The University of Texas at Austin

Athletic Training Program

Student Handbook

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The University of Texas at Austin
Athletic Training Program
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1. Introduction

This handbook is to be used as a reference and policies and procedures manual for students enrolled in the Athletic Training Program (ATP or “Program”) at The University of Texas at Austin (UT). Each student in the Program must be familiar with the information provided in this manual, including revisions made to the manual, throughout his/her enrollment in the Program. While an effort has been made to include as much pertinent information as possible, it is nearly impossible to address every potential issue, situation or circumstance that might be encountered. With that in mind, students are expected to use common sense, sound reasoning, and ethical judgement in their actions and decision-making. It is the student’s responsibility to consult with the Program Director, Clinical Education Coordinator, and/or Preceptor regarding any issues in question.

1.01 Vision Statement

The University of Texas at Austin’s Athletic Training Program shall provide a quality education for undergraduate students wishing to enter the athletic training field. The University of Texas at Austin’s Athletic Training Program shall meet the requirements for the Commission on Accreditation of Athletic Training Education (CAATE) accreditation and shall become a program of recognized excellence.

1.02 Mission Statement

The mission of The University of Texas at Austin’s Athletic Training Program is to provide a quality undergraduate education, by way of a CAATE accredited entry-level program, for students pursuing a career in athletic training. In doing so, we strive to produce well-educated, well-trained, and competent individuals capable of providing effective athletic training services while representing themselves, the Program, the University and the athletic training profession in a positive manner.

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1.03 Program Objectives

1) Obtain and maintain CAATE accreditation as an entry-level athletic training educational program.

2) Provide a quality didactic and clinical education to students in the athletic training program.

3) Provide an opportunity for undergraduate students to become proficient in the domains of athletic training.

4) Provide experiences in both the didactic and clinical education settings that benefit students upon employment in the athletic training profession.

5) Prepare students to successfully challenge examinations for athletic training certification and licensure, including the Board of Certification’s examination, and the Texas Department of Licensing and Regulation’s Athletic Trainer examination.

6) Prepare athletic training students for the moral, ethical, and legal obligations required of an athletic trainer.

7) Aid graduating students during the process of obtaining employment as an athletic trainer, or continuing with their post-graduate education.
2  Faculty and Clinical Staff/Preceptors

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   Program Director
   B.S.  Michigan State University
   M.A.  The Ohio State University

   Corey Hannah, EdD, ATC, LAT
   Clinical Education Coordinator
   B.S.  Mount Union College
   M.S.  University of Tennessee at Chattanooga
   Ed.D. University of Hartford

   James Bray, MD
   Medical Director
   M.D.  UT Health Sciences Center – San Antonio

   A list of Clinical Preceptors can be found at
   https://education.utexas.edu/departments/kinesiology-health-
   education/undergraduate-programs/athletic-training-program
3 Curriculum

3.01 Overview

The Athletic Training Program (ATP or “Program”), housed in the UT Austin College of Education’s (CoE) Department of Kinesiology and Health Education (KHE) is designed to encompass four years of undergraduate education. During the four years, students will participate in both didactic (classroom) and clinical educational (hands-on) experiences. Success in both areas is vital to the students’ education and professional development as an athletic trainer. Students will learn the theory and techniques of athletic training in both the classroom and laboratory. Students will then take this knowledge and apply it during their clinical education experiences while assisting with the provision of health care services to patients under the supervision of a credentialed professional. The key concept being that students will not take the place of a credentialed professional, but that the students will assist the credentialed professionals during the clinical education experiences, while working to improve and perfect their skills and knowledge and learning decision-making skills in a supervised, real-world environment.

3.02 Classroom Education

The didactic portion of the curriculum consists of 120 semester hours, including approximately 70 general education semester hours and 50 semester hours in the major. Included in the 120 semester-hour degree plan are four prerequisite courses (KIN 119 – Conditioning, KIN 312K – Care and Prevention of Athletic Injuries, CC306M – Introduction to Medical Terminology and KIN 424K Applied Human Anatomy). These courses are to be completed prior to admission to the Program. Once students have been admitted to the Program, they must take certain courses in a prescribed sequence. Prior approval, from the Program Director, is required for any deviations from this sequence. Students seeking to deviate from the course sequence must submit, in writing, the specific changes in the sequence, the purpose for the changes, and a detailed plan of when the course(s) will be taken. Approval of petitions for alterations to the course sequence is not guaranteed. Students that do not follow the course sequence without prior approval from the Program Director may be placed on probation or suspended or disenrolled from the Program. The specific sequence of the applicable courses can be found in Appendix A.

All students should note that the following courses must be taken at UT Austin. Transfer courses will not be accepted as replacements.

KIN 312 – Care and Prevention of Athletic Injuries
KIN 219K – Introduction to Athletic Training
KIN 341 – Therapeutic Modalities in Athletic Training
KIN 342 – Clinical Evaluation of Athletic Injuries

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Lower Body
KIN 343 – Clinical Evaluation of Athletic Injuries -

Upper Body
KIN 344 – Therapeutic Exercise & Rehabilitation – Lower Body
KIN 344U – Therapeutic Exercise & Rehabilitation – Upper Body
KIN 345 – General Medical Conditions in Athletic Training
KIN 346 – Athletic Training Program Administration
KIN 140C – Practicum in Athletic Training Level 1A
KIN 140D – Practicum in Athletic Training Level 1B
KIN 140E – Practicum in Athletic Training Level 2A
KIN 140F – Practicum in Athletic Training Level 2B
KIN 140G – Practicum in Athletic Training Level 3A
KIN 140J – Practicum in Athletic Training Level 3B
KIN 140S – Senior Seminar in Athletic Training

Students interested in substituting previous or alternative coursework for the following courses must contact the Program Director and provide a detailed course syllabi and description of the course to be use in place of the UT Austin course.

KIN 320 – Applied Biomechanics of Human Movement
KIN 424K – Applied Human Anatomy
KIN 425K – Physiology of Exercise
KIN 326K – Kinesiology: Biomechanical Analysis of Movement
KIN 330 – Sports Nutrition
NTR 306 – Fundamentals of Nutrition
NTR 312 – Introduction to Nutritional Sciences
BIO 309D – The Human Body
CC 306M – Introduction to Medical and Scientific Terminology

- substitution of these courses is handled on a case by case basis
- substitution of these courses must first be approved by UT Austin Office of Admissions (Admissions)
- If approved by Admissions, the decision on whether or not the course(s) can be substituted for a Program’s course will be made by the Program Director, who may or may not consult with the UT Austin instructor of the equivalent course and/or the instructor of the course that the student is trying to use as a replacement to determine if the course content matches
- students should note that in the event that the Program Director, with or without consultation, determines that the student’s previous course is not appropriate to substitute for the UT Austin course the student must enroll in the UT Austin course or another approved equivalent
- substituting for courses that are not mentioned in the above sections (i.e. M 305G, GOV 301L, E 316K, etc.) is up to the discretion of Admissions and/or KHE academic advisors.

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Clinical education experiences are an integral part of the Program’s curriculum. “Book knowledge”, information that the students learn in the classroom or laboratory, is important only if students can apply that knowledge in a clinical setting. Athletic training is a field in which book knowledge alone will not adequately prepare a student to be a successful professional. The purpose of the clinical education experience portion of the curriculum is to allow students to apply what they learn, that is to take the skills and knowledge from the classroom and use them in a real-world setting. The following statement encompasses the philosophy of the clinical education experience,

* I hear and I forget. I see and I remember. I do and I understand. * - Confucius

While the purpose of the clinical education setting is to allow the students to apply what they have learned in the classroom or laboratory, students must NOT take the place of a credentialed professional by providing health care services in an unsupervised manner. The students should use the clinical education exposures to improve and perfect their skills and knowledge while learning decision-making skills in a supervised environment. A supervised environment is one in which there is "constant visual and auditory interaction" between the student and the clinical education supervisor (i.e. Preceptor). Furthermore, students are not to perform a skill or task on a patient for which they have not received instruction or training. Only after instruction or training may students perform a skill or technique in the clinical education setting and always under the supervision of a credentialed professional.

The opportunity for proving competency and proficiency is the second component to the students’ clinical education experience. Clinical education experiences are associated with the course requirements for KIN 140 Practicum in Athletic Training series. Successful completion of the Practicum courses’ requirements includes the completion of clinical education assignments and the completion of a prescribed set of educational competencies and clinical proficiencies specific to the students’ level. Specific details on the KIN 140 Practicums in Athletic Training courses can be found in the course syllabi. The set of clinical proficiencies will be based on the students’ coursework from the previous semester. The students will be evaluated on their ability to integrate the clinical proficiencies into the clinical education setting. The students will receive instruction and/or training in the classroom, laboratory, clinical education setting, and/or via in-service training sessions. The students then have the remainder of that semester to practice the skills or techniques until they feel that they are competent and proficient. Sometime during the succeeding semester, when the students feel that they are competent and proficient in the skill set, they will meet with a Preceptor to prove their competency and proficiency.
As part of the requirements for successful completion of KIN 140, students are to arrange times to meet with a Preceptor to review and/or demonstrate the clinical proficiencies. The Preceptor meets with the student in a one-on-one environment in order for the student to complete the clinical proficiencies. Students may demonstrate their clinical proficiencies in either of two manners.

First, on-campus Preceptors have designated “clinical proficiency meeting times” when a student may sign up for an appointment to meet with the Preceptor and either review or complete clinical proficiencies. In this situation the clinical proficiencies are performed in a staged or mock situation.

The second, and preferred, manner in which clinical proficiencies are completed is during the students’ clinical education experience. Clinical proficiencies completed at this time may either be in a “live” situation (i.e. on a real patient) or as part of a staged situation.

Upon successful completion of the clinical proficiency, the Preceptor provides the student with feedback on his or her performance. If the Preceptor believes the student has proven competency and proficiency in the task, the Preceptor will acknowledge this via his or her signature on the student’s proficiency “sign-off sheet”. Upon this approval, the student may perform the skill or task in the properly supervised clinical setting.

While staged scenarios may be used, it is vital that the student engage in actual patient care and that the Preceptor evaluates the student’s competency and proficiency in providing actual patient care on a continual basis.

It is insufficient for a student to demonstrate a skill one time, have the proficiency “signed off”, and never use that skill or incorporate it into other skills again. True proficiency is demonstrated by repetitively performing the skill set appropriately. With time, the student’s competency and proficiency should improve.

Although students are expected to be supervised in the clinical education settings, there are times when direct supervision is not possible (i.e. the supervisor temporarily leaves for a phone call or to use the restroom, etc). When a student is not under direct supervision (i.e. they are not under constant visual and auditory interaction) by a credentialed professional, the student will act as a “first aid provider”. The role of a first aid provider is to provide first aid or emergency treatment to injured or ill patients. First aid providers may perform the following duties:

1. evaluation of injuries and illnesses to determine the need for Emergency Medical Services (EMS) or immediate referral

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a. first aid providers may not make decisions on whether or not a patient may return to activity other than removing a patient from activity for immediate referral or emergency medical care

b. in the event a first aid provider evaluates a patient with an injury or illness that does not require (a) activation of EMS, (b) immediate referral, or (c) the provision of emergency first aid; the first aid provider is to immediately contact the appropriate Preceptor or clinical staff, according to the clinical site’s policies and procedures to inform him or her that there is a patient with a non-emergent injury or illness. The first aid provider is NOT to render a decision as to whether or not the patient may return to activity, nor is the first aid provider to perform any other evaluations or treatments.

c. in the event a first aid provider evaluates a patient with an injury or illness that requires (a) activation of EMS, (b) immediate referral, or (c) the provision of emergency first aid; the first aid provider will activate the Emergency Action Plan (EAP) according to that site’s policies and procedures. After taking the appropriate actions, the first aid provider will notify the appropriate Preceptor or clinical staff according to the site’s policies and procedures and document the incident on the appropriate forms.

2. provide ice, compression, and elevation

   a. in the event a first aid provider provides ice, compression, and or elevation, the first aid provider will notify the appropriate Preceptor or clinical staff according to the site’s policies and procedures and document the incident on the appropriate forms.

3. splint, immobilize, or provide support to an injury

   a. in the event a first aid provider splints, immobilizes, or provides support to an injury, the first aid provider will notify the appropriate Preceptor or clinical staff according to the site’s policies and procedures and document the incident on the appropriate forms.

4. activate EMS
a. in the event a first aid provider activates EMS, the first aid provider will notify the appropriate Preceptor or clinical staff according to the site’s policies and procedures and document the incident on the appropriate forms.

5. perform CPR, rescue breathing, and/or AED procedures

a. in the event a first aid provider performs CPR, rescue breathing and/or AED procedures, the first aid provider will notify the appropriate Preceptor or clinical staff according to the site’s policies and procedures and document the incident on the appropriate forms.

6. provide first aid care for “medical emergencies”

a. in the event a first aid provider provides first aid, the first aid provider will notify the appropriate Preceptor or clinical staff according to the site’s policies and procedures and document the incident on the appropriate forms.

First aid providers may NOT provide “athletic training services”. Activities which are NOT to be performed by a first aid provider include:

1. providing treatments for injuries or illnesses other than the activities listed above

2. providing or supervising rehabilitation procedures

3. making decisions about the disposition of an injured or ill patient other than the activities listed above

Students are required to notify the Program Director or Clinical Education Coordinator immediately if they feel that they are inadequately supervised in the clinical education setting or asked to perform activities that they should not be performing.

Clinical education experiences will occur during every semester in which the students are enrolled, in good standing, in the Program. Clinical education settings may include UT Austin Intercollegiate Athletics, high schools, physician offices, sports medicine clinics, professional teams, and colleges or universities. A sample of the clinical education experiences can be found in Appendix B. Clinical education experiences may require morning, afternoon, evening, and/or weekend time commitments on the part of the students. Some Preceptors may also request the students’ attendance over holiday and semester breaks; however, students are not obligated to participate in clinical education experiences when school is not in session. Many clinical education experiences offer the students an opportunity to travel with teams to away contests. Traveling with a team is a
reward that must be earned – it is not a right – and is not guaranteed. The Preceptor will ultimately determine whether or not the students will travel with a team.

Students may not travel with a team, in the capacity of an athletic training student, unless a credentialed professional also accompanies the team and will supervise the student as a Preceptor.

While participating in the clinical education experiences, students are responsible for the following:

1. abiding by: a) the clinical site’s policies and procedures, b) the Program’s policies and procedures, c) The University of Texas at Austin’s policies and procedures, d) local laws, e) state laws, f) federal laws, g) the NATA’s Code of Ethics, and h) the policies, procedures, rules, regulations, and statutes of the Texas Department of Licensing and Regulation and its Advisory Board of Athletic Trainers

2. reporting for all assigned clinical education sessions including, but not limited to, practice sessions, competitions, treatment sessions, rehabilitation sessions, training sessions, meetings, in-services, and appointments

3. completing all coursework, assignments, and educational competencies and clinical proficiencies associated with KIN 140 Practicum and/or other courses

4. providing or obtaining reliable transportation to and from the clinical education sites and paying for all associated costs (i.e. fuel, parking, permits, etc.)

5. obtaining the uniform or type of clothing deemed appropriate for the clinical education site

6. securing student liability insurance, if not provided, that covers the student during his/her involvement with the clinical education experiences

7. maintaining current CPR and AED certification

8. undergoing a background check, if required or requested by the clinical site, and paying for all associated costs if the costs are not covered by the clinical education site

9. informing the clinical education site supervisor, Preceptor, Clinical Education Coordinator and/or Program Director of any questions or concerns regarding the clinical education experiences or clinical education site

10. informing the clinical education site supervisor, Preceptor, Clinical Education Coordinator, and Program Director of any violations of local laws, state laws, federal laws, policies and procedures of the clinical site and/or the Program and/or the NATA’s Code of Ethics

As a general rule, students are not to miss classes, lab sessions, or educational meetings to fulfill their clinical education experiences. However, occasionally
opportunities related to the clinical education experiences will arise that would be of benefit to the student’s education and/or professional development. These opportunities may include, but are not limited to, surgery observations, traveling with teams, attending competitions, observing an examination or therapy session, observing consultants and specialists, attending conferences and meetings, etc. It is up to the student to determine if the experience is worth missing a class, lab, or educational meeting. If the student decides to miss a class, lab, or educational meeting to take advantage of an outside opportunity, he or she is responsible for making up all missed coursework. Students should ask for the instructor’s permission prior to missing any classes, labs, or educational meetings.

Students should not be pressured into missing classes, lab sessions, or educational meetings for clinical education experiences. In the event that a student feels that he or she is being pressured by a Preceptor to do so, the student is expected to report the incident to the Program Director and/or Clinical Education Coordinator immediately. Students are not required to miss class or course related activities (labs, review sessions, etc.) in order to participate in clinical education experiences.

While it is impractical to place an arbitrary number on the amount of hours needed for students to obtain a beneficial clinical education experience; students are not to be used as laborers or in place of credentialed staff and, therefore, should not be required or pressured into reporting for an extraordinary number of clinical education hours. Although students are not “employed” during the clinical rotation hours, the University’s policy on student employment is a good rule to follow. The policy states:

“an undergraduate student’s combined University employment and semester-hour course load may not exceed forty hours a week in any semester or summer term.”

This policy is used to determine the maximum number of clinical education hours for which a student is to obtain while an academic semester is in session. This is not to say that students should “clock out” at a certain hour mark or report “just to be there”. It is up to the student and his or her Preceptor to determine a sufficient number of hours that lead to a beneficial experience, however, the emphasis needs to be placed on the quality of the education associated with the hours and not on quantity of clinical education hours. Per CAATE standards, “All clinical education experiences must be educational in nature.” While school is in session:

Students should report for a minimum of 75 and a maximum of 600 clinical education hours per academic semester, while complying with the following guidelines:

- Students should report for an average over the semester of at least five hours of clinical education experience per week. This is not to say that students should report for five hours “just to be there” each and
every week. It should be an average per week over the semester – equalling approximately 75 hours over the semester at a minimum.

- Students should report for an average over the semester of 40 minus the students’ course credit load per week maximum. This is not to say that students should punch out at a certain number of hours each and every week. It should be an average per week over the semester – meaning there may be some weeks with more clinical education hours due to more exposures and some weeks with less. As an example, this would be approximately 25 hours per week and 375 hours over the semester for a student enrolled in 15 credit hours.

- All students must have at least one “day off” per every seven days on which the student is not involved with any type of clinical education experience.

In the event a student feels that he or she is being pressured by a Preceptor to report for an extraordinary number of clinical hours, is being limited to too few clinical education hours, and/or is not granted at least one day off per every seven days, the student is expected to report the incident to the Program Director or Clinical Education Coordinator immediately.

While the BOC guidelines no longer require students to track clinical hours in order to sit for the BOC examination, students must submit documentation of clinical hours to the Preceptor, Clinical Education Coordinator, and/or Program Director to ensure compliance with the above-mentioned guidelines. Documentation of hours is also needed for the students’ folders. It is the students’ responsibility to document these hours, obtain a supervisor’s signature acknowledging those hours, and keep track of the documents. Students’ hour logs are to be reviewed by the students’ Preceptors and by the Clinical Education Coordinator regularly throughout the semester. Copies of the students’ hour logs are to be submitted to the Program Director at the end of the academic semester.

The overall clinical education progression places students in an environment in which they can work to improve and incorporate the knowledge and skills learned during the previous semester. The clinical education experiences progression plan typically has first year students rotating through four clinical assignments, two during the fall semester and two during the spring semester, with various Preceptors. The students spend approximately seven to eight weeks with each clinical education experience.

The primary focus for the students’ first fall semester is the application of the knowledge and skills that the students were exposed to in KIN 219K Introduction to Athletic Training, KIN 312K Care and Prevention of Athletic Injuries, CC
306M – Medical Terminology and KIN 424K Applied Human Anatomy, the students are also responsible for the completion of the level 1A clinical proficiencies. The focus for the first year students’ spring semester is application of the knowledge and skills acquired in KIN 341 – Therapeutic Modalities as well as completing the clinical proficiencies associated with Level 1B. Students are also expected to maintain and improve their knowledge and skills related to previous coursework, educational competencies, and clinical proficiencies. The continued use of, and improvement in, skills and knowledge is known as “learning over time”. The learning over time concept is to be employed throughout the students’ enrollment in the Program.

Second year students will typically spend one semester with a Preceptor involved with an equipment intensive sport (e.g. football) and one semester at an off-campus affiliated clinical education site. The focus of the fall semester is on the application of the knowledge and skills developed in the KIN 342 and KIN 343 – Clinical Evaluation of Athletic Injuries courses as well as completion of the Level 2A clinical proficiencies. The spring semester focuses on the application of the knowledge and skills developed in KIN 344 and 344U – Therapeutic Exercise and Rehabilitation, KIN 363 Theory and Practice in Strength Coaching, and KIN 425K- Physiology of Exercise, as well as the completion of the level 2B clinical proficiencies.

Third year students will typically be assigned to a Preceptor that works with a sport that the student needs to experience in order to fulfill the clinical assignment requirements (i.e. upper body dominant sport, lower body dominant sport, opposite sex team, etc.). Students may be assigned to the same Preceptor for one or two semesters. The focus for the fall semester is completion of the Level 3A clinical proficiencies as well as the application of the skills and knowledge acquired in KIN 345- General Medical Conditions in Athletic Training. The spring semester’s primary focus is on the completion of the skills and knowledge acquired in KIN 346 – Athletic Training Program Administration and KIN 330 – Sports Nutrition or NTR 306 Fundamentals of Nutrition or NTR 312 Introduction to Nutritional Sciences.

Students are exposed to various medical and allied medical professionals as well as general medical issues throughout their clinical education experiences by interacting with team physicians and various consultants both inside and outside of the athletic training facility. Specifically, students that are in the spring semester of their second year will be enrolled in KIN 345– General Medical Conditions in Athletic Training. During this semester and the following fall semester, students will participate in general medical rotations by assisting with the physician’s clinic in the athletic training facility and/or at an off-campus physician’s clinic. The general medical rotations are completed in addition to the students’ other clinical education assignments within the athletic training facility. The general medical exposures are to be documented via the “Documentation of General Medical Experiences Form”. Students are to enter the date and type of
experience in the spaces provided. The practitioner and the students’ Preceptors should initial the form in the spaces provided. The general medical experiences form is to be submitted to the Program Director at the end of the semester.

General medical experiences are those in which the students observe or interact with patient care for non-musculoskeletal conditions that affect the ears, eyes, nose, throat, mouth / teeth, respiratory system, cardiac system, skin, gastrointestinal tract, nervous system, etc. Experiences involving things such as musculoskeletal assessments, orthopedic surgery observations, massage sessions, and chiropractic treatments do not count as general medical exposures. Students should document ALL general medical experiences on the form. Additional general medical experiences will be obtained through the student’s normal clinical assignments such as when the student assists with pre-participation physical examinations, when the student participates with or observes a team physician caring for a patient with non-orthopedic issues, when the student attends an appointment with a patient that is being treated for a non-orthopedic condition, etc.
3.04 Retention in program

In order to be considered “in good standing” in the Program, students must:

i) Remain in good standing as a recognized student with The University of Texas at Austin, the College of Education (CoE), and the Department of Kinesiology and Health Education (KHE)

(1) Failure to remain in good standing with the University, CoE, or KHE will result in immediate suspension or disenrollment from the Program

ii) Complete appropriate coursework in the prescribed course sequence as outlined in Appendix A.

(1) Failure to complete the appropriate coursework in the prescribed sequence may result in the student being placed on probation or being suspended or disenrolled from the Program.

iii) Maintain an overall/cumulative UT Austin GPA of at least 2.5 on a 4-point scale

(1) Failure to maintain a 2.5 GPA will result in the student being placed on probation or being suspended or disenrolled from the Program.

iv) Maintain an in-major GPA of at least 2.5 on a 4-point scale.

(1) Failure to maintain a 2.5 GPA will result in the student being placed on probation or being suspended or disenrolled from the Program.

v) Receive at least a “C-” letter grade in KIN 140 Practicum in Athletic Training for the previous semester and complete ALL of the assigned clinical proficiencies.

(1) Failure to earn at least a “C-” letter grade may result in the student being placed on probation or being suspended or disenrolled from the Program.

(2) Students that do not complete all of the required clinical proficiencies associated with the Practicum course will not be allowed to enroll in a successive Practicum course until all of the previous clinical proficiencies are completed. Failure to continue with the Practicum courses may prevent the student from meeting the Program’s course requirements. Failure to meet the Program’s course requirements may result in the student being placed on probation or being suspended or disenrolled from the Program.

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vi) Earn a minimum letter grade of “C-” in the following courses:
(1) KIN 219K – Introduction to Athletic Training
(2) KIN 312K – Care and Prevention of Athletic Injuries
(3) KIN 424K – Applied Human Anatomy
(4) KIN 425K – Physiology of Exercise
(5) KIN 326K – Kinesiology: Biomechanical Analysis of Movement or KIN 320 Applied Biomechanics of Human Movement
(6) KIN 330 – Sports Nutrition or NTR 306 Fundamentals of Nutrition or NTR 312 Introduction to Nutritional Sciences
(7) KIN 140S – Senior Seminar in Athletic Training
(8) KIN 341 - Therapeutic Modalities in Athletic Training
(9) KIN 342 – Clinical Evaluation of Athletic Injuries Lower Body
(10) KIN 343 – Clinical Evaluation of Athletic Injuries Upper Body
(11) KIN 344 – Therapeutic Exercise and Rehabilitation – Lower Body
(12) KIN 344 - Therapeutic Exercise and Rehabilitation – Upper Body
(13) KIN 345 – General Medical Conditions in Athletic Training
(14) KIN 346 – Athletic Training Program Administration
(15) KIN 363 Theory and Practice in Strength and Coaching

Failure to earn at least a “C-” letter grade will require the student to retake the course and may preclude the student from registering for courses requiring the deficient course as a prerequisite. This may result in the student failing to meet the course sequencing requirements and may result in the student being placed on probation or being suspended or disenrolled from the Program.

vii) Receive a minimum score of 75% on the final clinical performance evaluation, which is completed by the student’s clinical Preceptor at the end of the semester.

(1) Failure to earn a score of 75% or better will result in the student being placed on probation or being suspended or disenrolled from the Program.

viii) Abide by the policies and procedures of the Program, the clinical education experience site, and The University of Texas at Austin.

(1) Failure to follow the policies and procedures of the University, the Program or the clinical education experience site may result in the student being placed on probation or being suspended or disenrolled from the Program.

ix) Complete a UT Austin on-line training module, attend an annual in-service offered by the UT Austin, or complete a pre-approved course on “blood-borne pathogens” (BBP).

(1) Students are expected to complete UT Austin’s on-line BBP training module (OH-218) and submit documentation proving so annually.

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(a) Students should go to [http://ehs.utexas.edu/training/training-courses.php](http://ehs.utexas.edu/training/training-courses.php) then select OH 218 Blood Borne Pathogens. After completing the module, students should print out the “completion notice” and submit a copy.

(b) As an alternative, an annual blood-borne pathogen in-service may be held during the fall or spring semester. If the in-service will be held, an announcement will be made to all students in advance. All students are expected to attend, unless they have a valid excuse. Valid excuses include course conflicts, injuries or illnesses, and family or personal emergencies. Students should contact the Program Director as soon as they become aware that they will miss the in-service. In the event that students miss the in-service, they will be required to attend another UT Austin sponsored in-service before participating in the clinical education experience. The students will then be responsible for providing written documentation that proves attendance at the in-service. This should be in the form of a copy of the attendance sheet, which indicates the type of in-service (blood-borne pathogen) and the date on which it was held.

(c) As an alternative to (a) and (b), a pre-approved (by the Program Director) training session on BBP may be completed and documentation of such submitted.

(2) Failure to complete one of the options listed above and provide documentation of doing so, on an annual basis, will result in immediate suspension of the student from the Program. The suspension will last, at least, until the student completes an acceptable training option and provides proof. Failure to do so within the time frame specified by the notification of suspension may lead to disenrollment from the Program.

x) Have proof of student liability insurance on file with the Program Director before the student reports for their first day of their clinical rotation.

(1) Failure to provide proof of insurance will result in the immediate suspension from the clinical portion of the Program. The suspension will last, at least, until the student provides proof of liability insurance. Failure to obtain student liability insurance within the time frame specified by the notification of suspension may lead to disenrollment from the Program.

xi) Have proof of current CPR and AED certification on file with the Program Director before the student reports for their first day of their clinical rotation.

(1) Students are required to maintain current CPR and AED certification during all clinical education experiences throughout the academic year.

(2) Failure to maintain current CPR and AED certification will result in the immediate suspension from the ATEP. The suspension will last, at least,
until the student provides proof of current CPR and AED certification. Failure to obtain and prove CPR and AED certification within the time frame specified by the notification of suspension may lead to disenrollment from the Program.

xii) Comply with the laws, rules, and regulations set forth by the Texas Department of Licensing and Regulation and its Advisory Board of Athletic Trainers.

(1) Students should go to the Department’s and Board’s website at https://www.tdlr.texas.gov/at/at.htm for specific information on the laws, rules, and regulations.

(2) Failure to comply with these laws, rules, and regulations may result in the students being placed on probation or being suspended or disenrolled from the Program.

(3) Failure to comply with these laws, rules, and regulations may result in legal actions against students.

xiii) Comply with the NATA’s Code of Ethics.

(1) Students should go to the NATA’s website at www.nata.org for specific information on the Code of Ethics.

(2) This requirement is in effect regardless of whether or not the students are a member of the NATA.

(3) Failure to comply with this code of ethics may result in the students being placed on probation or being suspended or disenrolled from the Program.

xiv) Comply with local, state, and federal laws

(1) Failure to comply with these laws, rules, and regulations may result in the students being placed on probation or being suspended or disenrolled from the Program.

(2) Failure to comply with these laws, rules, and regulations may result in legal actions against the students.

The following information applies to the items in 3.04 Retention in Program

(1) A student that is placed on probation or suspended due to their failure to comply with the items listed above will be required to meet with the Program Director. The Program Director will provide the student with a written explanation of the terms of the probation or suspension including: (a) a list of requirements that the student must meet to be removed from probation or suspension, (b) a deadline for which to fulfill the
requirements, and (c) an explanation of the consequences of not fulfilling the requirements.

(2) Students failing to meet with the Program Director will be suspended from the Program for a minimum of one semester. However, the suspension may last longer than one semester and may result in the student being disenrolled from the Program.

(3) Students not fulfilling the requirements for probation will be suspended from the Program for a minimum of one semester or disenrolled from the Program.

(4) Students not fulfilling the requirements for suspension will be disenrolled from the Program.

(5) Students that are suspended or disenrolled from the Program will NOT be allowed to participate in clinical education rotations or Practicum courses.

(6) Students that do not complete the Program will not be eligible to sit for the BOC or Texas Department of Licensing and Regulation’s examinations for athletic trainers.

(7) Students that are suspended or disenrolled from the Program will not receive the following:

(a) Priority enrollment
(b) Uniforms, equipment or gear
(c) Student liability insurance, if provided
(d) Awards from Intercollegiate Athletics or other affiliate sites including, but not limited to: (a) event tickets, (b) bowl game or tournament gifts, (c) lettermen awards (ring, clock, watch, blanket, jacket, etc), (d) service awards, or (e) academic awards
3.05 Pre-physical therapy plan

In 2008, the Program signed an “articulation agreement” with The University of Texas Medical Branch at Galveston School of Allied Health Sciences Department of Physical Therapy (DPT) whereby the DPT will reserve 5% of class places each year for graduates from the Program that have completed the “pre-physical therapy plan” and all other applicable DPT pre-requisites.

The pre-physical therapy plan requires Program students that are interested in pursuing physical therapy school to make that intention known to the Program Director, or designee, upon the student being admitted to the Program. Students in the pre-physical therapy plan (pre-PT students) will attend an orientation with the Program Director or his designate. At that time the details of the pre-PT plan will be further announced. Pre-PT students will be assigned a faculty contact at DPT to help counsel the student during the course of study at the Program. Upon moving to the Level 2A category, pre-PT students will undergo a consultation with a representative of the Program and the DPT. The consultations are to determine the student’s motivation for the physical therapy profession, to assess personal qualities deemed valuable to these health professions, to familiarize the student with the DPT program and to allow the student to assess whether the DPT program is suited to the student. The Program interview will be conducted with a Program representative and the DPT interview will be conducted during a visit to the DPT Open House with a DPT faculty member.

Pre-PT students will work to complete the Program requirements in addition to enrolling in a number of courses designated as meeting the DPT prerequisites. Pre-PT students will also be required to complete a “Knowledge of Physical Therapy Assignment” as given by the DPT and will be required to complete the required DPT pre-admission physical therapy experience requirements of at least 40 hours of volunteer or paid experience in a physical therapy setting in which the student has been supervised by a licensed physical therapist. These hours will be in addition to the clinical assignments required by the Program. Both the Program and DPT faculty and staff will attempt to assist the pre-PT student in finding physical therapy clinics to obtain the volunteer hours, however, it is ultimately up to the pre-PT student to secure a setting and obtain those hours. It is advised that the pre-PT student obtain the PT observation hours in a non-sports medicine setting.

Pre-PT students must meet all of the requirements of the Program in addition to the requirements of the pre-physical therapy plan and the prerequisites of the DPT in order to be considered for admission to the DPT program on a non-competitive basis. The DPT program will reserve 5% of class places each year for students that meet the prescribed criteria. Depending on the number of class places available and the number of pre-PT students that meet the criteria, the possibility exists that not all students completing the pre-PT plan will be admitted to the DPT program on a non-competitive basis. In the event there are a greater
number of Program graduates that successfully complete the pre-PT plan than there are class places being reserved, the DPT program will select the best of the candidates based on recommendations by the Program faculty and staff and the pre-PT student’s overall application. Students that are not accepted on a non-competitive basis may still apply to the DPT program and enter the competitive admissions process.

Additional information will be provided at the pre-physical therapy plan informational meeting.
4. Advising, Registration, Scheduling

The primary advising on course selections, degree requirements, and similar issues is conducted with the CoE and KHE advisors as well as with the Program Director. Students are encouraged to take advantage of all of the services offered to them. However, in order to receive the benefits provided by the advisors, students must comply with the advisor’s requests. This includes, but is not limited to, submitting forms on time, returning e-mails and phone calls, and attending meetings.

4.01 Advising

Students are encouraged to meet with the KHE and/or CoE Academic Advisors as needed. Students are also encouraged to meet with the Program Director for all academic matters pertaining to the Program. Students must meet with the Program Director and/or a KHE or CoE Academic Advisor prior to registering for courses for each of the long semesters. A registration “bar” will be issued that prevents students from registering if they have not met with the Program Director or advisor during the pre-registration period. The bar will remain in place until the student has met with the Program Director or advisor. Students that have a bar placed on their registration run the risk of missing the priority and normal registration periods, which may result in the student being unable to register for a course required for a specific semester. If this occurs, it is the student’s responsibility to find solutions to the problems that will exist. While the advisors and Program Director are here to assist the student, it is ultimately the student’s responsibility to ensure compliance with the Program’s policies and procedures and the degree requirements.

4.02 Registration

Historically, ATP students are given the benefit of “priority registration” by the Registrar’s office, which means they may register for courses before the general student body. While this has been the common practice and there are no plans to discontinue this arrangement, students should be aware that this is a privilege that can be taken away from an individual student or a group of students at the Registrar’s discretion.

Students are to meet with a KHE or CoE Academic Advisor during the semester to plan their schedule. After meeting with an advisor, students should schedule a meeting with the Program Director to review their schedule to make sure it is acceptable and ensure that it follows the prescribed course sequence. Failing to meet with the Program Director or advisor may result in a registration bar being issued.

The Program Director will submit a list of students that are to receive priority registration to the Registrar’s office. Registration times are dictated by the
Registrar’s office. Students should register for their courses during the prescribed times. Failure to do so may result in the student not securing enrollment in the needed courses. In the event a student misses his / her registration time, or is dropped from classes for any reason – it is the student’s responsibility to rectify the situation. The Program Director is NOT responsible for rectifying the situation. Students should check their listed registration time slot to ensure they have been included in the priority registration period well in advance of that day. Students should contact the Program Director as soon as possible, but prior to the registration day, if they are not included in the priority registration time period. Students that are suspended may not receive priority registration. Students that have been disenrolled or quit the Program will NOT receive priority registration or assistance.
4.03  Scheduling

Because the clinical education experience plays a crucial role in the students’ education, students should not schedule courses that will interfere with their clinical education experience times. Typically, this means not scheduling courses between 1:00 pm and 5:00 pm, since this is the time period when the majority of the clinical experiences will take place. Students should contact their Preceptor to obtain details on the clinical education experience for which the students were assigned prior to registering for courses as some clinical education experiences may offer opportunities at different days and times. In the event a required course is only offered during these times, the student should inform both the Program Director and the student’s Preceptor prior to scheduling the course. If the student’s coursework interferes with a quality clinical education experience, the student may be removed from that clinical education setting.
5. Financial Information

5.01 Financial Aid

Students are not provided with general scholarships or any other type of financial awards through the Program.

Students are encouraged to schedule a meeting with a UT Student Financial Services Advisor for financial aid information as needed. The academic advisors and the Program Director are not responsible for securing or assisting with financial aid. The financial aid office can be reached at 475-6282.

5.02 Student Awards

The Division of Athletic Training and Sports Medicine with UT Athletics typically recognizes three students for special recognition, the ATP PRIDE Award, the ATS of the Year, and the Most Improved ATS of the Year. The Longhorn Athletic Training Student Association (LATSA), not the Program or Athletics, typically awards scholarship money for recipients of those awards in addition to recipients of two awards from LATSA, the Tina Bonci Excellence in Athletic Training Scholarship and the LATSA Inspiration Award. None of these awards or scholarships are (a) guaranteed for any individual student, (b) guaranteed to be offered every year, or (c) guaranteed to be awarded at the same financial level each year.

Tina Bonci Excellence in Athletic Training Scholarship

Description: The Tina Bonci Excellence in Athletic Training Scholarship was created in 2014 to honor the life and career of Tina Bonci. During her 29-year career at UT, Bonci served as the Head Athletic Trainer for the Department of Intercollegiate Athletics for Women, the Co-Director of Athletic Training and Sports Medicine for the Department of Intercollegiate Athletics, and Associate Athletics Director. In addition to her noteworthy tenure at UT, Bonci is remembered as an icon in the athletic training profession and the field of sports medicine. She was a nationally renowned and respected professional who dedicated her life and career to cutting edge health care delivery.

Eligibility: A currently enrolled student, in good standing, of the UT ATP. To apply for the scholarship, students will submit an application packet and supporting documents by the given deadline. The application packet is available on the ATP website and will be e-mailed to ATP students in the fall semester.

Selection: The student with the highest point total from the categories will receive the scholarship.
LATSA Inspiration Award
Description: Awarded to a member of LATSA whom inspires others through leadership, dedication, and attitude.

Eligibility: Current membership and good standing with LATSA.

Selection: LATSA members vote for a student whom they feel best inspires them. The member receiving the most votes wins the award.

ATP PRIDE Award
Description: Program’s Recognition of Individual Dedication and Excellence goes to the 2nd or 3rd year ATS with the highest cumulative GPA in recognition of his or her classroom excellence.

Qualifications: A currently enrolled student, in good standing, in the UT ATP.

Selection: Awarded to the second or third year ATS with the highest cumulative GPA. In the event of a tie for highest cumulative GPA, the award will go to the student with the highest major GPA.

ATS of the Year
Description: Awarded to the student whom Preceptors from UT Athletics vote as being the most outstanding ATP student.

The criteria established for winning this award, include (1) demonstrating excellence in athletic training performance and academic achievements; (2) motivating one's peers through examples of leadership, hard work, and enthusiasm; (3) exhibiting strength of character, integrity, and respect for others; (4) demonstrating extraordinary commitment to improving the quality of the student-athlete training program; and, (5) conducting oneself, professionally and personally, in a manner that is representative of the high standards of excellence of the Athletics Departments and The University of Texas at Austin.

Qualifications: A currently enrolled student, in good standing, in the UT ATP.

Selection: Preceptors from UT Athletics vote for a student whom they feel best meets the criteria. The student receiving the most votes wins the award.
Most Improved ATS of the Year

Description: Awarded to the student whom Preceptors from UT Athletics vote as being the most improved student.

The criteria for winning this award include maximizing potential in the athletic training room and in the classroom with demonstrated improvement in professional competence and academic achievement; exhibiting perseverance in attending to work and classroom responsibilities; and demonstrating growth in inter-professional relationships, communication artistry, and conduct with peers, coaches, administrators, and medical personnel.

Eligibility: A currently enrolled student, in good standing, in the UT ATP.

Selection: Preceptors from UT Athletics vote for a student whom they feel best meets the criteria. The student receiving the most votes wins the award.

5.03   Employment

While outside employment is not prohibited, it should not interfere with students’ ability to report for classes, labs, in-services, or clinical education experiences. The clinical education experiences may require students to report during mornings, afternoons, evenings and/or weekends, which may make it difficult for students to have outside employment. In the event a student feels that he or she must obtain outside employment and that employment has the potential to interfere with his or her ability to fulfill their obligations to the Program, the student must meet with both their Preceptor and the Program Director to discuss the matter. Repeated absences or cases of tardiness may negatively affect the student’s grades and scores on his/her clinical performance evaluations, and may lead to the student being placed on probation, suspended, or disenrolled from the Program. Neither the Program Director nor the Program faculty will arrange for students to be employed.

5.04   Textbooks and Supplies

Costs are variable depending on which courses the students enroll in, but generally range from $300 - $500 per semester. The Program does not provide financial assistance for textbook or supply costs. Students are encouraged to retain their textbooks in order to build a personal library.

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5.05 Student Liability Insurance

All students that participate in the Program must have student liability insurance that covers the student for the entire duration of their clinical rotation. The policy must cover “athletic training students” and should provide at least $1M / $3M in coverage. Historically, UT Systems has liability insurance that the Program and Program’s students fall under. This policy fulfills the student liability insurance requirement. There are no guarantees that the UT Systems will continue to purchase this blanket policy.

In the event the UT Systems does not purchase this policy, the student MUST purchase an individual policy at the student’s expense. In the event that students would be required to purchase their own policy, the yearly cost of this policy is approximately $50. The students may obtain this insurance from any company that they wish. Two companies that provide student liability insurance are Healthcare Providers Service Organization (http://www.hpso.com/) and Seabury & Smith (www.proliability.com).

The students’ liability insurance typically covers them only while they are participating in Program functions. “Moonlighting” or other volunteer activities are normally not covered. Students are encouraged to learn the specifics of their coverage.

5.06 Uniforms and Clothing

See the professional appearance section of this handbook for a description of the required uniform and appropriate attire. Normally, the bulk of the daily on-campus uniform is provided at no-cost to students by the UT Department of Intercollegiate Athletics for students at on-campus clinical education experiences and by the site for students at off-campus sites. In the event that the student is not supplied with a uniform, or a portion of a uniform, the student will be responsible for purchasing one or more of the following items to wear during clinical education experiences:

- White and/or burnt orange t-shirt or collared shirt with a UT logo (estimated cost range $10+)
- Khaki shorts and/or pants (estimated cost range $10+)
- “tennis” or athletic-type shoes (estimated cost range $20+)
- outdoor and / or inclement weather gear depending on the clinical education experience (estimated cost range $10+)

In the event the student’s clinical education experience is one that allows the student to travel with a team or one in which the student is expected to “dress up”, the student will be responsible for obtaining proper attire at the student’s expense. Most students would have the proper attire as part of their normal wardrobe. In the event that a student would need to purchase “dress clothes”, the costs of the clothing would vary depending on what the student chose to purchase. An estimated cost would be $30 or higher.

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The student is responsible for any costs associated with obtaining appropriate attire that is not provided by clinical education rotation site. Estimates for such clothing are provided above, but the final costs would vary depending on the student’s personal choices. It is not expected that a student would have an undue financial burden to purchase clothing to wear at a clinical education site. Students should report to the Program Director in the event that they feel they are under undue financial burden to obtain appropriate clothing in order to report for a clinical education experience.

5.07 Transportation to Clinical Education Sites

Students are responsible for obtaining transportation to and from all clinical education sites at the student’s expense. This includes, but is not limited to, the expenses associated with personal vehicle use (e.g. fuel, parking, tolls, vehicle maintenance, vehicle insurance, etc.), use of public transportation (e.g. purchase of bus tickets), and/or costs of “for hire” transportation (e.g. taxi fares). Neither the Program nor the clinical education sites are responsible for costs or damages incurred while traveling to or from the clinical education sites. This policy pertains to both on-campus and off-campus sites.

In the event a student is not able to participate in clinical education experience due to lack of transportation, the student may be placed on probation, be suspended, or be disenrolled from the Program.

Costs associated with transportation to clinical education sites will vary and are influenced by factors such as mode of transportation, gas prices, fuel efficiency, distance traveled, frequency in travel, etc. Students living off-campus or reporting to off-campus clinical education sites should expect to incur costs of at least $100 per semester for transportation to and from clinical education sites.

5.08 Immunizations

All UT students are required to have an up to date meningitis (meningococcal) immunization on file with the University prior to enrolling – this is a UT policy and not specific to the Program. Students can find additional information regarding this requirement on the University Health Services (UHS) website.

The Program also requires students in the Program to submit proof of measles, mumps, and rubella (MMR); tetanus, diphtheria, and pertussis (Tdap); and varicella (chickenpox) vaccines or evidence of illness when appropriate. Students are also required to provide proof of Hepatitis B vaccine or the waiver form. Most, if not all, of these immunizations are part of the students’ childhood immunization schedule. However, if a student is lacking a specific immunization, he or she will be financially responsible for the costs associated with the immunization. The UT Department of Intercollegiate Athletics, the Program, nor the clinical education site will pay for any immunizations, vaccines, or medical

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expenses. Students may obtain the vaccines from UHS or any healthcare provider that they choose. Costs associated with vaccines will vary and are influenced by factors such as insurance coverage, co-pays, number of vaccines needed, pharmaceutical costs, etc. For more information, students can consult with University Health Services or their family physician.

5.09 CPR and AED certification:

Students must be certified in CPR and AED at all times they are enrolled in the ATP. Initial CPR and AED certification is a prerequisite for admission to the ATP and is the responsibility of the student. Typical costs of CPR and AED courses range from free to $25-100. Students may choose any class that meets the requirements for certification.

Historically, the UT Department of Intercollegiate Athletics has provided recertification courses for all students enrolled in the ATP (not pre-athletic training/Directed Observation students), faculty, and staff at no cost to the attendee. If that arrangement ceases, the cost for recertification will be the responsibility of the student. Typical costs for CPR and AED re-certification courses range from $25–100. Students would be free to choose any class that meets the requirements for certification.

5.010 Health assessment or physical examination

Students are required to submit documentation that the student has passed a health assessment / pre-participation physical examination PRIOR to being admitted to the Program. The documentation is to be submitted with the students’ application to the ATP. UT’s Department of Intercollegiate Athletics, the Program, nor the clinical education site will pay for any expenses related to the students’ health assessment or physical examination. Students are responsible for any and all costs of the physical and for any follow up appointments, immunizations, additional testing and procedures, etc. Students may obtain the assessment/examination and follow up care, if needed, from UHS or any healthcare provider that they choose. Costs associated with a health assessment will vary and are influenced by factors such as insurance coverage, co-pays, follow up testing, etc. For more information, students can consult with University Health Services and/or their family physician.

5.011 Personal healthcare

Students are strongly urged to have healthcare insurance at all times. Students are responsible for their own healthcare and associated costs while participating in the Program. The UT Department of Intercollegiate Athletics, the Program, nor the clinical education sites will provide healthcare services nor pay for any personal healthcare expenses for students. Students may obtain healthcare from UHS or any healthcare provider that they choose. Costs associated with a healthcare will
vary and are influenced by factors such as insurance coverage, co-pays, follow up testing, etc. For more information, students can consult with University Health Services and/or their family physician.

5.012 Criminal Background Check

Several affiliate sites require a criminal background check be performed on a student. Typically, the site pays for the costs associated with the background check. In the event a site requires a criminal background check and does not cover the cost of such, the student will be responsible for the cost (estimated at $20–100). If requested by a clinical site, the student must obtain a criminal background check. Failure to do so can result in the student being placed on probation, being suspended or, being disenrolled from the Program. Clinical sites may mandate that students use a specific company for the background check.

- In the event a student fails the criminal background check, the clinical site has the right to prohibit the student from reporting to that clinical site. Failing a background check may prevent the student from going to additional clinical sites also. If no clinical education sites are willing to allow the student to report to their site, the student may be suspended or disenrolled from the Program.

5.013 While it is not anticipated that students will incur any considerable expenses related to their enrollment in the Program beyond what was addressed previously in this section and beyond those expenses incurred by a typical UT student, The UT Department of Intercollegiate Athletics, the Program, and the clinical education sites will NOT pay for any other expenses for students.

5.10 C
6. Health Protection and Personal Safety

- Students are strongly urged to have healthcare insurance at all times.

6.01 Physical Examination

All students are required to have a health assessment or physical examination on file with the Program Director prior to being admitted to the Program. The purpose of the assessment is to ensure that the students (a) can safely participate in the Program (b) meet the Technical Standards and (c) are not at risk of spreading a communicable disease to others in the clinical setting. A licensed physician (M.D. or D.O.) and/or their appropriate designee (i.e. PA/PA-C, NP/CNP) must complete the assessment. Students must have the provider complete the form provided by the Program – other forms will not be accepted as substitutes. Students are responsible for all costs associated with the evaluation as well as any required or suggested follow-ups. Neither the Program nor the affiliated clinical education sites will pay for any expenses associated with the physical examination or health assessment. Students must submit the proper form to the Program Director prior to beginning their assigned clinical education experiences.

6.02 Health Status

Students are expected to notify the Program Director and clinical Preceptor immediately if the student’s health status changes in a manner that may (a) affect the student’s ability to complete the Program, (b) alter the student’s status with regards to the meeting the Technical Standards, and/or (c) increase the risk of the student exposing Program faculty, clinical Preceptors, clinical staff, fellow students, and/or patients to communicable diseases, illnesses, and/or conditions.

If the student’s health status changes to the extent that he/she may not be able to complete the Program, the student and Program Director will meet to develop a plan of action. The student should also meet with his/her academic advisor to investigate options. If the student’s status in regards to his/her ability to meet the Technical Standards changes, the student will be referred to UT’s Services for Students with Disabilities to determine if an accommodation plan is warranted. Common examples of conditions under item (c) above include, but are not limited to, contagious skin rashes, superficial soft-tissue infections, upper respiratory infections, lower respiratory infections, tuberculosis, gastrointestinal viruses, influenza, and the like. If the clinical Preceptor, Clinical Education Coordinator, and/or Program Director deem the student’s condition presents a risk for others in the clinical setting, the student will be prevented from participating in the clinical rotation until the student

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provides documentation from a physician (MD or DO) and/or their appropriate designee (i.e. PA/PA-C, NP/CNP) stating that the student does not pose a health risk for others in the clinical setting. The Program’s Medical Director will review the situation and will have final say as to whether or not the student may participate in the clinical education experiences. The purpose of this is not to alienate the infected student, but to ensure precautions are taken to prevent transmission of the condition to patients and others at the clinical site. Costs associated with the evaluation and/or treatment of such conditions will solely be the responsibility of the student.

In the event that a student acquires an injury or illness that he/she believes is directly related to their involvement at an affiliated clinical site, the student is required to report the injury or illness to the clinical Preceptor and Program Director immediately. Students should immediately contact EMS or report to an emergency department for life or limb threatening conditions. For injuries or illnesses that are not life or limb threatening, students should follow up with a credentialed healthcare provider at their earliest convenience. **Any and all costs associated with the assessment, diagnosis, treatment, and management of such an injury or illness will be the responsibility of the student.** Neither the Program nor the clinical education experience site will provide healthcare or cover costs of healthcare for the student. Students are strongly urged to have healthcare insurance at all times.

**6.03 Infectious Disease Control**

Students are required to either complete an on-line educational module or attend an in-service on blood-borne pathogens (BBP) and infectious disease control annually. Students will receive notice from the Program Director or Clinical Education Coordinator as to which option they should complete.

Students are required to follow the best practices (e.g. follow universal precautions, use personal protective equipment, etc.) described in the BBP and infectious disease control module or in-service when exposed to BBP, other potentially infectious materials (OPIM) and/or infectious diseases. In the event that a student is in unprotected direct contact or unsafely exposed to a BBP, OPIM, and/or infectious disease, the student should notify his/her Preceptor immediately. **The student should then seek immediate medical attention.** The student can seek medical attention with any medical provider, including the UHS. The student should also notify the ATP Program Director of the incident as soon as is reasonable.

The student is responsible for any and all costs associated with the assessment, testing, diagnosis, treatment, and management related
to the exposure. Students are strongly urged to have healthcare insurance at all times.

6.03.1 Hepatitis B Vaccines

While not mandatory, **students are highly encouraged to receive the series of vaccines for Hepatitis B if they have not done so previously.**

All students must have a signed hepatitis B Vaccine Statement on file with the Program Director prior to reporting for their assigned clinical education experience rotation. Students must provide a document that identifies one of the following options have been met: (a) the student declines the hepatitis B vaccination, (b) the student has previously completed the entire series of hepatitis B vaccinations, or (c) the student will complete the series of hepatitis B vaccinations.

Students that have not received the hepatitis B vaccination series previously have the option of receiving or declining the hepatitis B vaccines. Students that chose not to receive the vaccination series must understand that they are at risk of acquiring hepatitis B, a serious disease. Students that chose to receive the vaccination series will be responsible for all costs associated with the vaccine. Students may obtain the hepatitis B vaccine from any healthcare provider that they choose. **Estimated costs** for the three shot series is approximately $100 - $150. Upon completion of the hepatitis B vaccine series, the student is to provide proof of completion to the Program Director.

6.03.2 Immunizations

All UT students are required to have an up to date meningitis (meningococcal) immunization on file with the University prior to enrolling – this is a UT policy and not specific to the Program. Students can find additional information regarding this requirement on the University Health Services (UHS) website.

The Program also requires students in the Program to submit proof of measles, mumps, and rubella (MMR); tetanus, diphtheria, and pertussis (Tdap); and varicella (chickenpox) vaccines or evidence of illness when appropriate. Most, if not all, of these immunizations are part of the students’ childhood immunization schedule. However, if a student is lacking a specific immunization, he or she will be financially responsible for the costs associated with the immunization. The Program nor the
clinical education sites will pay for any immunizations, vaccines, or medical expenses. Students may obtain the vaccines from UHS or any healthcare provider that they choose. Costs associated with vaccines will vary and are influenced by factors such as insurance coverage, co-pays, number of vaccines needed, pharmaceutical costs, etc. For more information, students can consult with University Health Services or their family physician.

6.04 Inclement Weather Policies

Students may be exposed to inclement weather conditions during their participation in clinical education experiences. Students are expected to fulfill their clinical education experiences, even when the weather is less than desired. However, if students feel that their health and/or safety is or will be compromised due to inclement weather, they should relay this to the Preceptor and take the appropriate actions to remove themselves from the environment. The following policies should be followed when dealing with inclement weather.

6.04.1 Lightning

Each clinical site may have a different lightning policy in effect. Typically, athletic trainers are not given the authority to suspend an activity due to lightning as the decision is often made by an administrator, coach, or official. Students are expected to follow the clinical site’s lightning policy. However, in the event that students feel unsafe due to the potential or existence of lightning and the activity has not been suspended, they should notify the Preceptor that they feel unsafe and will be taking shelter. The students should then proceed to take shelter based on the lightning policy or commonly accepted guidelines. Students are urged to read the following article on lightening safety http://www.nata.org/practice-patient-care/health-issues/lightning-safety

6.04.2 Excessive Heat or Cold

Students are responsible for taking precautions against environmental illnesses related to heat and cold. Information on heat related illnesses can be found at http://www.nata.org/practice-patient-care/health-issues/heat-illness Students should follow the precautions and guidelines listed in the above article and/or established guidelines. If a student feels that s/he is suffering from a heat-related illness, s/he should notify his/her Preceptor and take the appropriate actions to treat the condition.
Considering the weather patterns of central Texas, students will rarely be exposed to excessive cold during their clinical rotations. However, if students feel that they are suffering from a cold-related illness, they should notify their Preceptor of their concern and take the appropriate actions to treat the condition. Additional information can be found at [http://www.nata.org/blog/beth-sitzler/environmental-cold-injuries-handout](http://www.nata.org/blog/beth-sitzler/environmental-cold-injuries-handout)

### 6.04.3 Unsafe Driving Conditions

Students are responsible for taking precautions during adverse driving conditions related to weather. In the event that the student has not yet reported to his/her clinical education experience, the student should notify his/her Preceptor as early as possible that the student will either be delayed in reporting or will not be reporting at all. If the student has already reported for his/her clinical education experience and the driving conditions are unsafe, the student should not travel. If authorities (e.g. police, EMS, city or state officials, etc.) make recommendations regarding driving during inclement weather, students should follow those recommendations. In all situations, students should communicate concerns or issues with their Preceptors in a timely manner.
7. Disability Services

It is the student’s responsibility to notify the Program Director, the appropriate Preceptor, and course instructors about disabilities and needs for accommodation at the earliest possible opportunity. Students with disabilities should contact the Services for Students with Disabilities (SSD) in the Office of the Dean of Students for specific information on their rights and responsibilities.

The Program is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). The Technical Standard Document can be found in Appendix C. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. All students must complete the technical standards form and return it with their application packet. In the event a student is no longer able to meet the technical standards with or without reasonable accommodations after admission to the Program, that student will be disenrolled from the Program.
8. Professional Appearance & Behavior

Students should recognize that professional respect by one’s peers, supervisors, and patients is critical. Students must also recognize that they will have to earn this respect and that it will take time to do so. Respect is often slow to obtain but quick to lose. Two of the quickest ways to lose respect are through inappropriate behaviors and appearance. The following guidelines have been developed to aid the student in determining proper appearance and behaviors.

Appearance

Requirements for appropriate uniforms and clothing vary slightly depending on the clinical site. However, the information provided in this section is to be followed unless the Preceptor or site supervisor specifies alternatives. Students not following the following guidelines may be sent home from the clinical education experience. Repeated violations of the guidelines may result in the ATS being (a) re-assigned to another Preceptor or clinical education site, (b) placed on probation, (c) suspended, or (d) disenrolled from the ATP. Students should contact the Program Director or site Preceptor with any questions regarding appropriate and inappropriate attire before reporting for the clinical education experience.

Proper grooming and personal hygiene are important characteristics for professionals and students alike. Students are expected to maintain a neat and well-groomed appearance during all activities associated with the Program. While compliance with this request is subjective and there is room for individualism, extremes in appearance should be avoided. A student’s appearance must not distract from the professional image he/she is trying to promote, nor can it attract undo attention from those around. Students should keep these requests in mind:

1. Breath should be fresh.
2. Body odors should be pleasant with fragrances kept to a minimum.
3. Facial hair, if kept, should be neatly trimmed and non-distracting to patients.
4. Jewelry should be kept to a minimum.
   a. Excessive jewelry can be a distraction and in some instances may hinder the students’ ability to render care (ex: rings may tear protective gloves when treating wounds; long bracelets or necklaces may get entangled in modality or rehabilitation equipment, etc.)
   b. Some coaches may have rules on whether or not their athletes may have piercings (ears, nose, tongue, eyebrow, lip, etc) in place while participating with that sport. In the event there is a team rule on piercings, the ATS involved
with that sport is also expected to comply with the team rules.

c. Neither the Program nor the clinical site will assume responsibility for any jewelry that is damaged, lost or stolen during the student’s clinical education experiences.

5. Requirements for appropriate uniforms and clothing vary slightly depending on the clinical site. However, the information provided in this section is to be followed unless the Preceptor or site supervisor specifies alternatives. Students not following the clothing/uniform guidelines will be sent home from the clinical education experience. Repeated violations of the guidelines will result in suspension from the Program for a period of time to be determined by the Program Director. Students should contact the Program Director or site Preceptor with any questions regarding appropriate and inappropriate attire before reporting for the clinical education experience.

6. Students will typically be provided with a t-shirt or collared shirt to be worn during on-campus rotations. Some on-campus rotations may also supply shorts, pants, sweat suits, outdoor gear and shoes; however, there is no guarantee that the student will receive these items. Often, clothing and/or gear (i.e. raingear, travel suits, cold-weather gear, etc) is “loaned” to the student for use during the clinical education experience or under specific conditions. A student that does not return loaned clothing/gear will be suspended from the Program until the item is returned. If a student loses an item, they will be required to reimburse the clinical site for the cost of the item in order for the suspension to be lifted. If the clinical site issues clothing/gear to a student, the student is expected to wear that clothing/gear during and only during his or her participation in the clinical education experience. If the student does not receive shorts, pants or shoes, the student will be responsible for purchasing those items, however, most students will already own shorts, pants and shoes. Sweat suits and outdoor gear are optional purchases depending on the environmental factors of the clinical education experience. Students should NOT make requests to team managers or coaches for clothing or gear.

7. Unless the site supervisor specifies a different dress code, the items below are acceptable components of the uniform for on-campus clinical education experiences. Students should note the guidelines listed under each item. Students should also note that all clothing is expected to be clean, wrinkle free, and void of holes or frayed edges.

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a. White and burnt orange t-shirts and collared shirts.
   i. If a logo is visible it should be a NIKE or UT logo.
   ii. Shirts should not have a low cutting v-neck.
   iii. Shirts must have sleeves.
   iv. Shirts should be tucked in.

b. Black, orange, or khaki/tan nylon “wind-breaker” type shorts and pants.
   i. If a logo is visible it should be a NIKE or UT logo.
   ii. Shorts must be at least mid-thigh in length.
   iii. Shorts and pants should be worn no lower than waist high.
   iv. Excessively tight or baggy shorts or pants are inappropriate.

b. Khaki/tan “Dockers” type shorts and pants.
   i. Shorts must be at least mid-thigh in length.
   ii. Shorts and pants should be worn with a belt.
   iii. Shorts and pants should be worn no lower than waist high.
   iv. Excessively tight or baggy shorts or pants are inappropriate.
   v. “Bell-bottom” or “flared” pants are inappropriate.
   vi. Jeans are inappropriate – even tan ones.
   vii. “Cut-offs” are inappropriate.

c. White, black, grey and burnt orange sweatshirts and sweatpants.
   i. If a logo is visible it should be a NIKE or UT logo.

d. White, black and burnt orange sweaters and jackets.
   i. If a logo is visible it should be a NIKE or UT logo.

e. “Tennis” shoes or athletic-type shoes.
   i. The preferred brand is NIKE.
   ii. Sandals, including “flip-flops” and “slides” are inappropriate.

f. White, burnt orange, or black baseball-style hats.
   i. If a logo is visible it should be a NIKE or UT logo.
   ii. Hats are not to be worn indoors.
   iii. Hats are to be worn evenly on the head with the bill facing forward.

h. White, burnt orange, or black stocking caps or ear warmers.
i. If a logo is visible it should be a NIKE or UT log.
ii. Stocking caps and ear warmers are not to be worn indoors.

Students participating in an **off-campus** clinical education experiences should consult with the site’s Preceptor for details on appropriate clothing and uniforms prior to the students’ first day at that site. Students are responsible for the costs associated with the clothing/uniform if the items are not provided by the site. If the clinical supervisor does not require a specific uniform, students should follow the on-campus uniform guidelines.
Behavior and Interactions

F Preceptors may remove a student from the clinical education experience, at any time, if the Preceptor feels that the student has behaved in an inappropriate manner, violated the site’s guidelines, violated the guidelines included in this manual or failed to use common sense, sound reasoning, and ethical judgement in their actions and decision-making.

F Students may be permanently prevented from participating in future clinical education experiences (i.e. disenrolled from the Program) if the violation is deemed serious and/or the student demonstrates recurring inappropriate behaviors. Behaviors that violate UT Austin guidelines or state, local, or federal laws will be reported to the appropriate authorities.

It is both the student’s and Preceptor’s responsibility to inform the Clinical Education Coordinator or Program Director of any instances in which the student violates the guidelines on appropriate behavior and/or is asked to leave a clinical education experience for inappropriate behavior. If a violation of guidelines occurs, the Preceptor is to contact the Clinical Education Coordinator and/or Program Director as soon as possible after the occurrence. Also, the Preceptor is to complete and submit a Report of Violation of Clinical Guidelines and Rules form to the Clinical Education Coordinator or Program Director.

The offending student is required to meet with the Clinical Education Coordinator and/or Program Director to discuss the situation before the student will be allowed to return to the clinical setting. Students may or may not be reinstated to the clinical education experience depending on the severity of the violation. The Program Director, Clinical Education Coordinator, and the clinical Preceptor will make the determination. Students that are removed from the clinical education experience may or may NOT be reassigned to another clinical education experience for the remainder of the rotation period. If the student is not reassigned to another clinical education experience to finish the rotation period, he/she may end up violating additional ATP policies and/or fail to meet requirements related to KIN 140 Practicum in Athletic Training. Those violations may result in additional sanctions against the student including the student being (a) placed on probation, (b) suspended, or (c) disenrolled from the ATP.

Clinical education experience sites may have specific policies regarding the expected behaviors for students. If these policies differ from the policies listed below, the students should follow the policies of the clinical education experience site. The following guidelines cover specific areas of concern regarding professional behaviors; however, it is not an all-inclusive list. Therefore, student’s behaviors and actions will be evaluated for their appropriateness as warranted.

B.Farr
Inappropriate actions include but are not limited to: (a) breach of patient confidentiality; (b) harassment or discrimination in any form (c) absenteeism and/or tardiness; (d) unsafe clinical practice including omission, commission, negligence, and malpractice; (e) neglect of clinical responsibilities (f) inappropriate interaction with patients, coaches, administrators, staff or faculty members (includes staff athletic trainers, educational faculty members, physicians and other medical professionals), etc. (g) or any other action that the Preceptor, Clinical Education Coordinator or Program Director deems unsafe or inappropriate.

1. Students should keep in mind the old adage “what you hear and see here, stays here”. Compliance with patient confidentiality is mandatory. Students are NOT to discuss patient information with anyone (including coaches, other patients, administrators, press/media, fans, scouts, friends, family, etc.) other than the healthcare providers that are directly involved with that patient’s care. Strict compliance with the Healthcare Information Privacy and Portability Act (HIPPA) is mandatory. If a student is approached by someone requesting information on an athlete, the student is to follow these steps:
   a. Remain polite
   b. Inform the person that you are legally prohibited from sharing any medical information on the athlete
   c. Refer the person to your Preceptor
   d. Follow up with the Preceptor to inform him or her that the person asked you for information and that you did not provide the person with any information, but referred the person to the supervisor

2. Harassment and/or discrimination, of any kind, will not be tolerated. This includes actions against peers, patients, staff, administrators, faculty, etc. Types of harassment and discrimination include, but are not limited to, inappropriate actions or comments based on the patient’s sex, gender classification, sexual preference, race, ethnicity, religion, and the patient’s sport or status.
   a. The following are links to the University’s policies on harassment and discrimination:
      i. http://catalog.utexas.edu/general-information/appendices/appendix-d/
      ii. http://catalog.utexas.edu/general-information/appendices/appendix-i/
      iii. http://catalog.utexas.edu/general-information/appendices/appendix-j/
3. Absenteeism and tardiness will not be tolerated. This includes punctuality and attendance for classes, in-services, clinical education experiences, meetings, appointment, etc. Students must notify the appropriate Preceptor or instructor of any absences and tardiness. This should be in a timely manner, preferably prior to their occurrence.

4. The Preceptor is responsible for ensuring the safety of patients at his/her site, especially those under the supervised care of students. Students are not to perform any procedures or render any care for which they have not proven competence and proficiency. Nor are students to apply athletic training skills and knowledge without supervision. Preceptors are to immediately intervene in any situation in which the student is demonstrating unsafe clinical practice. If a student is unsure about a component of his/her clinical practice, the student should ask the Preceptor or a fellow student for assistance prior to engaging in that aspect of clinical practice. In the event that a student causes, or is involved with, an adverse effect, the student is required to inform his/her Preceptor and the Clinical Education Coordinator and/or Program Director IMMEDIATELY.

5. The student’s clinical education responsibilities vary with the clinical site and skill and knowledge level of the student. Students are required to meet with the Preceptor to discuss their specific responsibilities no later than the first day of the clinical education experience.

6. Inappropriate interactions with patients, coaches, administrators, fellow students, staff, faculty, etc. can take many forms. The following guidelines help to identify appropriate and inappropriate interactions and offer some guidance as to working relationships, however, the information is not all-inclusive:

   a. While development of a good rapport and relationship with patients is conducive to a good working and learning environment, students must be sure to keep the rapport and relationship at a professional level. Patient and staff interaction must be professional at all times so as not to undermine the patient’s confidence in the student and/or the staff. Students are expected to report any problems or concerns with patients, staff, administrators, faculty, etc. especially those of a hostile nature or romantic relationship, to their Preceptor AND Program Director IMMEDIATELY.

   b. Students should be especially mindful of their personal, social, and romantic interactions with patients, staff, and faculty. Social, romantic and/or overly personal relationships with
patients, staff, administrators, and faculty are highly discouraged. In the event that a relationship develops, students must notify their Preceptor and Program Director of the relationship as soon as the relationship begins. This is to avoid a potential conflict of interest or distraction in the clinical environment. Students will be immediately removed from the clinical site if they develop an unprofessional relationship with a patient, staff member, administrator, or faculty member at that site. Students that fail to report the relationship to their Preceptor and the Program Director prior to them learning of the relationship may be placed on probation, be suspended or be disenrolled from the Program. These guidelines also pertain to one-time romantic encounters between an ATS and a patient, staff member, administrator, and/or faculty member.

c. The athletic trainer – coach relationship necessitates a daily interaction with the coaches. A professional relationship with the coaching staff is very important to an athletic trainer. Students should pay particular attention to the interaction between the clinical site’s medical staff and the coaching staff. Their interaction can provide cues as to the environment; some relationships are congenial while others are not.

Usually the Preceptor will have the most interaction with the coaches including informing the coach of the status of injured players. However, there may be an occasion where the students will be put in this role. Students are expected to maintain a professional interaction with the coaches and act according to the guidelines set forth by the Preceptor. Details on how and when to address coaches, how to respond to questions from coaches, and how to handle potential conflicts should be addressed with the Preceptor early in the clinical education experience. At no time should a student criticize or question a coach on issues related to the coaching or managing of the team. Students are expected to report any problems or concerns with a coach, especially those of a hostile nature or romantic relationship, to their clinical supervisor AND Program Director immediately.

d. Students will typically have very limited interaction with administrators. However, in the event that a student does have an opportunity to interact with an administrator the interaction must be of a professional nature. Students are to be cordial and are to address the administrator as Mr. or Ms. and/or sir or ma’am. Often times an administrator will ask questions about a patient’s injury or status, the student is required to refer the
administrator to the appropriate clinical supervisor. Students are expected to report any problems or concerns with an administrator, especially those of a hostile nature or romantic relationship, to their clinical supervisor AND Program Director immediately.

e. Professional relationships between students are a very important aspect of the Program and the clinical education experiences. Students will interact with one another on an almost daily basis. These interactions are expected to remain professional regardless of personal likes or dislikes of one another. Romantic relationships between students are highly discouraged because of the potential for breakups, which can cause conflict in the clinical setting.

Students, as young adults, are expected to be able to work out problems between themselves. The Preceptors, Clinical Education Coordinator, and Program Director are available for consultation and will intervene as needed, but learning how to work with others and resolve conflicts is a very important aspect of one’s education. Students are expected to report any problems or concerns with a fellow student, especially those of a hostile nature, to their Preceptor AND Program Director immediately.

f. Students at various levels in the program may be at the same clinical education site at the same time. The relationship between “older” students or upperclassmen and “younger” students or underclassmen is to remain professional. While upperclassmen will assist in the education and professional preparation of underclassmen and often times will help direct underclassmen in their clinical responsibilities, it is important that upperclassmen do not abuse their position by bossing around younger students. It is usually best to lead by example.

Open criticism of fellow students, regardless of class standing, will not be tolerated. With this being said, underclassmen should recognize that upper-classmen typically know what needs to be done in the clinical setting. Underclassmen should accept the direction and criticism from upper-classmen in a positive light. However, students should inform a Preceptor, the Clinical Education Coordinator, or the Program Director if they feel that they are being mistreated by another student.

8. Perhaps the most important relationship a student will have is with the clinical staff and program faculty. While the staff and faculty typically
attempt to keep the classroom and clinical environments somewhat relaxed, it is important that students do not become too relaxed or unprofessional. Students are to maintain a professional approach to their interactions with the staff and faculty. It is important to remember that the staff and faculty are not students’ peers. Students are to show the staff and faculty an appropriate amount of respect, regardless of personal likes or dislikes. Students must not criticize or openly disagree with a staff or faculty member’s decision or action, particularly when it concerns the care of a patient. If the student has a question about a decision or action, they should approach the staff or faculty member in a respectful manner, away from others, to ask their question or voice their concern.

9. It is the responsibility of the staff and faculty to prepare the students to be a successful professional. This often requires frank criticism and guidance from the staff and faculty. As up and coming professionals, students must learn the criticism and “tough love” is a part of the professional world and it should not be taken as a personal attack. However, if a student feels that they are being mistreated by a staff or faculty member they are expected to bring their concerns to the attention of the offending staff or faculty member. If the student brings their concerns to the staff or faculty member’s attention and the problems persist, the student is expected to inform the Program Director of their concerns.

The above information regarding interactions and behaviors applies to all patients, staff, administrators, faculty, peers, and other healthcare professionals even if not explicitly mentioned.

8.03 Media and Social Networking

Athletic training students (ATS) will interact with patients, student-athletes, coaches, administrators, and staff members on a regular basis. This provides the ATS with unique opportunities to obtain confidential and privileged information. The University of Texas at Austin (UT-Austin) Athletic Training Program (ATP) expects professional interactions between ATS and patients, student-athletes, coaches, administrators, and staff.

In maintaining this professional interaction and conduct, ATS shall

1. Refrain from sharing any materials, including but not limited to, voice recordings, photographs, text images, video, or personal statements through social networking media\(^1\), text message, or electronic mail related to:
   a. Patient diagnosis, medical care, prognosis, and/or status
      i. Any disclosure of information is in violation of HIPAA guidelines
   b. Privileged and/or confidential information\(^2\) regarding a patient, athlete, coach, team, administrator, or staff member.

2. Refrain from sharing any information addressed above directly or indirectly with or in public media\(^3\).

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The ATP respects the individual’s rights to use social networks and other digital media in his/her private, individual capacity. In so doing, ATP recommends that ATS be mindful of the following:

- Be careful what you post! Anything posted online or via other digital methods is available for anyone in the world to see, regardless of for whom it was intended.
- Be aware of posting information, photos, or other items that could embarrass you or your family.
- ATS are trusted with confidential information relating to patients, student-athletes, coaches, teams, administrators, and staff members in the clinical education setting (i.e. practices, competitions, workouts, travel meetings, treatment/rehabilitation sessions, appointments, etc.).
- Be aware that what you post may affect your image and the image of the ATP.
- Remember that potential employers, internship supervisors, graduate programs and scholarship committees may search social media and other sites to in reviewing a candidate or applicant.

Through their clinical education experiences, ATS may also come into contact with patients, student-athletes, and student aids that are minors. ATS should refrain from interacting with patients, student-athletes, and student aids that are minors, socially and/or through social networking media, text messages, or electronic mail. This applies even if the ATS is not or no longer providing healthcare for the minor.

Failure to abide by these guidelines may result in the student being placed on probation, being suspended, or being disenrolled from the Program. Certain violations may also be reported to appropriate university administrators and/or legal authorities.
9. Professional Activities

While not mandatory, membership in athletic training related professional and student associations is strongly encouraged as is attendance at athletic training and sports medicine educational conferences. Early involvement in the National Athletic Trainers’ Association (NATA) will assist the students in learning about and supporting the athletic training profession. Students are also encouraged to join the Southwest Athletic Trainers’ Association (SWATA) – the District 6 organization of the NATA, the Central Texas Athletic Trainers’ Society (CTATS), and the Texas State Athletic Trainers’ Association (TSATA). The NATA, SWATA, and TSATA have a category for student members. Both the NATA and SWATA hold annual educational symposiums, which offer excellent educational and networking opportunities for students. The Longhorn Athletic Training Student Association (LATSA) is the athletic training student organization at UT Austin. Student involvement with the LATSA only helps to strengthen the organization whose purpose is to support and benefit the students.
10. Student Rights

Students have the right to seek clarification of the information contained in this manual. However, clarification should be sought prior to the student taking potentially improper action or placing him/herself in a compromising situation.

Students also have the rights granted to all UT Austin students including, but not limited to those concerning grievance policies. Information on student’s rights and grievance issues can be found in the UT General Information publication, or by contacting the Office of the Dean of Students and/or the Office of the Ombudsmen.

10.01 ATP Grievance Policy:

Students with a grievance concerning the clinical education experience of the Program should address the issue(s) with their Preceptor as appropriate, AND the Program Director. The Program Director will take one of the following actions (a) monitor the situation, (b) take action on the grievance (c) refer the matter to the Program Grievance Committee, which is composed of the Program Director, the Clinical Education Coordinator, and at least one clinical Preceptor or (d) refer the matter to the appropriate administrators or authorities.

10.02 Privacy of Academic Records

The Program Director maintains a file of academic records and other forms of documentation on each student in the Program. The file may contain documents including, but not limited to: (a) Program application materials; (b) grade reports; (c) acknowledgement forms; (d) immunization records; (e) evaluation forms; (f) proficiency completion logs; (g) notes from personal meetings; (h) demographic information; and (i) miscellaneous documents related to the student’s participation in the Program.

The Program Director, faculty members directly associated with the Program, and Program administrative and secretarial staff have access to these files as needed to carry out essential operations related to the Program. Students may view their records by making a verbal or written request with the Program Director. Information that the student has waived the right to view will be excluded from student review (i.e. recommendation letters, etc.). The information contained in these files will not be shared with outside sources unless a student wishes to have the information from his / her file shared with an outside source. In this case, the student must indicate so in writing with specific instructions as to what may be shared and with whom. However, information that the student has waived the right to view will be excluded from the review.

Students are required to submit documents related to their health (i.e. health questionnaire, health assessment forms, etc.). To maintain an appropriate level of
confidentiality of health related matters, these forms are kept in a separate folder, access to which is restricted to the Program Director, Medical Director, Clinical Education Coordinator, and administrative assistant for purposes related to essential operations of the Program. Access to this information, by outside parties, will also be restricted and requires a student’s written request.

In certain circumstances this policy may be overruled by UT Austin administrators and/or local, state, and federal authorities. If that is the case, the Program Director and/or Program staff and faculty will comply with legitimate legal requests as ordered. Also, student records must be made available to site visitors and/or administrators from CAATE in order to comply with accreditation standards and guidelines. Students will be notified, in advance, of when this will occur.
11. Student Responsibilities

It is the student’s responsibility to:

1. Comply with the general information, policies, procedures and guidelines outlined in this manual.

2. Use common sense and sound reasoning in their actions and decision making. While an effort has been made to include as much pertinent information as possible, it is difficult to address every possible issue, situation or circumstance that might be encountered. It is the student’s responsibility to consult with the Program Director on any issues in question.

3. Recognize that general information, policies, procedures, and guidelines as well as the details of this manual and the Program may change. Changes will be clarified in writing and will be distributed to all students in the program through the mail or electronic mail. It is the student’s responsibility to provide accurate contact information to the Program Director including:
   a. Permanent address and phone number
   b. Local address and phone number
   c. e-mail address

4. Conduct themselves in accordance with local, state, and federal laws

5. Comply with The Institutional Rules of The University of Texas at Austin

Failure to comply with the policies and procedures found in this handbook, and/or subsequent additions may result in the student being placed on probation, suspended, or disenrolled from the Program. Violations may be reported to the appropriate university administrators and/or legal authorities if deemed necessary.
The University of Texas at Austin
Athletic Training Program
Athletic Training Student
Acknowledgement of Policies and Procedures

By signing below, you certify that you:

1. have read and fully understand the information provided in this packet.

2. recognize that the policies and procedures found in this packet are not all-inclusive and that your actions will be evaluated for their appropriateness as warranted.

3. agree to follow the policies, procedures, and guidelines included in this packet as well as all addendums and amendments to follow.

4. understand that failure to comply with the policies and procedures found in this handbook, and/or subsequent additions may result in you being (a) placed on probation, (b) suspended, or (c) disenrolled from the Program.

5. understand that violations may be reported to the appropriate university administrators and/or legal authorities if deemed necessary.

___________________________________________
Print Name

___________________________________________
Signature Date

___________________________________________
Witness

B.Farr
The University of Texas at Austin  
Athletic Training Program  
Athletic Training Student  
Acknowledgement of Policies and Procedures

By signing below, you certify that you:

1. have read and fully understand the information provided in this packet.

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4. understand that failure to comply with the policies and procedures found in this handbook, and/or subsequent additions may result in you being (a) placed on probation, (b) suspended, or (c) disenrolled from the Program.

5. understand that violations may be reported to the appropriate university administrators and/or legal authorities if deemed necessary.

___________________________________________
Print Name

___________________________________________
Signature Date

___________________________________________
Witness

B.Farr
Appendix A: Course Sequence

Note:
1) **Courses underlined and in BOLD must be taken in the semester listed**, unless transfer credit is accepted.
2) The other courses listed without underline or bold are suggestions for the semester.
3) Prerequisite: courses listed are prerequisites for this course at the time this manual was written.
   a) the most important info on prerequisites is listed, students should check the course catalog and/or course schedule for a full description and to check for changes as prerequisites often change
4) (if the course is a prerequisite for another course or the ATP, it is stated in the parentheses)

Freshman / 1st Year:

Fall

1\textsuperscript{M} 305G – Elementary Functions & Coordinate Geometry or M 408C – Differential & Integral Calculus
   Prerequisite: 305G: 480 on SAT Math Level 1 test, or M 301
   408C: 560 on SAT Math Level 1 test, or M 305G
   (M305G is a prereq for PHY 302K which is a prereq for KIN 326K)
   (M408C is a prereq for KIN 326K, CH 301 and CH 302 as well as many upper division science courses. CH 301 is a prereq for BIO 311C)

   CC 306M – Introduction to Medical and Scientific Terminology
   (prereq for ATP) – may be taken in the spring semester instead

2\textsuperscript{B}IO 309D – The Human Body or BIO 416K Physiology and Functional Anatomy I
   Prerequisite: 309D: none
   416K: BIO 311C, CH 301
   (recommended for KIN 324K and KIN 345)

   KIN 312 - Care and Prevention of Athletic Injuries
   Prerequisite: none
   (prereq for ATP) – may be taken in the spring semester instead

   UGS 302 or UGS 303
   Prerequisite: none
   *Students are encouraged to strongly consider a “flagged” course.

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Spring

**KIN 219K – Introduction to Athletic Training**
Prerequisite: Permission of Instructor
(prereq for ATP)

KIN 312K – Care and Prevention of Athletic Injuries
Prerequisite: Permission of Instructor
(prereq for ATP) – may be taken in the fall semester instead

**KIN 424K – Applied Human Anatomy**
Prerequisite: Permission of Instructor
(prereq for ATP and for KIN 425K, KIN 326K, KIN 320, KIN 342, KIN 343, KIN 344, KIN 344U, KIN 345)

³CH 301 – Principles of Chemistry 1 or CH 304K – Chemistry in Context I
Prerequisite: 301: M408C or 408K
304K: none
(CH 301 is a prereq for BIO 311C, CH 304K will not count as the prereq for BIO 311C)

Sophomore / 2nd Year:
Fall

**KIN 341 – Therapeutic Modalities in Athletic Training**
Prerequisite: KIN 219K, BIO 301L or BIO 311C

**KIN 140 C – Practicum in Athletic Training**
Prerequisite: admission to ATEP

⁴PHY 302K – General Physics – Tech. Course – Mechanics, Heat, Sound
Prerequisite: M 305G or high school trigonometry, registration or credit in PHY 102M
(prereq for KIN 326K – Kines: Biomech Analysis of Movement, not required but recommended for KIN 320 and KIN 341)

⁴PHY 102M – Laboratory for PHY 302K
Prerequisite: credit or registration for PHY 302K
(prereq for KIN 326K – Kines: Biomech Analysis of Movement, not required but recommended for KIN 320 and KIN 341)

⁵CH 302 – Principles of Chemistry II or CH 305 – Chemistry in Context II
Prerequisite: 302: CH 301, M 408C or 408K
305: CH 301 or 304K

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Spring

**KIN 343 – Clinical Evaluation of Athletic Injuries: Upper Body**

**KIN 342 – Clinical Evaluation of Athletic Injuries: Lower Body**

**KIN 326K – Kinesiology: Biomechanical Analysis of Movement OR KIN 320 Applied Biomechanics of Human Movement**
Prerequisite: 326K: KIN 424K, M 408C or 408K, PH 302K, PH 102M
320: KIN 424K, M305G or 408C, PH 302K and PH 102M or PH 309K is recommended

**KIN 140D Practicum in Athletic Training**
Prerequisite: admission to ATP

**BIO 311C – Introductory Biology or BIO 301L –Molecules to Organisms**
Prerequisite: 311C: CH 301
301L: none

Junior / 3rd Year:
Fall

**KIN 344 – Therapeutic Exercise and Rehabilitation – Lower Body**
Prerequisite: KIN 324K, KIN 342, KIN 343, concurrent registration for KIN 344U – Ther Ex & Rehab – Upper Body

**KIN 344U – Therapeutic Exercise and Rehabilitation – Upper Body**
Prerequisite: KIN 324K, KIN 342, KIN 343, concurrent registration for KIN 344 – Ther Ex & Rehab – Lower Body

**KIN 425K – Physiology of Exercise**
Prerequisite: KIN 424K or Human Physiology Course

**KIN 363 Theory & Practice in Strength Coaching**
Prerequisite: permission of instructor

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**KIN 140E Practicum in Athletic Training**  
Prerequisite: admission to ATP

Spring

**KIN 345 – General Medical Conditions in Athletic Training**  
Prerequisite: BIO 309D and permission of Instructor

**KIN 140 F Practicum in Athletic Training**  
Prerequisite: admission to ATP

Senior / 4th Year:

Fall

**KIN 346- Athletic Training Program Administration**  
Prerequisite: Permission of Instructor

8**KIN 330E – Sports Nutrition OR NTR 306 Fundamentals of Nutrition**  
Prerequisite: 330: CH 314 or Human Physiology  
306: none

Fall

**KIN 140 G Practicum in Athletic Training**  
Prerequisite: admission to ATP

Spring

**KIN 140 J Practicum in Athletic Training**

Sidenotes:

1 although either M305G or M408C is acceptable, students should strongly consider enrolling in M408C if they are interested in medical or PT school, as it is often a preferred math course. M408C is also a prerequisite for CH 301 and CH 302, which are often the preferred chemistry courses for medical and PT schools. M408C is also the prerequisite for KIN 326K.

2 students have the option of enrolling in BIO 309D or BIO 446L or BIO 365S. While not required, students may benefit from enrolling in BIO 309D, BIO 446L or BIO 365S prior to KIN 424K; however, both BIO 446L and BIO 365S have additional prerequisites that most likely will not be met at this time. Students that are interested in medical or PT school should strongly consider enrolling in BIO 446L and BIO 365S, as they are often the preferred biology course. Students that plan on enrolling in BIO 446L or BIO 365S should forgo enrolling in BIO 309D at this time.

3 although either CH 301 or CH 304K is acceptable, students should strongly consider enrolling in CH 301 if they are interested in medical or PT school as it is often a preferred
chemistry course\(^9\). CH 301 is also a prerequisite for BIO 311C, however, students have the option of enrolling in BIO 311C or BIO 301L\(^7\)

\(^4\)although PHY 302K and PH 102M are not required unless the student enrolls in KIN 326K (most students will actually enroll in KIN 320 instead of KIN 326K\(^6\)) students are encouraged to enroll in PH 302K and PH 102M anyway as they are recommended for both KIN 341 and KIN 320. Both PHY 302K and 102M are encouraged for students interested in PT or medical schools\(^9\). Students may instead enroll in PH 309K if they will not be enrolling in KIN 326 and are not interested in PT or medical school. PH 309K will provide an adequate background in physics as recommended for both KIN 320 and KIN 341.

\(^5\)although either CH 302 or CH305 is acceptable, students should strongly consider enrolling in CH 302 if they are interested in medical or PT school as it completes the CH 301 – 302 sequence which is often the preferred chemistry course sequence for PT and medical school\(^9\).

\(^6\)although either KIN 326K or KIN 320 is acceptable, students are encouraged to enroll in KIN 320, unless they are interested in a graduate program in movement science / biomechanics / biomedical engineering, etc.\(^9\). Although KIN 320 does not require a physics class as a prerequisite, PH 302K and PH 102M or PHY 309K is recommended.

\(^7\)although either BIO 311C or BIO 301L is acceptable, students should strongly consider enrolling in BIO 311C if they are interested in PT or medical school, as it is often a preferred biology course for medical and PT schools\(^9\).

\(^8\)although either KIN 330E or NTR 306 is acceptable; students are encouraged to enroll in KIN 330E.

\(^9\)information given on graduate and / or professional school prerequisites and preferred courses are for general information purposes only. It is the students’ responsibility to ensure compliance with the graduate and / or professional schools’ specific requirements. Students that are interested in professional school (medical, PT, PA, etc.) are encouraged to seek guidance from the Health Professions Advising Office.

* As often as possible, students should look for a “flagged” course when selecting courses that fall under the “core curriculum” and general education coursework. For more information on “flagged” courses go to [http://www.utexas.edu/ugs/core/flags](http://www.utexas.edu/ugs/core/flags)

**Electives:**
It is suggested that students needing KIN electives, fulfill the requirement by enrolling in one or more of the following courses:

- KIN 310 – Physiological Basis of Conditioning
- KIN 311K – Sport Psychology
- KIN 315 or 335 – Motor Learning

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KIN 321M – Motor Development and Performance  
KIN 226 - Advanced Weight Training  
KIN 336 – Motor Control  
KIN 376 – Measurement in Kinesiology

All students should note that the following courses must be taken at The University of Texas at Austin. Transfer courses will not be accepted as replacements.

KIN 219K – Introduction to Athletic Training  
KIN 312 – Care and Prevention of Athletic Injuries  
KIN 341 – Therapeutic Modalities in Athletic Training  
KIN 342 – Clinical Evaluation of Athletic Injuries in the Lower Body  
KIN 343 – Clinical Evaluation of Athletic Injuries in the Upper Body  
KIN 344 – Therapeutic Exercise & Rehabilitation: Lower Body  
KIN 344U – Therapeutic Exercise & Rehabilitation: Upper Body  
KIN 345 – General Medical Conditions in Athletic Training  
KIN 346 – Athletic Training Program Administration

Students interested in substituting previous coursework for the following courses must contact the Program Director and provide a detailed course syllabi and description of the course to be used in place of the UT course.

KIN 320 – Applied Biomechanics of Human Movement  
KIN 424K – Applied Human Anatomy  
KIN 425K – Physiology of Exercise  
KIN 326K – Kinesiology: Biomechanical Analysis of Movement  
KIN 330E – Sports Nutrition  
KIN 363 – Theory & Practice in Strength Conditioning  
NTR 306 – Fundamentals of Nutrition  
BIO 309D – The Human Body  
CC 306M – Introduction to Medical and Scientific Terminology

- substitution of these courses is handled on a case by case basis  
- substitution of these courses must first be approved by UT Austin Office of Admissions (Admissions)  
- If approved by Admissions, the decision on whether or not the course(s) can be substituted for a Program’s course will be made by the Program Director, who may or may not consult with the UT Austin instructor of the equivalent course and the instructor of the course that the student is trying to use as a replacement to determine if the course content matches  
- students should note that in the event that the Program Director, with or without consultation, determines that the student’s previous course is not appropriate to substitute for the UT Austin course the student must enroll in the UT Austin course or another approved equivalent

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substituting for courses that are not mentioned in the above sections (i.e. M 305G, GOV 301L, E 316K, etc.) is up to the discretion of Admissions and/or KHE academic advisors.
**STUDENT**’s are actually assigned to a Preceptor, not a team. The above chart provides the **STUDENT** with an idea of what type of clinical rotation experience they will be participating in. The following Preceptors work with the above clinical rotations:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Sport</th>
<th>Preceptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBK</td>
<td>Men’s Basketball</td>
<td>Laef Morris</td>
</tr>
<tr>
<td>WBK</td>
<td>Women’s Basketball</td>
<td>Heidi Wlezien</td>
</tr>
<tr>
<td>FB</td>
<td>Football</td>
<td>Anthony Pass, Trent Carter, Josh Chatman, Donald Nguyen</td>
</tr>
<tr>
<td>SOC</td>
<td>Soccer</td>
<td>Gabe Perlaza</td>
</tr>
<tr>
<td>MTK</td>
<td>Men’s Track &amp; Field / CC</td>
<td>LaGwyn Durden, Kelvin Flores, Erin Seeley</td>
</tr>
<tr>
<td>WTK</td>
<td>Women’s Track &amp; Field / CC</td>
<td>LaGwyn Durden, Kelvin Flores, Erin Seeley</td>
</tr>
<tr>
<td>VB</td>
<td>Volleyball</td>
<td>DeAnn Koehler</td>
</tr>
<tr>
<td>BB</td>
<td>Baseball</td>
<td>Mike West</td>
</tr>
<tr>
<td>SB</td>
<td>Softball</td>
<td>Kim Detwiler</td>
</tr>
<tr>
<td>MTN &amp; MSW</td>
<td>Men’s Tennis and Swimming &amp; Diving</td>
<td>Terry Murphy</td>
</tr>
<tr>
<td>WSW &amp; WTN</td>
<td>Women’s Swimming &amp; Diving</td>
<td>Kassi Johnson</td>
</tr>
<tr>
<td>ROW</td>
<td>Rowing</td>
<td>Kaye Jaynes</td>
</tr>
<tr>
<td>POM</td>
<td>Cheer &amp; Pom</td>
<td>Paige Wilson</td>
</tr>
<tr>
<td>Off</td>
<td>Off-campus site</td>
<td>Varies by site</td>
</tr>
</tbody>
</table>

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Appendix C

Technical Standards Statement

The University of Texas at Austin
Athletic Training Program
Technical Standards for Admission

The Athletic Training Program in the Department of Kinesiology and Health Education at The University of Texas at Austin is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the Athletic Training Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Compliance with the program’s technical standards does not guarantee a student’s eligibility for the BOC certification exam.

Candidates for selection to the Athletic Training Program must demonstrate:

1. The mental and intellectual capacity to obtain complex information and concepts from a variety of sources, to analyze and integrate that information and problem solve in order to distinguish deviations from the norm and to formulate assessment and therapeutic judgments.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations, therapeutic treatments, and therapeutic exercise and rehabilitation protocols using accepted techniques. This includes, but is not limited to, the ability to (a) accurately, safely and efficiently use equipment and materials during the assessment, treatment, and rehabilitation of patients; (b) gather decision-making pieces of information during an injury assessment activity in class or in the clinical setting; (c) perform assessment, treatment and rehabilitation activities in class and in the clinical setting by direct performance; (d) sit, stand, and kneel for extended periods of time while rendering assistance to patients and athletes; (e) frequently move from place to place and position to position at a speed that permits safe handling of classmates and injured athletes; (f) stand and walk while providing support to an injured athlete; (g) use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat injured athletes; (h) follow safety procedures established for each class and clinical setting.
3. The ability to read, write, speak and understand the English language at a level consistent with competent professional practice, including but not limited to, the ability to (a) establish rapport and communicate effectively and sensitively with patients, parents, coaches, administrators, officials, medical and allied medical personnel and colleagues, including individuals from different cultural and social backgrounds; (b) record and discuss the physical examination results and treatment and rehabilitation plans clearly and accurately.
4. The capacity to maintain composure and continue to function well and the ability to make and execute quick, appropriate and accurate decisions in a stressful environment including, but not limited to, emergency situations.
5. The ability to adjust to changing situations and uncertainty in clinical situations.
6. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.
7. The ability to maintain personal appearance and hygiene conducive to the classroom and clinical setting
8. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
9. The responsibility and accountability to attend clinical experiences as assigned by the Program Director, Clinical Education Coordinator, and/or Preceptor including, but not limited to, practice and event coverage of on and off campus clinical sites.
10. The ability to meet the standards and requirements for course completion throughout the curriculum including, but not limited to (a) completing readings, assignments and other activities during and outside of scheduled class hours (b) the ability to read, write, speak and understand the English language at a level consistent with successful course completion.

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

The Office of the Dean of Students will evaluate a student who states he/she could meet the program’s technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

__________________________________________ Date
Signature of Applicant

__________________________________________
Printed Name

Alternative statement for students requesting accommodations.

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the Office of the Dean of Students to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

__________________________________________ Date
Signature of Applicant

__________________________________________
Printed Name

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