admin.fgcu.edu/ehs/exposure.htm)

**Practice Parameters:**

- Students are **NOT** allowed in the Sports Medicine Lab 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 REHABILITATION SCIENCES  
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 left in the locker/cubby area prior to entering the laboratory or 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, scalp blades and needles are disposed of in appropriate puncture resistant sharps container. Needles and blades 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, leak proof containers.

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

• All contaminated disposable waste is placed in durable leak proof boxes. These boxes are stored in room 267 Whitaker Hall. Contaminated disposable waste from the Department Practice Laboratories and Anatomy Lab in Marieb Hall, is transported to and placed in the boxes located in Whitaker Hall room 267, per the Environmental
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 ensure when working with any type of spill protective personal equipment (Gloves) should be worn at all times.

- Spill kits, located in Marieb Hall, Room 212 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.
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.

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 Marieb Hall, Room 212.

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.
• 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

• Toxic substances are stored in compliance with FGCU's policy as outlined in the Environmental Health & Safety Policy and Procedure Manual, http://admin.fgcu.edu/ehs/manual.htm. Material Safety Data Sheets for chemicals are located in Marieb Hall, Room 212B.

• 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

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College of Health Professions and Social Work

Department of Rehabilitation Sciences
Athletic Training Program

Clinical Education Handbook
Class of 2016-2018

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 Integration Proficiencies. All clinical education must be contained in individual courses that are completed over minimum of two academic years (FGCU students complete this over 5 semesters).

During clinical education, all Florida Gulf Coast University (FGCU) and Department of Rehabilitation Sciences Policies are applicable. Refer to the FGCU and Athletic Training Student Guidebooks.

The Clinical Education Handbook contains policies, procedures, and information relevant to the FGCU Athletic Training Program clinical education program. It is utilized by students, faculty, and preceptors. It serves as a reference and guide in matters related to clinical education and is updated annually and as needed.

Prior to the first clinical rotation, students must sign that they have reviewed the policies and agree to follow them.
Clinical Education Rotations

Students must gain clinical education experiences that address the continuum of care that would prepare a student to function in a variety of settings with patients engaged in a range of activities with conditions described in athletic training knowledge, skills and clinical abilities, Role Delineation Study/Practice Analysis and standards of practice delineated for an athletic trainer in the profession. Examples of clinical experiences must include, but should not be limited to: Individual and team sports; Sports requiring protective equipment (e.g., helmet and shoulder pads); Patients of different sexes; Non-sport patient populations (e.g., outpatient clinic, emergency room, primary care office, industrial, performing arts, military); A variety of conditions other than orthopedics (e.g., primary care, internal medicine, dermatology).

The variety of patient populations, care providers, and health care settings used for clinical education must be consistent with the program’s mission statement.

Clinical education must provide students with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical abilities, including decision-making and professional behaviors required of the profession in order to develop proficiency as an Athletic Trainer.

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

Each ATS must complete the following required clinical rotations/assignments. Clinical assignments may vary based on semester and may be completed at a time deemed appropriate by the Clinical Education Coordinator (CEC).

- Equipment Intensive – football, lacrosse, ice hockey
- General Medical
- Lower Extremity – focus of assignment is on lower extremity injuries
- Upper Extremity – focus of assignment is on upper extremity injuries
- Additional Rotation – experience an area of practice he/she may be interested in such as rehabilitation clinic, industrial setting, etc

Clinical Sites

The Athletic Training Program (ATP) 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 CEC in meeting all clinical education requirements.
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 Program must have a clinical rotation which provides a variety of patient populations, care providers, and health care settings, and the experiences must be consistent with the program’s mission statement.

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 Program Director, other Athletic Training Faculty, and 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/experiences for their second year in the program. These requests need to be made in writing to the Clinical Education Coordinator by no later than the announced deadline. 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.

Although the student has an opportunity to make requests, the CEC has the final responsibility for making assignments to ensure proper student clinical progression. All decisions are final, and students are not guaranteed placement in their top choice(s) 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 Integration Proficiencies
2. Clinical Assessment Tool (CAT)
3. Professional Behaviors

The clinical proficiency evaluation plan for the ATP includes the formal instruction and evaluation of clinical competencies in the classroom/laboratory setting. The competency matrix reveals the clinical competencies 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 and II. The clinical integration proficiencies are evaluated in Clinical Practice III, IV, and V.
At the beginning of a clinical rotation, the preceptor will receive a copy of the athletic training course syllabus for the respective coursework. This will further explain the clinical rotation and level of the student, (I-V). Clinical integration proficiencies are provided to the student and are assigned to a specific clinical practice class. Students must adhere to the timeline displayed on the course syllabus for clinical integration proficiency assessment and all clinical integration proficiencies must be completed successfully two weeks prior the end of any semester. 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 ATP. 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 twice 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 ATP while maintaining an overall 3.0 Program GPA. 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 Athletic training students must be instructed on athletic training clinical skills prior to performing those skills on patients.

The FGCU ATP 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. The preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient. If these conditions are not satisfied the ATS is considered unsupervised. The ATP 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,
- or if not possible, contact the ATP Program Director

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 ATP
3. Or if not possible, contact the ATP Program Director

The ATP 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 Canvas 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.

- Any deviation from the expectations, responsibilities, and procedures of a preceptor within the FGCU ATP 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 ATP of any deviations from these expectations.

The FGCU ATP only utilizes individuals as outlined by the CAATE standard to serve as preceptors of clinical education. The practice of the FGCU ATP is the utilization of preceptor who has participated in ongoing training from the ATP 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 preceptor. If the issue remains unresolved, the student should discuss the situation with the CEC. If still unresolved, the student may contact the ATP 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. 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 ATS has recently been accepted into the Athletic Training Program and has participated in a limited amount of didactic coursework. The ATS is concurrently enrolled in Movement Science I, Introduction to Athletic Training, 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 (i.e. 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 too occur to practice skills 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 in which they have been determined to be proficient by the preceptor.

**Level 2:**

The ATS is concurrently enrolled in ATP I, Research Methods in Health Care, Clinical Practice II, and Movement Science II. 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 by the preceptor.

**Level 3:**

The ATS is enrolled in ATP II, Clinical Practice III, General Medical Conditions in Athletic Training, and Applied Exercise Physiology. The ATS is learning upper extremity evaluation techniques, the competencies in General Medical, and basic therapeutic exercise knowledge and skills.
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 by the preceptor.

Level 4:

The ATS is in 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 of upper and lower extremity assessment, therapeutic modalities, general medical conditions, 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. This rotation occurs concurrently with the didactic content of ATP III, Human Performance and Energy Systems, and Athletic Healthcare Administration.

Level 5:

ATS are in the final semester in the program. They have completed clinical rotations in lower extremity assessment, general medical and equipment intensive. They have completed didactic instruction 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. This rotation occurs concurrently with the didactic content of ATP IV, Preparation for Entering and Growing in the Profession, and Sport and Exercise Psychology.

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, equipment lists, and clinic policies and procedures.

When feasible, a site visit is made prior to establishing an agreement and assigning students.

**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 communication with the CEC.

**Expenses**

All expenses including, but not limited to, travel, housing, ATP clothing, and meals are the responsibility of the student. Students are also responsible for expenses related to liability insurance, criminal background checks, fingerprinting, and immunization updates. 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 ATP faculty if questions should arise.

**Communication**

The CEC is the liaison between Florida Gulf Coast University, the facility, the preceptor, and the student. Communication is maintained by mail, e-mail, telephone, group meetings, and individual meetings. Students and preceptors are encouraged to initiate communication with the CEC 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 ATP 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 Program and meet all 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 preceptor determines specific schedules, with the student expected to follow a schedule that is similar to the preceptor. This might include some evenings, weekends, or holidays. Some facilities may have varied hours so students are expected to adapt to their preceptor’s schedule. Clinical education may begin prior to or extend beyond the institution’s academic calendar.

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 ATP 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 and the preceptor 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 or email to CEC
- Personal telephone call to 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 recoding form. These must be added and signed by the supervising preceptor and submitted to the CEC following the rotation. At the beginning of the rotation, each student and 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 ATP expected
minimums for each clinical rotation. During the rotation, the students must submit two week schedules which cover the upcoming two week schedule. 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 ATP PD/CEC, and possibly reported to the Office of Judicial Affairs.

**MINIMUM/MAXIMUM CLINICAL HOURS**

The FGCU ATP has delineated the minimum and maximum number of hours for each of the 5 clinical rotations through extensive data analysis. 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 ATP.

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>210</td>
<td>265</td>
</tr>
<tr>
<td>Clinical Practice II</td>
<td>ATR 3822</td>
<td>210</td>
<td>265</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>

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. Any excessive hours need to be reported to the FGCU ATP.

**INCLEMENT WEATHER POLICY**

The FGCU ATP urges caution to the ATS and preceptors in the event of inclement weather. These conditions include but are not limited to lightning, tornado 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 time 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 ATP may withhold a student from travelling if they are not in good academic standing. 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 the clinical site are included.

**Emergency Action Plans**

All clinical education sites for the ATP have emergency action plans (EAPs) 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. The EAPs are also available through Canvas 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 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 and the Department of Rehabilitation Sciences Behaviors Plan.

**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, Twitter, Instagram, YouTube, etc.) is strongly discouraged. Furthermore, it is highly discouraged to connect with athletes/patients that you are currently working with professionally since such connections can lessen the educational value of the clinical rotations. In addition, any misrepresentation of the Athletic Training Program, the Department of Rehabilitation Sciences or Florida Gulf Coast University in text, photo or video format is strictly prohibited. The failure to abide by the behaviors outline in the NATA Code of Ethics and Professional Behaviors of Professional Practice as it relates to social media will result in dismissal form the ATP and/or other disciplinary action.

**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 prior to clinical education assignments. 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 preceptor.
   b. The preceptor informs the pertinent agency staff, the FGCU ATP 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 Jason Craddock, Program Director/Clinical Education Coordinator, at 239-590-7535 (office)

3. Fill out an incident report and submit to the Program Director 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. (See the Athletic Training Program Student Guidebook for more information)
**Criminal Background Checks**

The FGCU ATP 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 athletic training apparel determined by the ATP faculty and/or dictated by the preceptor to every assigned rotation. 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 rescheduled. Chronic disregard to this policy will result in a Failing (F) grade for the clinical course.

1. When clinical experiences occur during a game, athletic training students are to wear khaki pants/shorts with the appropriate game shirt or attire approved by the FGCU ATP or preceptor.

2. Dress during practice or athletic training clinic assignments includes a FGCU Athletic Training shirt and appropriate pants or shorts. Shorts should be an acceptable length (see below) and yoga type pants are not to be worn. Jeans may never be worn at any clinical experience.

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. Open toed shoes (sandals, flip-flops, etc.) are 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 ATP Faculty deems an ATS’ 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 and outpatient rehabilitation clinics should be extremely professional and the minimum requirement is neatly pressed khaki pants and appropriate golf type shirt, tucked in, name tag, and closed toe shoes.

**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 ATP and maintain certification at all times while in the program. Students will provide proof of certifications to the Department of Rehabilitation Sciences. See Immunization/Certification Requirements in Student Guidebook 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 training 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 Rehabilitation Sciences. See Immunization/Certification Requirements in Student Guidebook requirements for process.
Alcohol/Illegal drugs

FGCU ATP and/or the affiliated clinical site have 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 preceptor should notify the CEC who seeks resolution on an individual basis, utilizing the FGCU Student Guidebook 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)

- **Clinical 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 to the ATP. Needs to be signed and dated by the student.
- **Preceptor Evaluation-Student Experience Evaluation Form (completed by student):** ATS will complete this form at the end of clinical rotation and return to the ATP. Needs to be signed and dated by the student.
- **Faculty Visit During Clinical Rotation (completed by CEC):** completed by clinical coordinator during each rotation.
- **Preceptor Survey (complete by preceptor):** this form is sent to the preceptor at the end of the academic year.
- **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.
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 Rehabilitation Sciences 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

Glossary from Commission on Accreditation of Athletic Training Education (CAATE) found on www.caate.net

**Academic plan:** The document that encompasses all aspects of the student’s classroom, laboratory, and clinical experiences.

**Academic year:** Two academic semesters or three academic quarters.

**Affiliation agreement:** 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. This agreement defines the roles and responsibilities of the host site, the affiliate, and the student. Same as the memorandum of understanding.

**Appropriate administrative authority:** Individuals identified by the host institution and, when applicable, the affiliate who have been authorized to enter an agreement on behalf of the institution or affiliate. The individuals having appropriate administrative authority may vary based on the nature of the agreement.

**Assessment plan:** See Comprehensive Assessment Plan

**Clinical education:** The application of athletic training knowledge, skills, and clinical abilities on an actual patient base that is evaluated and feedback provided by a preceptor.

**Clinical site:** A physical area where clinical education occurs.

**Communicable disease:** A contagion that may be directly transmitted from person-to-person or by a person from an inert surface.

**Comprehensive Assessment Plan:** The process of identifying program outcomes, collecting relevant data, and analyzing those data, then making a judgment on the efficacy of the program in meeting its goals and objectives. When applicable, remedial or corrective changes are made in the program.

**Course/coursework:** Courses involve classroom (didactic), laboratory, and clinical learning experience.

**Curricular Plan:** See Academic Plan

**Degree:** The award conferred by the college or university that indicates the level of education (baccalaureate or masters) that the student has successfully completed in athletic training.
**Direct patient care**: The application of athletic training knowledge, skills, and clinical abilities on an actual patient.

**Distant learning site**: Classroom and laboratory instruction accomplished with electronic media with the primary instructor at one institution interacting with students at other 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.


**Faculty**: An individual who has full faculty status, rights, responsibilities, privileges, and full college voting rights as defined by institution policy and that are consistent with similar positions at the institution necessary to provide appropriate program representation in institutional decisions. Additionally, faculty are defined as follows:

- **Core faculty** – Administrative or teaching faculty devoted to the program that has full faculty status, rights, responsibilities, privileges, and full college voting rights as defined by the institution. This person is appointed to teach athletic training courses, advise and mentor students in the AT program. At minimum, this must include the Program Director and one (1) additional faculty member. Core full-time faculty report to and are evaluated and assigned responsibilities exclusively by the administrator (Chair or Dean) of the academic unit in which the program is housed.

- **Associated faculty** – Individual(s) with a split appointment between the program and another institutional entity (e.g., athletics or another institutional department). These faculty members are evaluated and assigned responsibilities by two different supervisors.

- **Adjunct faculty** - Individual contracted to provide course instruction on a full-course or partial-course basis, but whose primary employment is elsewhere inside or outside the institution. Adjunct faculty may be paid or unpaid.

**Fees**: Institutional charges incurred by the student other than tuition and excluding room and board.

**Goals**: The primary or desired results needed to meet an outcome. These are usually larger and longer term than objectives.

**Health Care Professional**: Athletic Trainer, Chiropractor, Dentist, Registered Dietician, Emergency Medical Technician, Nurse Practitioner, Nutritionist, Occupational Therapist, Optometrist, Orthotist, Paramedic, Pharmacist, Physical Therapist, Physician Assistant, Physician (MD/DO), Podiatrist, Prosthetist, Psychologist, Registered Nurse, or Social Worker. These individuals must hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of Athletic Training. These individuals may or
may not hold formal appointments to the instructional faculty.

**Higher education accrediting agency:** An organization that evaluates post-secondary educational institutions.

**Infectious disease:** A disease caused by microorganisms entering the body. An infectious disease may or may not be contagious.

**Laboratory:** A setting where students practice skills on a simulated patient (i.e., role playing) in a controlled environment.

**Major:** The designation as a major must be consistent with institutional and system wide requirements. Institutional documents (e.g., catalog, web pages) must list athletic training as a major.

**Medical director:** The physician who serves as a resource regarding the program's medical content. There is no requirement that the medical director participates in the clinical delivery of the program.

**Memorandum of understanding (MOU):** Similar to an affiliation agreement, but tends not to include legally-binding language or intent.

**Monetary remuneration:** Direct cash payment received by students for athletic training services and/or time (e.g., hourly wage, work study).

**Objectives:** Sub-goals required to meet the larger goal. Generally objectives are more focused and shorter-term than the overriding goal.

**Official publication:** An institutional document (printed or electronic) that has been approved by the appropriate institutional personnel.

**Outcome (program):** The quantification of the program's ability to meet its published mission. The outcome is generally formed by multiple goals and objectives. For example, based on the evaluation of the goals associated with the outcomes, each outcome may be measured as "met," "partially met," or "not met."

**Outcome assessment instruments:** A collection of documents used to measure the program's progress towards meeting its published outcomes. Examples of outcomes assessment instruments include course evaluation forms, employer surveys, alumni surveys, student evaluation forms, preceptor evaluation forms, and so on.

**Physician:** A medical doctor (MD) or doctor of osteopathic medicine (DO) who possesses the appropriate state licensure.

**Pre-professional student:** A student who is not formally admitted into the program. Pre-professional students may be required to participate in non-patient activities as
described by the term Directed Observation Athletic Training.

**Preceptor:** A certified/licensed professional who teaches and evaluates students in a clinical setting using an actual patient base.

**Professional development:** 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.

**Program Director:** The full-time faculty member of the host institution and a BOC Certified Athletic Trainer responsible for the implementation, delivery, and administration of the AT program.

**Release time (reassigned work load):** A reduction in the base teaching load to allow for the administrative functions associated with functioning as the Program Director and/or clinical coordinator.

**Retention:** Matriculating through the AT program culminating in graduation.

**Retention rate:** A time-based measure of the number of students who are enrolled at the start of the period being studied (e.g., 1 year, 4 years) versus those enrolled at the end of the period. Retention rate is calculated as: number at end/number at start * 100.

**Secondary selective admissions process:** A formal admission process used for acceptance into the AT major following acceptance into the institution. Secondary selective admissions is optional and determined by the program.

**Similar academic institution (Syn: Peer institution):** Institutions of comparable size, academic mission, and other criteria used for comparing metrics. Many institutions publish a list of peer institutions.

**Sponsoring institution:** The college or university that offers the academic program and awards the degree associated with the athletic training program.

**Stakeholder:** Those who are affected by the program's outcomes. Examples include the public, employers, the Board of Certification, Inc., and alumni.

**Team physician:** The physician (MD or DO) responsible for the provision of health care services for the student athlete. The team physician may also be the medical director; however, this is not required by the Standards.

**Technical standards:** The physical and mental skills and abilities of a student needed to fulfill the academic and clinical requirements of the program. The standards promote compliance with the Americans with Disabilities Act (ADA) and must be reviewed by institutional legal counsel.
Florida Gulf Coast University
Department of Rehabilitation Sciences

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 Rehabilitation Sciences 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 Rehabilitation Sciences 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.