

Master of Athletic Training (MAT) Guide



2021-2022

(AT Program Policies & Procedures)

INTRODUCTION

This online document contains the policies and procedures related to all aspects of the Culver-Stockton College Athletic Training Program (CSC ATP). It is intended to be a reference for applicants, current athletic training students, athletic training faculty and staff, clinical preceptors, and administrators. All persons that are stakeholders in the Culver-Stockton College ATP should read and be familiar with all parts of the most current handbook. This document will be used to further explain the ATP as referenced in the current academic catalog.

The C-SC ATP is designed to prepare students for a career as an entry-level athletic trainer and/or pursuit of advanced graduate/professional studies. The student who envisions a career as an allied health professional must accept certain responsibilities beyond those associated with successful academic performance and clinical proficiency. Students within the C-SC ATP are expected to uphold appropriate professional standards, such as those outlined by the National Athletic Trainers' Association's [Code of Professional Ethics](#) and the ATP handbook. Athletic training students involved in the professional phase of this program are required to read all aspects of this handbook and have a working knowledge and understanding of the information contained within.

All policies and procedures outlines in this handbook are in congruence with the Culver-Stockton College Academic Catalog. Specific policies within the academic handbook may be outlined in more detail, in an effort to improve clarity and minimize ambiguity.

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Vision:

The Athletic Training Program (ATP) at Culver-Stockton College will be a nationally recognized educational program for producing exceptional professionals and servant leaders in the field of athletic training.

Mission:

The mission of the Culver-Stockton College ATP is to professionally prepare students of promise for successful careers and advanced studies in athletic training. The ATP is a supportive learning community that prepares students for a dynamic allied health care market by developing the students' core competence as a health care professional within a CAATE-accredited experiential learning curriculum.

Program Values:

The ATP is encapsulated by three overarching values. We value the development of a **COMPETENT** allied health professional that is diversely **SKILLED**, and **COMMITTED** to the principles of professional development and servant leadership.

Student Learning Outcomes:

MAT students will utilize a professional approach to demonstrating competence and skill in, as well as commitment to:

1. Patient/Client-Centered Care
2. Interdisciplinary Education & Practice
3. Evidence-Based Practice
4. Information-Driven Decisions & Health Care Informatics
5. Quality Improvement

Accreditation Statement:

Culver-Stockton College is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101 and offers a Master of Athletic Training (MAT). Upon completion of the program, a student would be eligible to take the Board of Certification examination to become a certified athletic trainer (AT). To enroll in coursework, students must fulfill the admission requirements for and be granted formal admission to the program. Entrance is competitive and not guaranteed.

Non-discriminatory Statement

Culver-Stockton College admits students, awards financial aid and administers its academic and extra-curricular programs without regard to race, color, creed or religion, gender, marital status, national origin, military status, disability, age, or any other characteristic protected by law.

NATA Code of Ethics

Students are expected to maintain and abide by the NATA Code of Ethics

Preamble

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

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

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

Principle 3: MEMBERS SHALL MAINTAIN AND PROMOTE HIGH STANDARDS IN THEIR PROVISION OF SERVICES

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

For a full copy of the Code of Ethics, visit the NATA website: www.nata.org

I. BOC Standards of Practice

Students are expected to maintain and abide by the BOC Standards of Practice

Preamble: The primary purpose of the Practice Standards is to establish essential duties and obligations imposed by virtue of holding the ATC® credential. Compliance with the Practice Standards is mandatory. The BOC does not express an opinion on the competence or warrant job performance of credential holders; however, every Athletic Trainer and applicant must agree to comply with the Practice Standards at all times.

Standard 1: Direction The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state's statutes, rules and regulations.

Standard 2: Prevention The Athletic Trainer implements measures to prevent and/or mitigate injury, illness and long term disability.

Standard 3: Immediate Care The Athletic Trainer provides care procedures used in acute and/or emergency situations, independent of setting.

Standard 4: Examination, Assessment and Diagnosis The Athletic Trainer utilizes patient history and appropriate physical examination procedures to determine the patient's impairments, diagnosis, level of function and disposition.

Standard 5: Therapeutic Intervention The Athletic Trainer determines appropriate treatment, rehabilitation and/or reconditioning strategies. Intervention program objectives include long and short-term goals and an appraisal of those which the patient can realistically be expected to achieve from the program. Appropriate patient-centered outcomes assessments are utilized to document efficacy of interventions.

Standard 6: Program Discontinuation The Athletic Trainer may recommend discontinuation of the intervention program at such time the patient has received optimal benefit of the program. A final assessment of the patients' status is included in the discharge note.

Standard 7: Organization and Administration The Athletic Trainer documents all procedures and services in accordance with local, state and federal laws, rules and guidelines.

II. Code of Professional Responsibility

Preamble: The Code of Professional Responsibility (Code) mandates that BOC credential holders and applicants act in a professionally responsible manner in all athletic training services and activities. The BOC requires all Athletic Trainers and applicants to comply with the Code. The BOC may discipline, revoke or take other action with regard to the application or certification of an individual that does not adhere to the Code. The Professional Practice and Discipline Guidelines and Procedures may be accessed via the BOC website, www.bocatc.org.

Code 1: Patient Care Responsibilities

Code 2: Competency

Code 3: Professional Responsibility

Code 4: Research

Code 5: Social Responsibility

Code 6: Business Practices

For the full version of the BOC practice standards please visit their website:

https://www.bocatc.org/system/document_versions/versions/154/original/boc-standards-of-professional-practice-2018-20180619.pdf?1529433022

Admission Routes & Requirements:

Culver-Stockton College offers two options for completion of the MAT. Degree conferment may be obtained through a 3 + 2 (accelerated) model in which the student completes 3 years of specified undergraduate and pre-requisite coursework and an additional 2 years of MAT graduate courses to complete their BS in Health Science and MAT from Culver-Stockton College.

Students from affiliate partner Colleges and Universities may also pursue the 3 + 2, conferring their undergraduate degree from their affiliate institution and MAT from C-SC. Traditional graduate students pursue the MAT through a 4 + 2 model, in which the student completes any bachelor-level degree and pre-requisite coursework prior to entrance and completion of the graduate degree at C-SC.

The MAT at C-SC is a professional program that has multiple routes for admission. Admission is competitive and limited to 12 students per cohort. Cohorts may be uncapped with institutional approval and addition of appropriate faculty.

- **Direct** Admission to Accelerated (3+2): Only available for students enrolling at C-SC in the 3+2. Students must be an incoming freshman with a 25 ACT (or equivalent), 3.5 GPA (4.0 scale), and have 50 hrs of observation under the direct supervision of a credentialed AT prior to enrollment. Students maintain their guaranteed direct admission to the accelerated MAT by maintaining a 3.0 GPA and fulfilling the additional application requirements annually (see MAT Guide for details).
- **Accelerated** Admission (3 + 2): Only available to students at C-SC or affiliate institutions. Students must complete all application materials and have an endorsement from an AT at C-SC or the affiliate institution. Accelerated applicants should apply no later than January 15th of their third year (the semester preceding the start of the summer graduate year) through the C-SC admissions website to guarantee an automatic interview.
- **Traditional** Admission (4 + 2): Students must have a bachelor degree from an accredited institution, complete their application through ATCAS or Culver-Stockton College website, and meet all entrance requirements. Applications are due no later than March 15th for full consideration.

*. *C-SC and affiliate institution students will be awarded priority points on evaluation ratings, but may not be guaranteed entrance.*

Application & Entrance Requirements:

1. Cumulative GPA of at least 3.0 (or 3.0 in last 60 hours); have completed their bachelor's degree or enrolled in the last semester from an accredited college or university; or enrolled in, and complete prior to program start date, a minimum 100 credit hours for accelerated applicants.
2. A grade of "C" or higher, and minimum of 3 credit hours, in each of the following pre-requisite courses:
 - a. Biology
 - b. Anatomy; or combination of two A&P courses
 - c. Physiology; or combination of two A&P courses
 - d. Physics
 - e. Chemistry
 - f. Nutrition
 - g. Exercise physiology
 - h. Kinesiology or biomechanics
 - i. Psychology
 - j. *Pathophysiology (may be taken as summer course at C-SC in first semester of program)

Recommended coursework: Statistics (highly recommended), Medical Terminology (highly recommended), Public Health, Epidemiology, Care and Prevention of Athletic Injuries, and Abnormal Psychology.

*A student missing one or more of the application and entrance requirements may be eligible for conditional acceptance per institutional policy. Students seeking conditional acceptance are subject to approval by the Graduate Committee.

Conditions of acceptance will vary by applicant. Contact the Program Director for information on conditional acceptance.

3. Additional Application Requirements:

All applicants must also meet additional application requirements which include:

- a. Statement of professional interest/philosophy;
- b. 2 letters of recommendation/endorsement (1 must be supervising AT);
- c. 50 hours of observation under the supervision of and endorsement of an AT; and
- d. verification of ability to meet the "technical standards" and "additional requirements" of the Program.

*International applicants must also have the following:

- e. TOEFL > 79 (IBT), 213 (CBT) or 550 (PBT); IELTS 6.0 minimum; SAT >1050 or ACT >22; equivalent performance on accepted English proficiency exam (as determined by the College), or completion of 90 credit hours from accredited US College/University with a 3.0 or higher, if applicable.

4. Secondary Application & Entrance Requirements:

- a. Applicants will receive verification of application receipt, along with request for secondary application requirements and additional information needed (if applicable) by February 1st for Accelerated, and April 1st for traditional enrollments.
- b. Selected applicants will receive a request for interview; based upon approval of the application and interview, a letter of acceptance or denial will be distributed no later than April 15th. Acceptance is rolling and available until filled. Students are highly encouraged to apply as early as possible.
- c. Upon acceptance, students are required to submit a nonrefundable deposit of \$150. The fee will cover the cost of background check and liability insurance (remaining funds will be credited to student account upon enrollment).
- d. Accepted applicants are subject to a criminal background check, must provide a medical history, undergo a physical, and provide verification of current immunizations (must include Hep B, MMR and TB [valid within one year]) and proof of liability insurance prior to start of clinical coursework (failure to comply may result in revocation of acceptance and/or dismissal from program). Students must also be able to secure housing, be willing to relocate, and have reliable transportation.
*Students may also be subject to a drug-test at some clinical sites.

5. Pre-requisite course assessment

Any pre-requisite course from an outside institution is evaluated by the Registrar for congruence with coursework at C-SC. Consult may be sought from the program or faculty member responsible for said course for final determination. See the appendices for the qualifying criteria for pre-req courses by program consult.

Master of Athletic Training

Course Sequence

(56 Credits)

Year 1: Summer	Fall	Spring
<i>(3)[BI0310 Pathophysiology; if applicable]</i> (3) ATR510 Foundational Concepts in AT (3) ATR515 Functional Anatomy *(1) ATR501 Clinical I	(3) ATR525 Clinical Diagnosis I (3) ATR555 Physical Examination & Diagnostics (3) ATR625 Clinical Diagnosis II (3) ATR 520 Diversity & Cultural Competence for the Health Professional (EXP) *(2) ATR502 Clinical II	(3) ATR545 Therapeutic Interventions I (3) ATR645 Therapeutic Intervention II (2) ATR 535 Pharmacology (3) ATR530 Evidence-Based Research & Clinical Practice (EXP) *(2) ATR503 Clinical III
7-10 hrs	14 hrs	13 hrs
Year 2: Summer	Fall	Spring
(2) ATR610 Behavioral Health *(1) ATR604 Clinical IV	(1) ATR620 Capstone for Health Professionals (3) ATR615 Community Health Promotion & Wellness (3) ATR630 Healthcare Administration (EXP) *(3) ATR606 Clinical VI: Immersion	(3) ATR665 Nutrition & Conditioning for Human Performance (2) ATR655 Therapeutic Intervention III (EXP) *(3) ATR607 Clinical VII: Immersion *(1) ATR605 Clinical V
3 hrs	10 hrs	9 hrs

*Requires engagement in hands-on patient care

Students must understand that clinical courses may continue within a trimester during scheduled breaks from formal class instruction. In addition, a special term between summer and fall trimesters will be used in the MAT. The academic calendar may be found in the online Culver-Stockton College Catalog.

Retention/Probation/Dismissal Criteria:

Students will be evaluated each semester for congruence with program conditions and retention criteria. Retention requirements include FT enrollment in curriculum sequence; maintaining 3.0 GPA; C or better in all coursework (more than 2 C's results in recommendation for dismissal); passing of all semester comps and exit exam with 75% or better; adherence to all policies set forth in the MAT Guide; and continued ability to meet "technical standards" and "additional requirements". Students earning 2 C's, falling below a 3.0 GPA, or violating program policies will be placed on programmatic remediation. Inability to meet the conditions of remediation may result in dismissal. Students placed on remediation or dismissed will be notified in writing, will be provided applicable terms of said actions, and will reserve the right to appeal that decision. All appeals should follow the Academic Policies and Regulations set forth in the current Academic Catalog.

Estimated Annual Program Costs & Fees:

- **Tuition:** \$400/credit hour (C-SC alumni and partner institutions are eligible for a tuition discount of up to 15% or 10% respectively)
- **Deposit:** \$150 (non-refundable: credited toward tuition upon enrollment)
- **Unified Student Fee: \$495** (institution-wide fee)
 - Includes access to library, online resources, entrance to campus programming/performances/events, wellness center membership, etc.
- **AT Program Fee: \$750**
 - Includes personal tablet w/ apps, simulation costs, apparel/gear, liability insurance, criminal background check, Association memberships (NATA, MAATA, & MoATA), and practice/exit exam.
- **Course/Lab Fees: \$100/course** (Books are additional cost and vary by course/type: Estimated \$350-700. Students are encouraged to purchase electronic texts on tablets to reduce costs.)
- **Room/Housing:** Cost varies. Student is responsible for securing appropriate housing; [Campus housing](#) is available in Stone Hall upon request. Those selecting campus housing must provide \$200 housing deposit by April 1st.
- **Board:** Cost varies. Student is responsible for all food; Students electing for campus housing are required to purchase [campus meal plan](#)
- ***Graduation:** \$150 (only upon graduation)

C-SC Graduation Requirements:

Students completing the MAT and graduating with a Masters degree from C-SC must complete all program requirements. Program requirements include satisfactory completion of all

coursework, adherence to all retention criteria, and verification from the Program Director. Additionally, prior to conferment of your degree all tuition, fees, and out-standing financial balances must be rectified. See Academic Catalog for any additional information.

Key Program Requirements for Graduation from the ATP:

- Completion of the minimum hour requirement
- Successful completion of all ATR and support courses with a “C” or better
- Completion of all curricular CAATE Standards (Didactic & Clinical)
- Passing the Exit Exam with a minimum 75% in Clinical VII .

BOC Exam Endorsement Criteria:

- All graduation requirements met or enrolled in their final semester
- Successful completion or plan for completion of all CAATE Standards
- Successful completion of the Exit Exam
- Current CPR/AED certification for the professional rescuer (ARC) or BLS (AHA)

Student Withdrawal & Refund:

Students who withdraw from the institution may be eligible for a portion of their tuition and fees. Please see the C-SC [Student Handbook](#) for up-to-date information.

Financial Aid & Scholarships:

Graduate students at C-SC are solely responsible for their tuition, fees, board and housing. Eligible graduate students are encouraged to file a FAFSA to assist them with financing their education. Currently, scholarships and grants at C-SC are only available to partner institution undergraduate students. C-SC alumni are eligible for a designated discount rate for graduate programming, which is currently 15%; partners are eligible for 10%; this rate can vary and is determined annually. In addition, information on scholarships and grants can also be found in the Financial Information section of the College Catalog under the category of “Eligibility for College Scholarship and Grants.” Students enrolled in the Accelerated degree plan are no longer eligible for undergraduate scholarships/aid at the start of their graduate degree.

Extra-Curricular Involvement

Athletic training students wishing to participate in extra-curricular activities will not receive exceptions to course sequencing or clinical hours. All ATP coursework and activities will take precedence; extracurricular activities should require minimal accommodation. Extra-curricular activities can include, but are not limited to employment, intercollegiate athletics, intramurals, clubs and organizations, or volunteer initiatives. The ATP recognizes the value of extra-curricular activities; however, fulfillment of the course requirements, proper clinical sequence, and progress toward graduation is the priority of the ATP. Any student intending to participate in extra-curricular activities MUST make a formal request in writing prior to enrollment in the program (see Extra-Curricular Participation Request Form), or prior to committing to these activities if post-enrollment. Any participation in extra-curricular activities and associated

expectations/accommodations MUST be agreed to and approved by program administration and appropriate personnel (i.e. coaches or supervisors). Program administration and involved personnel reserve the right to refuse accommodations or participation in extra-curricular activities. Requests will be considered on a case-by-case basis.

Culver-Stockton College

Athletic Training Program

Disciplinary Action: Athletic Training Student

The following violations may be reason for disciplinary action. This list serves as a guideline although recognizing that action may be taken for other instances not defined

- Violation of General Athletic Training Program Policies (1)
 - Warning for first infraction (excluding offenses listed below)
 - Write-Up with Point accumulation after warning
- Insubordination (3)
- Violation of Code of Ethics, BOC Standards, or Unprofessional Behavior (5)
 - Examples (breach of confidentiality, practice out of scope . . .)
- Possession of Alcohol/Tobacco or Illegal Substances Law Violation (5)
- Appearing under the influence during academic or clinical experiences (5)

Students who accumulate five violation points within one academic year will be required to meet with the Program Director and/or Coordinator for Clinical Education and supervising Clinical Preceptor. Appropriate actions will be taken by program administration, which may include immediate probation or dismissal from the ATP. If a warning or probation is assigned, a remediation contract/form to ensure clinical success will be prescribed and agreed upon by all members before the student can continue with any clinical experiences. A student who accumulates more than five violation points during their professional phase may be placed on automatic program probation. Any student receiving more than ten violation points during their time in the ATP may be subject to dismissal. Students have the right to appeal any actions or decisions of the ATP staff and should follow the appropriate appeal and grievance guidelines as outlined in the Academic Catalog.

Culver-Stockton College

Athletic Training Program

Student Grievance Policies

General:

Students are encouraged to work professionally toward resolving grievances with parties involved or direct chain of command. Should resolution not be found or be most appropriate for administrative intervention, students are required to follow the procedures outlined in the Student Grievance Policy in the [Student Handbook](#).

Student Life:

Students who wish to file a complaint regarding incidents with fellow students, faculty or staff of the college may do so by reporting their grievance with the Dean of Student Life. All complaints will be investigated, and outcomes will be kept on file in the Student Life Division.

Academic:

Academic policies and regulations, academic honesty expectations of students and faculty is required in all circumstances, and students are expected to conduct themselves with integrity and professionalism. Cheating, plagiarism, and other forms of academic dishonesty are strictly forbidden and will not be tolerated.

The instructor of any course has the right to challenge any student when questionable circumstances arise and to require the student to furnish any relevant material. Appropriate sanctions will be imposed when cheating, plagiarism, or another form of academic dishonesty occurs. Faculty are required to uphold the college Academic Honesty Policy, discuss it in their classes, and may include a reference to it in their course syllabi. Faculty will treat all cases of academic dishonesty as opportunities to impart knowledge, teach skills, and promote the value of academic integrity. Faculty members will report all cases of student academic dishonesty to the appropriate designated Academic or Associate Dean.

Definitions:

Cheating includes, but is not limited to, engaging in any of the following practices in regard to any class assignment (which includes papers, projects, homework, examinations, presentations, etc.): stealing an examination or any other material, copying or getting assistance from another student during an examination, collaborating on projects when not allowed by the instructor,

submitting work that is not one's own, or assisting a student in any of the aforementioned activities. Due to the nature of certain classes and programs, individual instructors may also have additional academic honesty policies that students should be aware of when in any such classes or programs.

Plagiarism is defined as taking someone's ideas or words and passing them off as one's own. Examples include but are not limited to: buying or otherwise securing a paper or assignment from someone and submitting it as one's own work, presenting the exact words of a source without citing the source and without putting those words in quotation marks, and using another person's ideas without acknowledging the source of those ideas. Fabrication is defined as falsifying data, information, or citations in any academic work. Examples include representing a fictional occurrence as an actual event, citing interviews that never occurred, and inventing statistics that are not grounded in research data.

Deception is defined as providing false information to an instructor or other academic administrator communication about an academic activity, project, exam, or other type of academic matter - e.g., giving a false excuse for missing a project deadline, claiming to have submitted coursework that one did not actually submit, and forging an advisor or instructor's signature on an academic form.

Sanctions for Dishonesty:

An instructor who finds a student to be guilty of cheating, plagiarism, or other form of academic dishonesty has the right and duty to impose an appropriate sanction. The instructor has wide latitude in this, however, and may choose such options as asking the student to redo an assignment (perhaps with a lowered grade), giving the student a '0' on a paper, examination or class assignment, or failing the student in the class. Students should also be aware that certain academic and co-curricular programs may have academic honesty policies of their own.

First Offense

A first offense carries with it the sanctions imposed by the instructor and a mandatory meeting with the Academic Dean. A letter from the Academic Dean is also sent to the student and placed in the student's file. Upon graduation, the first report of a violation is removed from any student record.

Second Offense

A second offense carries with it the sanctions imposed by the instructor and a mandatory meeting with the Academic Standards Committee. The Academic Standards Committee may also impose additional sanctions on the student up to and including suspension. A letter from the academic dean is also placed in the student's file. Upon graduation, first and second reports of a violation are removed from any student record.

Third Offense

A third offense carries with it sanctions up to and including the possibility of suspension or expulsion from the college.

Appeals

Students may appeal any sanctions imposed for academic dishonesty to the academic dean. Student Appeals/Complaints Culver-Stockton College students who wish to appeal to the Academic Standards Committee in matters of variance (substitution, waiver, exemption, etc.) from established policy may do so, in writing, through the office of the registrar. Such petitions should show endorsement or acknowledgment by the student's academic advisor. Enrolled students may file a formal complaint by submitting a written/signed complaint to one of the following institutional officers: the president, the provost/vice president for academic affairs and dean of the college, or the dean of student life.

Course Grade Appeals -

Culver-Stockton College has established a procedure for the resolution of disputes over course grades. When a student wishes to dispute a final course grade received in a course, he or she must first try to resolve the disagreement with the course professor of record. If negotiations with the course professor do not resolve the disagreement, the student may contact the appropriate division chair or program supervisor for assistance in resolving the disagreement. Cases in which resolution has not been achieved by negotiations among the student, faculty member, division chair and/or program supervisor may be remanded by the vice president for academic affairs and provost/dean of the college (VPAA) to the Academic Standards Committee for review. The Academic Standards Committee will consider each case, has the authority to make final recommendations, and will make every effort to preserve both the substance and the appearance of impartiality and fairness. In the event that a member of the Academic Standards Committee is directly involved in the case, that member will not participate. If that member is the chair of the Committee, the Committee will elect a chair, pro tem. The Committee may make a determination with or without a hearing. In either case the results will be communicated to the Provost/VPAA. The Provost/VPAA will communicate the final decision to the student, the appropriate division chair or program supervisor, the Registrar, and the faculty member.

Any student considering a grade appeal should understand that each faculty member has the academic freedom and responsibility to determine and assign grades according to any professionally acceptable method chosen by the faculty member, communicated to everyone in the class, and applied to all students equally. An appeal must be made in writing to the faculty member who taught the course (copies to the appropriate academic division chair or program supervisor and VPAA) no later than the fifteenth calendar day of the next succeeding regular semester.

Culver-Stockton College Athletic Training Program Clinical & Supplemental Experience Requirements

Course Clock Hour Requirements (minimum):

- ATR 501: Prevention and Emergency Care-- 40hrs
- ATR 502: Foundations of Sports Medicine I-- 80 hours
- ATR 503: Foundations of Sports Medicine II-- 80 hours
- ATR 604: Advanced Preventative and Emergency Care-- 40 hours
- ATR 605: General Medical and Behavioral Health-- 40 hours
- ATR 606: Advanced Athletic Training Immersion-- 120 hours
- ATR 607: Clinical Sports Medicine Immersion and Practice Advancement-- 120 hours

The above listed requirements are the minimum hour requirements for completion of the ATP. This minimum total is 520 clinical hours. Students are strongly encouraged to gain considerably more clinical hours to improve their professional preparation, quality/quantity of professional references, and their clinical course grade. A maximum hour statement is provided below. Typically, graduates will accumulate well over 1,000 hours in clinical experience. In addition, students should understand that some states may require additional clinical experience hours for state licensure. Excess clinical hours a student accumulates during the school calendar, may qualify for extra credit towards a clinical course. Minimum hours is equivalent to a “C” in that section of grading for clinical coursework.

Transportation Statement:

Clinical coursework and rotations will require students to travel off-campus. These distances could be within a one hour or more radius, but typically 30 minutes or less. Students are responsible for access to or possession of reliable transportation. The ATP is not responsible for securing, scheduling or assisting students with transportation. Nor can the ATP be held financially responsible for any damage to the student’s mode of transportation during the travel to, from, or at the clinical site. Students are also responsible for proper maintenance, licensing, and insuring their vehicle(s).

Clinical Hours Statement:

The ATP requires a “written policy that delineates and minimum and maximum requirement for clinical hours” (reflected in previous CAATE 2012). In addition, in non-immersion clinicals “Students must have a minimum of one day off in every seven-day period.” The student and Coordinator for Clinical Education are responsible for monitoring clinical schedules and communicating with the clinical preceptor when a schedule change is needed. It is a student’s responsibility to notify preceptors about an approaching seventh day. Students **MUST** notify their preceptor at least 24 hrs prior to said day.

Maximum Hours:

1. A clinical experience with an Immersion focus will have a maximum average no more than 60 hours a week during the assigned clinical rotation. (Approximately 900 hrs)
2. A clinical experience with a non-immersion focus will have a maximum average of no more than 35 hours a week during the assigned clinical rotation. (Approximately 525 hrs)

Minimum Hours:

The minimum clinical hour requirement is equivalent to 40 clock hours per credit hour; therefore, a 1 credit clinical class will require a minimum of 40 clinical experience hours.

1. A clinical experience with an immersion focus will have a minimum average of 15 hours per week, or until the minimum hours are met, during the assigned clinical rotation.
2. A clinical experience with a non-immersion focus will have a minimum average of 3 hours per week, or until the minimum hours are met, during the assigned clinical rotation.

An immersion rotation typically consists of at least one 4-week intense clinical experience within a trimester. A non-immersion rotation typically has the clinical experiences spread over the academic trimester (or 15+ weeks).

Culver-Stockton College Athletic Training Program Clinical Progression

Each student should expect to accumulate a minimum of 520 clinical and supplemental field experience hours as part of the Athletic Training Program. This experience will traditionally take place in the Athletic Training Facility; varsity athletic game and practice venues at Culver-Stockton College, Quincy University and Hannibal LaGrange; as well as various physical therapy, physician, and other allied health care facilities in Canton, MO; Quincy, IL; Hannibal, MO and surrounding areas. Additional sites may be available with appropriate affiliation agreements. To gain entrance and maintain compliance with the program and clinical sites, students are expected to pass their criminal background check which will check for previous felony conviction or sexual offenses (some required negative drug-tests). Additionally, students will need professional liability insurance prior to beginning their professional clinical experiences and emergency cardiac care certification (CPR/AED for the Professional Rescuer). Clinical and supplemental experiences will provide a logical progression of increasingly complex and autonomous patient/client-care experiences.

Program Years 1 and 2:

Enrollment in clinical experience courses and site assignments will be determined by the Coordinator for Clinical Education and other athletic training staff based on need of the student, coursework and skill completion, and availability of sites and preceptors/supervisors. Each student must successfully complete all seven specified clinical rotations (within specified trimesters) to meet the requirements of the ATP. Completion of clinical coursework/rotations will meet the CAATE requirements, which include exposure to sports requiring protective equipment, patients of different sexes, non-sport patients and patients with non-orthopedic conditions. In addition, focus will be on patient/client populations that are throughout the lifespan, with different socioeconomic statuses, and activities/sports of varying levels and ability etc. Progression through clinical courses will be determined by the ability to continually pass trimester comprehensive exams. Students will be required to pass clinical examinations within three attempts with at least a 75% in order to successfully complete the clinical course for A or B. Failure to pass the clinical comprehensive exam may result in the student needing to complete significant remediation and receiving an automatic “C” grade in the clinical course. Multiple grades of a “C” may result in program probation and/or dismissal.

Clinical I: Prevention and Emergency Care (Summer Year 1; 1 credit hour)

This course is designed to give the athletic training student hands-on experience as it relates to emergency care and the prevention of injuries and illnesses. Emphasis will be placed on the development of professional affective behaviors, integration of clinical standards, and completion of select clinically integrated standards. Students will complete clinical hours under the supervision of a qualified clinical preceptor in an athletic training or sports medicine setting. This course will orient and introduce students to early foundations skills and expose the student to clinical experiences in the athletic training program. In addition, students will begin early implementation of these skills during their clinical experiences. (Athletic Training)

Clinical II: Foundations of Sports Medicine I (Fall Year 1; 2 credit hours)

This course is designed to give the athletic training student hands-on experience as it relates to the practice of athletic training in the traditional sports setting. Emphasis will be placed on the development of professional affective behaviors, integration of clinical standards, and completion of select clinically integrated standards. Students will complete clinical hours under the supervision of a qualified clinical preceptor in an athletic training or sports medicine setting. This course will allow students to build confidence in the implementation of foundational care skills. In addition, students will begin to demonstrate skills in injury evaluation, illness evaluation, and preventative techniques. Through this clinical experience and Foundations of Sports Medicine II, students can gain experiences in both men's and women's sports, upper and lower extremity dominant sports, equipment intense sports, and collision sports. (Athletic Training)

Clinical III: Foundations of Sports Medicine (Spring Year 1; 2 credit hours)

This course is designed to give the athletic training student hands-on experience as it relates to the practice of athletic training in the traditional sports setting. Emphasis will be placed on the advancement of professional affective behaviors, integration of clinical standards, and completion of select clinically integrated standards. Students will complete clinical hours under the supervision of a qualified clinical preceptor in an athletic training or sports medicine setting. This course will allow students to demonstrate improved competency in the implementation of foundational care skills. In addition, students will demonstrate skills in injury evaluation, illness evaluation, therapeutic interventions, and preventative techniques. Through this clinical experience and Foundations of Sports Medicine I, students can gain experiences in both men's and women's sports, upper and lower extremity dominant sports, equipment intense sports, and collision sports. (Athletic Training)

Clinical IV: Advanced Preventative and Emergency Care (Summer Year 2; 1 credit hour)

This course is designed to give the athletic training student advanced hands-on experience as it relates to preventative and emergency care. Emphasis will be placed on the advancement of professional affective behaviors, integration of clinical standards, and completion of select clinically integrated standards. Students will complete clinical hours under the supervision of a qualified clinical preceptor in an appropriate setting. Students will have the opportunity to apply advanced emergency care techniques and mentor first-year students. (AT or Supplemental)

Clinical V: General Medical and Behavioral Health (Spring Year 2, 1 credit hour)

This course is designed to give the athletic training student advanced hands-on experience as it relates to the practice of health care with varied client/patient populations. In addition, students will begin to understand and implement concepts of care and treatment for a behavioral health crisis. Emphasis will be placed on the development of professional affective behaviors, integration of clinical competencies, and completion of select clinically integrated standards.

Students will complete clinical hours under the supervision of a qualified clinical preceptor in an athletic training and general medical setting. This course will also provide students with clinical experiences in the behavioral health setting. Through this clinical experience, students will experience inter-professional collaboration, varied patient populations, and common medical coding and documentation systems. (Supplemental)

Clinical VI: Advanced Athletic Training Immersion (Fall Year 2, 3 credit hours)

This course is designed to give the athletic training students an immersive hands-on experience as it relates to the practice of athletic training in the traditional sports setting. Emphasis will be placed on the development of professional affective behaviors, integration of clinical competencies, and completion of select clinically integrated standards. Students will complete a minimum of 4 weeks in fully immersed clinical hours under the supervision of a qualified clinical preceptor in an athletic training or sports medicine setting. This course will allow students to implement many aspects of athletic training techniques utilizing a strong knowledge base. In addition, students will demonstrate higher-level critical thinking skills in injury evaluation, illness evaluation, therapeutic intervention, and preventative techniques. Through this clinical experience, students will gain an immersive day-to-day clinical experience in the traditional sports setting. (Athletic Training)

Clinical VII: Clinical Sports Medicine Immersion and Practice Advancement (Spring Year 2, 3 credit hours)

This course is designed to give the athletic training student an immersive hands-on experience as it relates to the practice of health care in the non-collegiate settings. Emphasis will be placed on the development of professional affective behaviors, integration of clinical competencies, and completion of select clinically integrated proficiencies. Students will complete a minimum of 4 weeks in fully immersed clinical hours under the supervision of qualified clinical preceptors in various healthcare and sports medicine settings, with opportunity to explore areas of practice advancement. This course will allow students to implement many aspects of athletic training techniques utilizing a strong knowledge base. In addition, students will demonstrate higher level critical thinking skills in injury evaluation, illness evaluation, therapeutic intervention and preventative techniques. Through this clinical experience, students will gain an immersive day-to-day clinical experience in the non-collegiate settings. This clinical will also allow students to experience inter-professional collaboration, varied patient populations, and common medical coding and documentation systems. Students will demonstrate advanced skill sets associated with Hospital/Physician based systems and non-traditional athletic training settings. (Athletic Training and Supplemental)

Additional Clinical Course Information

Clinical hours that take place outside the academic calendar will be credited toward the appropriate clinical course, as students must understand that clinical rotations may continue through academic scheduled trimester days off. Clinical schedules are followed unless permission is granted by the preceptor and CCE.

Culver-Stockton College

Athletic Training Program

Clinical Dress Code

This policy is the minimal standard! At any point in time a clinical preceptor, supervisor or athletic administrator has the right to request a more professional appearance for specific situations. Off campus sites may require a different dress code. Violations of the dress code policy will be handled under the disciplinary action code. ***Student attire, appearance, and hygiene should be representative and be immediately identifiable with a qualified medical professional. Students must identify themselves as “students” and never represent themselves as an AT or staff. Nametags are part of the dress code and should be worn, unless other discernable student identification/clothing is required by the setting or staff.***

I. ATR (Facility) Coverage Hours

Appropriate Clinical Attire

- C-SC Master of AT polo (may wear long sleeve shirt **underneath** in winter)
- Khaki/khaki type pant/shorts (khaki pants must **NOT** be a jegging type or trendy/skinny khaki jeans) in khaki, black, navy blue, or grey
**Gym shorts, sweats, t-shirts or athletic gear is not acceptable unless specifically warranted by the needs/activities of the clinical site and approved by the PD/CCE.*
- Closed toed shoes/Sneakers
- Name tag or lanyard badge worn at all times in the ATR or clinic
- All undergarments must be covered with clothing and non-visible. It is highly advised for students to wear tank tops or other garments to help with professional appearance
- Well groomed, facial hair trimmed and groomed (clean shaven preferred) and good hygiene. Clean and trimmed finger nails.

II. Sport Practice and Event Coverage

Appropriate

- Students should defer to the clinical preceptor at their clinical site. Gym shorts, sweats, and athletic wear are NOT acceptable. Dress code requirements should be established upon the first meeting and review of the clinical contract. Master of AT polo or t-shirt is appropriate. The clinical site has the right to require specific clothing and dress code guidelines and should contact the Coordinator for Clinical Education with any concerns or dress code violations. Student **MUST** be identifiable as a Master or AT student. Students cannot wear staff apparel without distinguishing themselves as students. Name tags or badges are appropriate.

Student Healthcare & Communicable Disease Policy

The following policies are designed to protect both the athletic training student and the student-athlete or patient from the spread of communicable diseases.

- Athletic training students with contagious or potentially contagious illnesses should avoid direct patient contact, regardless of the clinical setting.
- Students suffering from a cold, sore throat, respiratory illness, intestinal illness, or other condition with an oral temperature of 100° or greater should report to a doctor and/or athletic training staff member.
- If a student must miss a class or clinical assignment due to illness, they should contact their clinical supervisor prior to their absence. If unable to contact their supervisor prior to class/clinical, students should contact him/her by email or leave a message. The Coordinator for Clinical Education and/or supervisor should also be contacted regarding any absences from clinical experiences. If a student does not attend class due to illness they should contact the clinical preceptor and CCE as soon as possible. Do not attend clinical experiences until you are no longer infectious. This may warrant release from a physician or appropriate medical professional.
- Athletic training students should always practice sound prevention techniques when working in the healthcare environment (i.e., regular hand washing, secretion and cough management, etc.), including use of appropriate PPEs.
- Athletic training students should always cover all open wounds or cuts before treating a student athlete or patient.
- If an athletic training student suspects that he/she has a medical condition that may impact the safety of the student or patient, the student must inform the clinical preceptor/supervisor and the Coordinator for Clinical Education as soon as possible.

Culver-Stockton College

Athletic Training Program

Clinical Supervision Policy

Purpose:

The purpose of the clinical supervision policy is to maintain and ensure the educational integrity of the clinical experience for the ATS. The clinical experience should be one of deliberate, facilitated learning and directed mentorship from the clinical preceptor.

Definitions:

1. Clinical Education (Experience)- a broad term that includes three types of learning opportunities to prepare students for independent practice. This is the **application** of athletic training knowledge, skills, and clinical abilities that is evaluated, and feedback provided by a preceptor (CAATE, 2012 & 2020).
2. Clinical Supervision- occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's KSAs and context of care. Preceptor be on-site and have the ability to intervene on behalf of the student and patient (audio-visual). Must follow all state regulatory practices. (CAATE 2020)

Guidelines:

1. The clinical preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient to provide a safe clinical environment as well as on-going and consistent education.
2. At no time should a student be left unsupervised or utilized in a capacity to replace or provide services of a Certified Athletic Trainer. ALL athletic training student participation **MUST** be supervised by a Certified Athletic Trainer or other allied health provider when engaged in patient care.
3. The clinical preceptor will maintain regular communication with ATP administrators. All sites with assigned students will be evaluated annually. ATP administration or qualified designee will perform a formal visit and assessment of each affiliated site provided that the site is being used (if used more than one-time).

Culver-Stockton College

Athletic Training Program

Program Evaluation Procedure

All evaluations of students, faculty, preceptors, clinical sites, and courses will be conducted using the Learning Management System (LMS), institutional evaluation system, ATrackonline, or other appropriate method designed for the setting each trimester or according to the Master Assessment Plan. Students will receive both formative and summative evaluation during clinical coursework to best ensure opportunities for improvement, learning over time, and competency mastery. Evaluations of faculty, preceptors and students will occur each trimester, when applicable, while clinical sites and courses are evaluated by trained program personnel each year they are “active”(if used more than one time). Active learning and clinical sites will be reviewed yearly for student feedback, modalities and other equipment calibrations*, Emergency Action Plans, Bloodborne Pathogen Control Plans, Exposure Control Plans, and other required documents as needed.

*Equipment that is approved for use by the clinical preceptor faculty member and pertaining to all learning environments where students are involved in real or simulated client/patient care (including teaching laboratories) will be inspected, receive regular maintenance, and/or be calibrated according to manufacturer guidelines specifications by a qualified professional. Verification or proof of equipment maintenance or calibration will be collected by program personnel prior to assignment to the clinical rotation or use on a patient or simulation as denoted above.

Culver-Stockton College Athletic Training Biohazard Concerns and Universal Precautions

I. The OSHA/VOSH 1910.1030 Bloodborne Pathogens Standard was issued to reduce the occupational transmission of infections caused by microorganisms sometimes found in human blood and certain other potentially infectious materials. Although a variety of harmful microorganisms may be transmitted through contact with infected human blood, Hepatitis B. virus (HBV) and Human Immunodeficiency Virus (HIV) have been shown to be responsible for infecting workers who were exposed to human blood and certain other body fluids containing these viruses. Through routes like needle-stick injuries and by direct contact of mucous membranes and non-intact skin with contaminated blood/materials, in the course of their work. Occupational transmission of HBV occurs much more often than transmission of HIV. Although HIV is rarely transmitted following occupational exposure incidents, the lethal nature of HIV requires that all possible measures be used to prevent exposure of workers. This exposure control plan has been established in order to minimize and to prevent, when possible, the exposure of everyone assisting in the Athletic Training Facility to disease-causing microorganisms transmitted through human blood, and as a means of complying with the Bloodborne Pathogen Standard.

All employees who are exposed to blood and other potentially infectious materials as a part of their job duties are included in this program. Basic components of this exposure control plan include:

Exposure Determination
Methods of Compliance
Hepatitis B Vaccination Policy

II. EXPOSURE DETERMINATION

All job categories in which it is reasonable to anticipate that an employee will have skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials (listed below) will be included in this exposure control plan. Exposure determination is made without regard to the use of personal protective equipment (i.e. employees are considered to be exposed even if they wear personal protective equipment)

METHODS OF COMPLIANCE

A. Universal Precautions

All blood or other potentially infectious materials shall be handled as if contaminated by a blood borne pathogen. Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious materials. The following engineering controls will be utilized: Sharps containers: will be maintained or replaced on a regular schedule.

B. Hand washing and Other General Hygiene Measures

Hand washing is a primary infection control measure that is protective of both the employee and the patient. Appropriate hand washing must be diligently practiced. Employees shall wash hands thoroughly using soap and water whenever hands become contaminated and as soon as possible after removing gloves or other personal protective equipment. When other skin areas or mucous membranes come in contact with blood or other potentially infectious material, the skin shall be washed with soap and water; the mucous membranes shall be flushed with water, as soon as possible. Eating, drinking, smoking, applying cosmetics or lip balm and handling contact lenses are prohibited in work areas where there is a reasonable likelihood of exposure to blood or other potentially infectious materials. Food and drink shall not be kept in refrigerators, freezers, shelves, and cabinets or on countertops or bench tops where blood or other potentially infectious materials are present. Mouth pipetting/suctioning of blood or other potentially infectious materials is prohibited. Employees shall use practices to minimize splashing, spraying, spattering and generation of droplets during procedures involving blood or other potentially infectious materials.

C. Sharps Management

Contaminated needles and other contaminated sharps shall not be bent, recapped or removed. Shearing or breaking of contaminated needles is prohibited. Sharps containers must be able to close, puncture resistant, labeled or color-coded, leak-proof on sides and bottom and maintained upright throughout use. Containers are to be easily accessible to personnel and located as close as is feasible to the immediate area where sharps are used or found. Contaminated disposable sharps shall be discarded as soon as possible after use in the disposable sharps containers. Contaminated broken glass is also to be placed in disposable sharps containers. As soon as possible after use, reusable contaminated sharps are to be placed in the reusable sharps container until properly processed. Sharps containers are located in the exam room and the Athletic Training Facility. Overfilling of sharps containers creates a hazard when needles protrude from openings. Nearly full containers must be promptly disposed of (or emptied and decontaminated in the case of reusable sharps). Disposal of hazardous materials will be disposed of by the Team Physician(s) in cooperation with Blessing Hospital.

D. Precautions in Handling Specimens

Specimens of blood or other potentially infectious materials shall be placed in a container that prevents leakage during collection, handling, processing, storage, transport or shipping. The container must be closed before being stored, transported or shipped. If outside contamination of the primary container occurs or if the specimen could puncture the primary container, the primary container shall be placed within a secondary container, which prevents leakage and/or resists puncture during handling, processing, storage, transport or shipping.

E. Management of Contaminated Equipment

Assess equipment for contamination and decontaminate as necessary and if possible before servicing or shipping. Equipment, which has not been fully decontaminated, must have label attached with information about which parts remain contaminated. Athletic training students or staff assesses and decontaminates equipment with a Clorox preparation.

F. Personal Protective Equipment: General Guidelines

All personal protective equipment will be provided, repaired, cleaned and disposed of by the employer at no cost to employees. Employees shall wear personal protective equipment when doing procedures in which exposure to the skin, eyes, mouth or other mucous membranes is anticipated. The articles to be worn will depend on the expected exposure. Gloves, gowns, face shields, masks, eye protection, mouthpieces, resuscitation bags, pocket masks are available. A variety of sizes are in stock. Employees who have allergies to regular gloves may obtain hypoallergenic gloves. If blood or other potentially infectious material penetrates a garment, the garment shall be removed as soon as possible and placed in a designated container for laundering or disposal. All person protective equipment shall be removed before leaving the work area; it shall be placed in assigned containers for storage, washing, decontamination or disposal (red trash can with or biohazard bag).

Protection for Hands

Gloves shall be worn in the following situations:

- When it can be reasonable anticipated that hands will contact blood or other potentially infectious materials, mucous membranes and non-intact skin;
- When performing vascular access procedures;
- When handling or touching contaminated items or surfaces.

Disposable Gloves

- Replace as soon as feasible when gloves are contaminated, torn, punctured or when their ability to function as a barrier is compromised.
- Do not wash or decontaminate single use gloves for re-use.

G. Exposure Incident Protocol

Any athletic trainer or athletic training student who incurs an exposure incident should report the incident to the medical direction. All athletic trainers and athletic training students will then be offered a post-exposure evaluation and follow-up according to the OSHA standard. A copy of the Exposure Incident Form should be filed with the Program Director and Athletic Training Staff

III. Hepatitis B Vaccination and other Immunizations

The vaccination is a series of three injections. The second injection is given one month from the initial injection. The final dose is given six months from the initial dose. Athletic training students are required to begin the series of injections, or signing of a Hepatitis B waiver, prior to application to the Athletic Training Program. All other required immunizations required for the program and college are outlined in the Culver-Stockton College Catalog under Student Life and the "Health Information Forms" section.

Culver-Stockton College

Athletic Training Program

Radiation Policy

Currently, C-SC does not use x-ray or other radioactive materials in the ATP classrooms or on-campus clinical facilities. However, students may come in contact or be exposed to radiation at affiliated clinical sites. Should the clinical site have the potential for exposure, these policies should be reviewed with the student. Students and preceptors will acknowledge this risk on the Risk of Participation Form. They will also acknowledge the review and understanding of appropriate site radiation policies and procedures on the Clinical Contract.

Appendices

Culver-Stockton College
Athletic Training Program
Technical Standards for Admission
“Additional Program Requirements”

Form ATP-1

The Athletic Training Educational Program at Culver-Stockton College 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 Educational 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 Educational Program must demonstrate:

- the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
- sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
- the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
- the ability to record the physical examination results and a treatment plan clearly and accurately.
- the capacity to maintain composure and continue to function well during periods of high stress.
- the perseverance, diligence and commitment to complete the Athletic Training Program as outlined and sequenced.
- flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
- affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the athletic training educational 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 Academic Dean 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 College will determine whether 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. In making the determination whether the student can meet the technical standards with reasonable accommodation, the College may seek expert opinions from third parties who are knowledgeable in the field of athletic training education, and may rely on those opinions.

ONLY sign the ONE statement below that pertains to you:

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 accommodations**. I understand that if I am unable to meet these standards I will not be admitted into the program.

Signature of Applicant _____
Date _____ or (see below; only sign one)

****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 Academic Dean 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.

Signature of Applicant _____
Date _____ (only sign one)

Culver-Stockton College
Athletic Training Program
HIPAA/FERPA Confidentiality Agreement

Form ATP-2

I, _____, understand that it is my responsibility to maintain complete confidentiality with regard to all information related to Athletic Training Services (on campus and off) both during and after my period of involvement with the Athletic Training Program. I will not directly, or indirectly use, reveal, publish, disclose or transfer any confidential information to any person/entity, or utilize any information for any purpose, except in the course of my work for Culver-Stockton College. All athletic training students may be exposed to sensitive and confidential information regarding other students and patients. I understand that no information, without written and expressed consent from the patient, can be released to anyone other than C-SC athletic training and medical staff and applicable clinical site. By providing my signature below, I acknowledge and agree to this confidentiality policy and understand that violation of this policy may result in disciplinary action or dismissal from the Athletic Training Program.

Date: _____

Signature: _____

Program Director Signature: _____

Culver-Stockton College
Athletic Training Program

Form ATP-3

Observation (Pre-professional) or Inter-Professional Student Policy

Inter-professional, pre-professional, or observational students, at C-SC should consult with MAT Program Faculty before starting any observation hours. These students are encouraged to actively engage AT staff, faculty and other students. However, an inter-professional/observation student is not permitted to counsel, prescribe, or apply AT-specific skills (clinical exam, modalities, joint mobs, etc) directly to a patient for the purpose of a therapeutic intervention specific to an active injury/illness. Students may apply preventative taping/bracing, wellness techniques (warm-up, stretching, strengthening, etc), or first aid as part of a supervised inter-professional team, if having been taught, assessed, and/or directed/certified to do so by a qualified staff member. Observation students are required to undergo bloodborne pathogen training, review the exposure control plan, and encouraged to have a current CPR/AED certification. These students may also be exposed to confidential medical information pertaining to patients; therefore, observation students must also maintain compliance with HIPAA/FERPA guidelines by always maintaining confidentiality. Violation of this policy can result in legal liability, disciplinary action by the institution, and exclusion from the Health Science or Master of Athletic Training Program

I, _____, have read and fully understand the observation student policy set forth by Culver-Stockton College.

Student Signature

Date

Culver-Stockton College
Athletic Training Program
Handbook Acknowledgement
“Additional Program Requirements”

Form ATP-4

I, _____, hereby acknowledge that I have read and understand all of the policies and procedures contained within the Culver-Stockton College Academic Catalog and MAT Guide. I further understand that these policies and procedures govern all aspects of the academic and clinical components of the ATP/MAT.

I further understand that failure to abide by these written policies and procedures may result in my dismissal from the MAT at Culver-Stockton College.

Student Signature

Date

Program Director

Date

Culver-Stockton College
Athletic Training Program
Acknowledgement of Program Conditions
“Additional Program Requirements”

Form ATP-5

Please read and initial each condition and sign and date the document at the bottom. The following conditions must be met to remain in good standing in the Athletic Training Program (ATP).

1. A 3.0 overall grade point average and a C or above in each required major/support course. Students must demonstrate clinical progression as documented via clinical evaluations, annual performance review, and comprehensive exams. Students not in good standing may be placed on probation or suspension. It is the student's responsibility to understand and comply with all retention, probation and program termination policies.

_____Initials

3. Proof of Immunizations or a Waiver must be signed and on file with the Program .

_____Initials

4. The student must understand that all costs associated with travel to clinical courses are the responsibility of the student. These travel costs are not part of course or program fees. In addition, the student should maintain their own personal liability, auto, and health insurance policies during their time in the MAT.

_____Initials

5. A passing score of minimum 75% must be attained on all clinical comprehensive exams (within 3 attempts) or the grade for the clinical course will be an automatic “C”. Students who cannot pass the comprehensive exam may have significant remediation and possibly placed on program probation. Students must pass the Exit Exam with 75%.

_____Initials

6. Bloodborne Pathogen Training, Radiation Risk, Confidentiality Agreements, and other Additional Program Requirement forms must be updated annually prior to starting clinical experiences.

_____Initials

7. Athletic training students must comply with MAT conduct requirements (academic and athletic), the College Student Handbook/Catalog, the NATA Code of Ethics, and the BOC Standards. Not complying with any of these established guidelines may jeopardize continued enrollment in the MAT.

_____Initials

8. Athletic training students must understand that each state has specific requirements necessary for state licensure. These licensure requirements may be different than what is needed to complete the MAT. Each student is responsible for ensuring that they acquire the hours necessary to fulfill state licensure requirements.

_____Initials

9. The student must read, understand, and abide by the MAT communicable disease policy.

_____Initials

10. Prior to starting any clinical rotations, students must complete their clinical contract and show proof of review of the site's EAP and policies. In addition, the student acknowledges the hour guidelines for clinical experiences.

_____Initials

Print Name _____

Student Signature _____

Date _____

Culver-Stockton College
Athletic Training Program
Risk of Participation

Form ATP-6

Prior to the start of the program the AT Student is expected to acknowledge an “Assumption of Risk”. Participation in the clinical experience exposes students to potential risks including:

- being struck by a flying object (ball, puck, bat, stick, shot-put),
- colliding with participating athletes, patients or clients,
- contacting harmful chemicals (bleach, Virex, etc.),
- contacting blood or other bodily fluids or infectious materials,
- accidents on playing surface, and/or
- injury associated with lifting and moving equipment, or
- exposure to radiation
- accidents (including traffic) during transportation to and from clinical or academic sites/activities

The student is responsible for reviewing strategies that minimize these risks with faculty and your preceptor prior to the beginning of each experience. An awareness of situations that are potentially harmful is crucial in this process. Any student concerns should be expressed proactively with the preceptor or faculty member.

I, _____ understand the risk of participation as an Athletic Training Student. In addition, I acknowledge that it is my responsibility to discuss situations proactively with my preceptors, faculty and staff of the ATP. If any concerns arise, I understand that my duty is to bring these concerns to others’ attention as soon as possible.

Student Signature

Date

Program Director/CCE

Date

Culver-Stockton College Clinical Contract

Form ATP-7

ATS Section: please fill out the top portion of this contract

Student: _____ **Year:** _____

Clinical Preceptor: _____ **Site:** _____

Clinical: _____

Minimum Hours Required for Clinical Rotation: _____

Classes Completed/Enrolled: check each class that you have completed or write the word “now” on any class in which you are currently enrolled:

_____ Foundational Concepts	_____ Functional Anatomy
_____ Clinical Diagnosis I	_____ Physical Exam & Diagnostics
_____ Diversity & Cultural Competence	_____ Clinical Diagnosis II
_____ Therapeutic Interventions I	_____ Evidence Based Practice
_____ Pharmacology	_____ Therapeutic Interventions II
_____ Behavioral Health	_____ Capstone in Health Professions
_____ Healthcare Admin	_____ Community Health Promotion
_____ Nutrition & Conditioning	_____ Therapeutic Interventions III

Clinical Requirements/Assignments (see syllabus):

Clinical Preceptor & Student: please meet and fill out this portion of the contract together

General Rotation Schedule (Days of week, hours per day)

Expectations for the student (from Clinical Preceptor)- minimum 3

Expectations for the Clinical Preceptor (from the Student)- minimum 3

ATS Clinical Goals (minimum 3)

Where is the bloodborne pathogen disposal equipment located (specify locations via venue):

Where is the bloodborne pathogen protective equipment & supplies located (specify locations via venue)

Preceptor must sign below or fill in the blank to indicate that the topic has been completed or discussed with the ATS. These topics must be discussed prior to patient care/interaction

- Review department or organizational policies and procedures _____ **initial**
- Review Emergency Action Plan/Bloodborne Pathogen Plan _____ **initial**
Where is nearest AED and EAP: _____
- Introduction to relevant Medical or Staff Personnel involved in the direct patient care plan _____ **initial**
- Tour of primary and any ancillary site/facility _____ **initial**
- Introduction to patients/clients (if appropriate): _____ **initial**
- Review paperwork & documentation system: _____ **initial**
What documentation system is used, and student's role:

- Location of Sanitation Precautions/Stations: _____ **initial**
- Policies related to risk of, and reduction to, radiation exposure: _____ **initial**
- All relevant equipment was identified, inspected, maintained, and/or calibrated according to manufacturer guidelines specifications by a qualified professional at the clinical site/facility (please provide verification to CCE): _____ **initial**

This contract is designed to facilitate discussion between the clinical preceptor and the athletic training student. Both parties are responsible for knowing the clinical requirements; however, it is ultimately the athletic training student's responsibility to ensure that the requirements are completed as assigned (see course syllabi). Please sign below indicating that you have reviewed and agreed to the information presented on this clinical contract.

Clinical Preceptor Signature

Date

ATS Signature

Date

Acknowledgement of EAP:

Students, please list the online link to the site EAP as your proof of understanding how to immediately access the clinical site EAP in an emergent situation.

Culver-Stockton College Athletic Training Program Preceptor Contract

Form ATP-8

This contract was made and entered into by and between the **Culver-Stockton College Athletic Training Program** and _____ (preceptor). This contract is to be reviewed and renewed annually or prior to the start of the student's clinical rotation should the preceptor have greater than a year between assignments.

A. Preceptor Qualifications:

- i. Be credentialed by the state in a health care profession as defined by the American Medical Association or American Osteopathic Association if providing patient-care (Athletic Training clinicals);
- ii. Is not currently enrolled in the AT program at the institution;
- iii. Received planned and ongoing education from the program designed to promote a constructive learning environment
- iv. Preceptors that evaluate/score clinical standards **MUST** be an AT, MD, or DO.

Initials: ____ **X**

B. Preceptor Roles and Responsibilities:

- i. Supervise students at **ALL** times (must be able to physically intervene on behalf of the student and patient) during clinical education;
- ii. Provide instruction and assessment of the current knowledge, skills, and clinical abilities designated by the CAATE;
- iii. Provide instruction and opportunities for the student to develop clinical integration standards, communication skills and clinical decision-making during actual patient/client care (or simulations if patient/client care is not available);
- iv. Provide assessment of athletic training students' clinical standards, communication skills, and clinical decision-making during actual patient/client care;
- v. Facilitate the clinical integration of skills, knowledge, and evidence regarding the practice of AT;
- vi. Demonstrate understanding of and compliance with the program's policies and procedures
- vii. Ensure that all equipment has been reviewed, inspected, maintained, and/or calibrated according to manufacturer guidelines specifications by a qualified professional at the clinical site/facility on a regular or annual basis.

Initials: ____ **X**

C. Preceptor Acknowledgments:

- i. I have read and understand the AT program's policies and procedures;

- ii. I have participated in, and promise to adhere to, preceptor training and clinical education methods that promote a constructive learning environment;
- iii. I shall not discriminate with respect to race, color, creed, religion, ethnic origin, age, sex, disability, sexual orientation, or other unlawful basis;
- iv. If applicable, I am in good standing with the BOC and/or state licensing board
- v. Students shall not exceed the maximum number or hours designated in their clinical syllabi
- vi. Students shall be given no less than one relief day off in a seven day period;
- vii. All clinical experiences provided will be educational in nature, and students will not receive remuneration during the experience;
- viii. A student **MUST** be instructed on an AT skill prior to performing those skills on patients; and observation students are **NOT** permitted to apply AT-specific skills to patients. Observational/Inter-professional students should also be instructed and directed prior to application of appropriate/complementary skills.
- ix. All clinical education requirements must be associated with and consistent with associated with the clinical course syllabi and institutional policy for academic credit.

Initials: ____ **X**

By signing and initialing this contract, I acknowledge that I have read and understand the information described. Furthermore, I respect and value the student's role as a learner, and my role as a mentor, role-model, and clinical educator.

Preceptor Signature: _____ Date: _____

Clinical Coordinator Signature: _____ Date: _____

Culver-Stockton College
Athletic Training Program
Hepatitis B Vaccination Declination

Form ATP-9

I understand that due to my occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been strongly advised to obtain the Hepatitis vaccine. However, I decline Hepatitis B vaccination at this time.

I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. I also acknowledge that refusal of this and other vaccines may exclude me from some clinical sites, which may inhibit completion of the program and graduation. Furthermore, it is not the responsibility of the program to identify clinical sites that will honor my declination of vaccination(s). If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with Hepatitis B vaccine, I can do so at any time. At that time verification should be provided to the program.

Student Name

Student Signature

Date

Witness Name

Witness Signature

Date

**Culver-Stockton College
Athletic Training Program
Remediation Form**

Form ATP-10

Student: _____

Date: _____

Program Personnel: _____

Please describe the nature of the concern:

Please describe the plan of action and any applicable timelines or dates:

Please describe any goals or outcomes should or must be met:

If applicable, describe any potential punitive actions that can or will be enforced:

The student understands these actions and options for appealing.

Student Initials: _____

Signature: _____ Date: _____

Personnel Signature: _____ Date: _____

*Please affix any evidence or ancillary documents relevant to the remediation

-----TO BE COMPLETED AFTER THE REMEDIATION IS COMPLETE-----

- (this portion is not required, but highly recommended)

Please describe the outcomes of the remediation or appeal:

The student should use this space to reflect upon the experience and describe any learning experiences. What factors or behaviors lead to the need for remediation? How will this impact your educational experience or career? What could make this process more impactful on your growth?

Student Signature: _____ Date: _____

Personnel Signature: _____ Date: _____

Culver-Stockton College
Athletic Training Program
Disciplinary Action: Written Warning

Form ATP-11

Student Name:

This is a written warning regarding a violation as a Culver-Stockton College Athletic Training Student. Please note that further disciplinary actions may lead to team suspension, dismissal from a clinical experience, program probation or program dismissal.

Date/Semester violation occurred: _____

Type of Violation/Points: _____

Violation Points Received to Date (Including today): _____

Athletic Training Student's Signature: _____

Clinical Preceptor/Supervisors Signature: _____

Program Director or Coordinator for Clinical Education: _____

Comments/Success Plan:

Culver-Stockton College
Athletic Training Department
Exposure Incident Form

Form ATP-12

Name: _____ Date: ____/____/____
Social Security Number: ____/____/____ DOB: ____/____/____
Home Address: _____ Apt. _____
City: _____ State: _____ Zip: _____
School: _____ Supervising ATC: _____

Location of Incident: _____

Route of Exposure: _____

Source of Exposure: _____

Describe Incident:

Was the Program Director Notified? Yes___ No___ NA___

Testing Performed: _____

Test Results: _____

Treatment Provided:

Follow-up:

Recorder Signature: _____

Exposed Signature: _____

Date Recorded: ____/____/____

Supervisor Signature: _____ Form Submitted: ____/____/____

Culver-Stockton College
Athletic Training Program
Extra-Curricular Participation Request Form

Form ATP-13

Student Name (Print): _____ **Date:** _____

Extra-Curricular Activity: _____

Supervising Extra-Curricular Personnel Name (Print): _____

Describe the nature of, and rationale for, the request for participation in this activity:

Please describe the plan of action that requires no or minimal accommodations to program requirements. Include and any applicable timelines or dates (attach additional page if needed):

**In signing the form, the student and personnel acknowledge that this request may be denied or modified by the AT Program Administration.*

Student Signature: _____

Date: _____

Personnel Signature: _____

Date: _____

AT Program Administration Only:

Approved: ____ **Approved with Modification:** ____ **Denied:** ____

Modification/Rationale:

Program Director Signature: _____ **Date:** _____

**Failure to abide by this agreement, diminished student performance, or change in supervising personnel may result in the modification or termination of this agreement. Two "C's" or failures to appear for assigned clinical hours will result in automatic termination of this agreement.*

Student Acknowledgement: _____ Date: _____

Personnel Acknowledgement: _____ Date: _____

**Pre-Requisite Coursework
Content Qualifier Checklist**

Course	Targeted Content	Comments
Biology	Any course foundational biology, which may include basic cell structure, physiology, or evolution.	
Chemistry	Any foundational chemistry, which may include fundamentals of inorganic or organic chemistry and topics like matter or chemical bonding	
Physics	Any course with foundational physics, which may include force and/or levers	
Psychology	Any psychology course that may include principles of psychology or behavior	
Anatomy & Physiology	Includes an anatomical and physiological review of the human systems (e.g. cardiovascular, pulmonary, neurological, gastrointestinal, etc)	
Nutrition	Basics of nutrition, which can include macro and micronutrients, as well as basic dietary guidelines	
Exercise Physiology	Overviews the human system's physiological reaction to exercise	
Kinesiology or Biomechanics	Overview of the human movement system	Ideally it would have an emphasis on musculoskeletal anatomy and its impact on the mechanics/joint movements
Pathophysiology	Studies abnormal function of living tissue and disease	