Charleston Southern University

**Athletic Training Program**

Student Handbook

2015-2016
Program Change

The BSAT/Athletic Training Program (ATP) will transition to an entry-level master’s (ELM) graduate program by summer 2017. This transition is being made in response to changes within the athletic training profession and in order to maintain a high-quality educational experience for athletic training students. Final applications to the undergraduate ATP will be accepted spring of 2015 for a fall 2015 admission to the professional phase of the ATP (see Admission Requirements). This last cohort of students admitted to the BSAT (professional phase) for fall 2015 must complete the program by no later than spring/summer 2018 to be eligible to take the national Board of Certification, Inc. examination for athletic trainers. There will be no exceptions. If students do not complete the BSAT by spring/summer 2018, they have the following options to attain certification exam eligibility: transfer to an accredited program at a different university, or seek admission to the new ELM program at CSU. For further information, please contact the director of the athletic training program. All current students admitted to the professional phase must also complete the BSAT by spring/summer 2018 to be eligible for the BOC Inc. examination for athletic trainers.
This handbook was created to inform the athletic training student (ATS) of policies and procedures of the Athletic Training Program (ATP) at Charleston Southern University. The overall intent of this handbook is to ensure a quality educational experience for each student, and to ensure safe and efficient operation of all athletic training facilities. To achieve the goals of the educational program, each student must be thoroughly familiar with the policies and procedures listed herein. If you feel that a particular policy needs to be reviewed, you should bring it to the attention of the Athletic Training Program Director. Policies and procedures can be changed, but not ignored.

The information in this handbook is not all-inclusive. This handbook should be used as a guide throughout your progression in the ATP. As needed, the handbook will change as policies and procedures are modified, added, or deleted. Any alterations to the handbook will be made available to all students, faculty, and preceptors.

This handbook and other essential documents (evaluations, clinical hour forms, emergency actions plans etc.) for the operation of the Athletic Training Program will be accessible through the “Athletic Training Major” Blackboard course. Students are required to know how to locate and access these documents as updates are made for use in the Athletic Training Program.
TABLE OF CONTENTS

PREAMBLE ................................................................. 1
ATP PROGRAM ADMINISTRATION AND MEDICAL DIRECTOR .................. 1
PRECEPTORS ............................................................... 2
TERMINOLOGY .................................................................. 3
ACCREDITATION ................................................................ 4
ATHLETIC TRAINING EDUCATION COMPETENCIES ......................... 4
BEHAVIORS OF PROFESSIONAL PRACTICE .................................. 5
SECTION I: INTRODUCTION .................................................. 7
INTRODUCTION .................................................................. 7
MISSION STATEMENT ........................................................ 8
DISCRIMINATION POLICY ...................................................... 9
DISABILITY SERVICES ......................................................... 9
SECTION II: CURRICULUM .................................................. 10
PRE-ATHLETIC TRAINING PHASE ........................................... 10
ADMISSION REQUIREMENTS AND PROCEDURES ......................... 10
APPEALS PROCESS ................................................................ 13
VACCINATIONS ................................................................ 13
DRUG SCREEN POLICY ......................................................... 13
CRIMINAL BACKGROUND CHECK POLICY ................................... 15
PROGRAM STANDARDS ......................................................... 16
STUDENT PROFESSIONAL LIABILITY INSURANCE ....................... 17
PERSONAL HEALTH INSURANCE COVERAGE ............................. 18
PROFESSIONAL PHASE ....................................................... 18
CURRICULUM CONTENT AREAS ............................................. 18
B.S. IN ATHLETIC TRAINING .................................................. 19
SECTION III: TRANSITION TO CLINICAL PRACTICE ....................... 22
ACQUIRING ATHLETIC TRAINING KNOWLEDGE AND SKILLS ......... 22
SECTION IV: CLINICAL EDUCATION ........................................ 26
CLINICAL EDUCATION OVERVIEW ......................................... 26
CLINICAL PRACTICE COURSEWORK ....................................... 27
CLINICAL EXPERIENCE CONTRACT ......................................... 28
ATP INURY CLINIC .............................................................. 29
CLINICAL SUPervision POLICY ............................................... 28
CLINICAL HOUR REQUIREMENT POLICY .................................. 29
SURGICAL VIEWING CLEARANCE ........................................... 29
ABSENCE FROM THE CLINICAL SETTING .................................. 30
ATHLETIC PARTICIPATION ...................................................... 30
OUTSIDE EMPLOYMENT ........................................................ 30
TRANSPORTATION TO CLINICAL SITES .................................. 31
COMMUNICABLE DISEASE POLICY ......................................... 31
CPR RE-TRAINING ............................................................... 32
BLOOD BORNE PATHOGEN POLICIES ....................................... 32
SUBSTANCE ABUSE POLICY .................................................. 33
SECTION V: PROFESSIONAL DEVELOPMENT ............................... 34
NATA CODE OF ETHICS ......................................................... 34
BOC STANDARDS OF PROFESSIONAL PRACTICE ...................... 35
PROFESSIONAL MEMBERSHIP/ASSOCIATION ............................ 38
SCHOLARSHIP OPPORTUNITIES ............................................. 39
PREAMBLE

ATP PROGRAM ADMINISTRATION AND MEDICAL DIRECTOR

Brian J. Smith, MS, ATC, SCAT
Director Athletic Training Program
Instructor, College of Health Sciences
Phone: 843-863-7399
Email: bjsmith@csuniv.edu

Brian Seiler, PhD, ATC, SCAT, PES, CES
Clinical Education Coordinator, Athletic Training Program
Assistant Professor, College of Health Sciences Sciences
Phone: 843-863-7399
Email: bseiler@csuniv.edu

Acting Dean and Professor, College of Health Sciences Sciences
Phone:
Email:

Seth Kupferman M.D.
Medical Director, Athletic Training Program
South Carolina Sports Medicine
Phone: 843-572-2663
# Preceptors

<table>
<thead>
<tr>
<th>Preceptors</th>
<th>Phone #</th>
<th>Email</th>
<th>Clinical Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Charleston Southern University</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brad Drake, ATC, SCAT</td>
<td>(843) 749-0801</td>
<td><a href="mailto:bdrake@csuniv.edu">bdrake@csuniv.edu</a></td>
<td>Football</td>
</tr>
<tr>
<td>Scott Crothers, ATC, SCAT</td>
<td>(843) 319-1181</td>
<td><a href="mailto:scrothers@csuniv.edu">scrothers@csuniv.edu</a></td>
<td>Football</td>
</tr>
<tr>
<td>Andrea Causebrook, ATC, SCAT</td>
<td>(843) 291-8042</td>
<td><a href="mailto:acausebrook@csuniv.edu">acausebrook@csuniv.edu</a></td>
<td>Football/Track and Field</td>
</tr>
<tr>
<td>Christen Rentz, ATC, SCAT</td>
<td>(843) 296-5912</td>
<td><a href="mailto:crentz@csuniv.edu">crentz@csuniv.edu</a></td>
<td>Women’s Basketball</td>
</tr>
<tr>
<td>Kayla Hildreth, ATC, SCAT</td>
<td>(724) 825-8185</td>
<td><a href="mailto:kchildreth@csuniv.edu">kchildreth@csuniv.edu</a></td>
<td>Softball</td>
</tr>
<tr>
<td>Matt Fisher, ATC, SCAT</td>
<td>(828) 302-7785</td>
<td><a href="mailto:mfisher@csuniv.edu">mfisher@csuniv.edu</a></td>
<td>Baseball</td>
</tr>
<tr>
<td>Jessica Guthrie, ATC, SCAT</td>
<td>(407) 712-4580</td>
<td><a href="mailto:jguthrie@csuniv.edu">jguthrie@csuniv.edu</a></td>
<td>Soccer/Tennis</td>
</tr>
<tr>
<td>Amanda Chamberlain, ATC, SCAT</td>
<td>(412) 370-7274</td>
<td><a href="mailto:achamberlain@csuniv.edu">achamberlain@csuniv.edu</a></td>
<td>Volleyball/Cheerleading</td>
</tr>
<tr>
<td>Hanan Sokol, ATC, SCAT</td>
<td>(917) 340-3829</td>
<td><a href="mailto:hsokol@csuniv.edu">hsokol@csuniv.edu</a></td>
<td>Men’s Basketball</td>
</tr>
<tr>
<td><strong>Summerville High School</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott Little, ATC, SCAT</td>
<td>(843) 873-4350</td>
<td><a href="mailto:slittle@dorchester2.k12.sc.us">slittle@dorchester2.k12.sc.us</a></td>
<td>All</td>
</tr>
<tr>
<td><strong>Cane Bay High School</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laren Siefken, ATC, SCAT</td>
<td>(843) 670-8524</td>
<td><a href="mailto:larenatc@yahoo.com">larenatc@yahoo.com</a></td>
<td>All</td>
</tr>
<tr>
<td><strong>Fort Dorchester High School</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Danielle Greenman, ATC, SCAT</td>
<td>(989) 513-0765</td>
<td><a href="mailto:danielle.greenman4@gmail.com">danielle.greenman4@gmail.com</a></td>
<td>All</td>
</tr>
<tr>
<td><strong>South Carolina Stingrays</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rick Covard, ATC, SCAT</td>
<td>(843) 754-7515</td>
<td><a href="mailto:ercovard@gmail.com">ercovard@gmail.com</a></td>
<td>Ice hockey</td>
</tr>
<tr>
<td><strong>Pinewood Prep Academy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alecia Good, ATC, SCAT</td>
<td>(843) 640-1504</td>
<td><a href="mailto:alegiodoro@yahoo.com">alegiodoro@yahoo.com</a></td>
<td>All</td>
</tr>
<tr>
<td><strong>Trident Family Health</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alec DeCastro, MD</td>
<td>(843) 876-7080</td>
<td><a href="mailto:decastra@musc.edu">decastra@musc.edu</a></td>
<td>General Medical</td>
</tr>
</tbody>
</table>
TERMINOLOGY

In effort to promote professionalism and standard nomenclature within the athletic training profession it is imperative that students, faculty, and clinical instructors use the most up-to-date terminology to reflect current educational practices.

The terms “trainer,” “training room,” and “student trainer” are strictly prohibited within the CSU ATP.

The recommend and proper nomenclature is “athletic trainer or AT,” “athletic training facility/clinic,” and “athletic training student or AT student.”

Athletic trainers need to conduct themselves as health care professionals including behaviors both verbal and written.

- **Athletic Training Education Competencies (5th Ed.):** knowledge, skills, and clinical abilities to be mastered by students enrolled in professional athletic training programs
- **Athletic Training Faculty:** core faculty that teaching specific athletic training content in the program who are also athletic trainers
- **ATS, Athletic Training Student, Student:** CSU student admitted to the athletic training program
- **BOC Inc.:** Board of Certification for Athletic Training, certification body for athletic training
- **CAATE:** Commission on Accreditation of Athletic Training Education, accreditation body for athletic training program
- **Clinical Education:** formalized learning experience through direct patient contact
- **Clinical Education Coordinator, Coordinator:** administrator over the clinical portion of the program
- **Clinical Integration Proficiencies, Proficiencies (CPSC):** athletic training skills and abilities utilized and assessed during direct patient care.
- **Clinical Practice Course (clinical education portion):** course that connects didactic learning to clinical practice. All clinical education requirements are managed through these 6 courses
- **Clinical Site/Rotation:** where students conduction clinical practice under supervision
- **Core Courses (didactic course):** required athletic training coursework
- **Direct Patient Contact/Care:** the application of athletic training services directly to a patient (hands-on) as part of their care
- **Direct Supervision:** Supervision of the athletic training student during clinical experience. The Preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient
- **DHEC-AT:** Department of Health and Environmental Control – AT, regulatory body for athletic training in the State of South Carolina
- **Education Competencies, Competencies:** athletic training knowledge, skills, and abilities formally evaluated by course instructors (core faculty)
- **NATA:** National Athletic Trainers Association
- **Preceptor, Clinical Instructor:** clinical supervisor (athletic trainer or other health care professional at clinical site)
- **Program Director, Director:** administrator over the athletic training program
- **SCAT:** State Certified Athletic Trainer, South Carolina
- **Supporting Courses:** required education competencies supporting athletic training
ACCREDITATION

The Athletic Training Program at Charleston Southern University is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). CSU received its initial accreditation in the spring of 2003 and is fully accredited through the 2017-2018 academic year.

ATHLETIC TRAINING EDUCATION COMPETENCIES

The 5th edition of the Athletic Training Education Competencies (Competencies) provides educational program personnel and others with the knowledge, skills, and clinical abilities to be mastered by students enrolled in professional athletic training education programs. Mastery of these Competencies provides the entry–level athletic trainer with the capacity to provide athletic training services to clients and patients of varying ages, lifestyles, and needs.

The Commission on Accreditation of Athletic Training Education (CAATE) requires that the Competencies be instructed and evaluated in each accredited professional athletic training education program. The Competencies serve as a companion document to the accreditation standards, which identify the requirements to acquire and maintain accreditation, published by CAATE.

The educational competencies are categorized in the following areas:

1. Evidence Based Practice
2. Prevention and Health Promotion
3. Clinical Examination and Diagnosis
4. Acute Care of Injury and Illness
5. Therapeutic Interventions
6. Psychosocial Strategies and Referral
7. Healthcare Administration
8. Foundation Behaviors of Professional Practice

© 2011 National Athletic Trainers’ Association
BEHAVIORS OF PROFESSIONAL PRACTICE

These basic behaviors permeate professional practice and should be incorporated into instruction and assessed throughout the educational program.

Privacy of the Patient
• Recognize sources of conflict of interest that can impact the client’s/patient’s health.
• Know and apply the commonly accepted standards for patient confidentiality.
• Provide the best healthcare available for the client/patient.
• Advocate for the needs of the client/patient.

Team Approach to Practice
• Recognize the unique skills and abilities of other healthcare professionals.
• Understand the scope of practice of other healthcare professionals.
• Execute duties within the identified scope of practice for athletic trainers.
• Include the patient (and family, where appropriate) in the decision-making process.
• Work with others in effecting positive patient outcomes.

Legal Practice
• Practice athletic training in a legally competent manner.
• Identify and conform to the laws that govern athletic training.
• Understand the consequences of violating the laws that govern athletic training.

Ethical Practice
• Comply with the NATA’s Code of Ethics and the BOC’s Standards of Professional Practice.
• Understand the consequences of violating the NATA’s Code of Ethics and BOC’s Standards of Professional Practice.
• Comply with other codes of ethics, as applicable.

Advancing Knowledge
• Critically examine the body of knowledge in athletic training and related fields.
• Use evidence-based practice as a foundation for the delivery of care.
• Appreciate the connection between continuing education and the improvement of athletic training practice.
• Promote the value of research and scholarship in athletic training.
• Disseminate new knowledge in athletic training to fellow athletic trainers, clients/patients, other healthcare professionals, and others as necessary.

Cultural Competence
• Demonstrate awareness of the impact that clients’/patients’ cultural differences have on their attitudes and behaviors toward healthcare.
• Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations.
• Work respectfully and effectively with diverse populations and in a diverse work environment.

Professionalism
• Advocate for the profession.
• Demonstrate honesty and integrity.
• Exhibit compassion and empathy.
• Demonstrate effective interpersonal communication skills.

© 2011 National Athletic Trainers’ Association
SECTION I: INTRODUCTION

INTRODUCTION

National Athletic Trainers’ Association

“Athletic training is practiced by athletic trainers, health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities.”

For more information about the profession of athletic training: www.nata.org

The ATP at Charleston Southern University is nationally accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The Bachelors of Science in Athletic Training is part of College of Health Sciences. Students accepted into the ATP will be eligible to pursue a Bachelor of Science in Athletic Training and an optional minor if desired.

The athletic training student (ATS) is a person who is engaged in a professional program of study that may lead to national certification as an athletic trainer by the Board of Certification (BOC), Inc. (http://www.bocatc.org). The Athletic Training Program (ATP) is an intense, demanding, and rewarding program of study. The ATP prepares students for successful completion of the BOC examination and for future careers in athletic training. The program is divided into two distinct phases, pre-professional and professional phase. During the pre-professional phase student complete prerequisite courses and submit an application for review. Once accepted into the ATP student begin the professional phase. The professional phase is comprised of two major components including an academic course work and clinical practice portion to complete the degree. Students’ progress in a specific course sequence. In addition students are engaged in various clinical education experiences that provide the student with practical learning designed to strengthen both professional preparation and career placement. A Christian worldview is woven throughout both the academic and clinical portions of the program, which provides students a Christ-centered perspective of this service profession.

Upon completion of the degree including clinical requirements and granted endorsement by the program director, students will be eligible for the BOC Inc. examination for Athletic Training. (Students must also comply with state practice acts prior to practicing the profession of athletic training.)

Being an athletic training student at Charleston Southern University is a significant opportunity and responsibility. While you are responsible for assisting in the health care of the athletes and patients with your clinical assignment, you also represent the entire ATP and Charleston Southern University in all that you do. Any misconduct that compromises the image or integrity of the ATP, Charleston Southern University, or puts the health of your athletes at risk is grounds for dismissal from the ATP. The policies and procedures of the ATP are clearly outlined in the pages following. Violations of these policies and procedures will be treated as described in Section 4 of the handbook, or as described in other sections that address particular academic or clinical education issues.

It is the intention of the entire athletic training faculty and staff that your experiences with this program be enjoyable and educational. We will attempt to provide you with the opportunity to
gain the knowledge and skills necessary to be an outstanding athletic trainer. We ask for and expect your cooperation, dedication, loyalty, and enthusiasm in return.

Acknowledgment is given to the National Athletic Trainers’ Association (NATA) and the Commission on Accreditation of Athletic Training Education (CAATE) for the resource materials contained within this handbook. The ATP realizes the importance of fostering a positive clinical learning environment, and encourages students and instructors to use their collective talents to promote clinical excellence in learning, thereby optimizing the clinical education experience.

MISSION STATEMENT

The mission of the Charleston Southern University Athletic Training Program is to provide an educational setting and opportunities that demonstrate dedication to the preparation of servant leaders that excel in the field of athletic training. The program encourages the academic and personal development of its students to prepare them for a career in which biblical truths guide their thoughts and actions as a medical professional.

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Objectives/Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Graduates will develop the necessary knowledge, skills, and abilities of a highly qualified health care professional in the field of athletic training with the ability to effectively work in a variety of clinical settings.</td>
<td>1. Describe the requisite information and knowledge (by program level) of injury prevention and management, clinical examination and diagnosis, and therapeutic inventions necessary to treat injuries to the physically active population.</td>
</tr>
<tr>
<td>2. Program Graduates will develop the skills and attitudes of a life-long learner through on-going professional development utilizing evidence-based practice that will directly impact the quality of their patient care.</td>
<td>2. Demonstrate the requisite knowledge, skills, and abilities necessary to provide exceptional health care as an entry-level certified athletic trainer.</td>
</tr>
<tr>
<td>3. Program Graduates will develop the characteristics of an ethical clinician utilizing a servant-leader approach in an effort to impact the lives around them through the profession of athletic training</td>
<td>3. Comprehend and demonstrate when possible the use of modern equipment and technology utilized in the field of athletic training.</td>
</tr>
<tr>
<td>4. Demonstrate the use of evidence-based practice techniques by analyzing and applying current research in the field of athletic training.</td>
<td>5. Demonstrate the use of evidence-based practice techniques by analyzing and applying current research in the field of athletic training.</td>
</tr>
<tr>
<td>6. Comprehend and demonstrate the rationale for professional continuing education in the field of athletic training.</td>
<td>6. Comprehend and demonstrate the rationale for professional continuing education in the field of athletic training.</td>
</tr>
<tr>
<td>8. Demonstrate professional behavior consistent with the NATA Code of Ethics and the BOC Inc. Standards of Professional Practice.</td>
<td>7. Articulate the attributes of servant leadership in their role as a healthcare provider.</td>
</tr>
</tbody>
</table>

*Continual improvement in the ATP will evolve through the consistent evaluation measures employed by the program in which effectiveness of the program as a whole and student outcomes relative to program goals will be measured. The ATP understands the ever-changing scope of medical care, technology, and educational processes, and strives to stay abreast of new developments to become a leader in the preparation of competent certified athletic trainers.*
**DISCRIMINATION POLICY**

The Charleston Southern University Athletic Training Program does not discriminate on the basis of race, religion, national or ethnic origin, sex, age, marital status, or disability in the administration of admission and educational policies.

**DISABILITY SERVICES**

The Athletic Training Program works collaboratively with the Student Success Center, Disability Services to make accommodations for students with disabilities. The student is responsible for providing appropriate documentation to the Student Success Center in order for the faculty to be made aware of the disabilities and need for accommodation at the earliest opportunity.

There are some programmatic requirements, (Program Standards), which students with certain disabilities may not be able to complete. Students with disabilities who are considering the Athletic Training Program should meet with the Program Director to determine if reasonable accommodation can be made in such instances or if the student should seek a different program of study.
SECTION II: CURRICULUM

PRE-ATHLETIC TRAINING PHASE

Students seeking admission into the Athletic Training Program are considered to be in a Pre-Athletic Training Major Status (refer to Special Programs in current catalog). Students are not an Athletic Training Major until meeting all curriculum criteria and selected into the athletic training program. The athletic training program director will notify the Registrar’s Office to activate all new majors at the end of each semester.

The Pre-Athletic Training phase of the ATP involves observing in the CSU Athletic Training Center and the duties of the Certified Athletic Trainers. The purpose of this process is to orient the student to the responsibilities of an athletic trainer and help them make an informed decision on whether to pursue athletic training as an academic major and future career path. This Pre-Athletic Training phase is open to any student interested in pursuing a degree in Athletic Training.

ADMISSION REQUIREMENTS AND PROCEDURES

Candidates for selection into the Athletic Training Program must meet the following criteria.

- **Enrollment and completion of KINE 204** (First Aid and Personal Safety), AHAT 205 (Basic Athletic Training) and AHAT 206 (Orthopedic Taping and Bracing) earning a minimum grade of “B” in each individual course;
- **Enrollment and completion of Both BIOL 226** (Human Anatomy and Physiology I) and BIOL 227 (Human Anatomy and Physiology II) by the end of the initial semester accepted into the ATP, earning a minimum grade of “C” in each individual course;
- **Completion of ATP Program Standards Documentation** (personal verification of the ability of the student to meet the Program Standards during participation in the ATP with no compounding risks to one’s self and/or others within the health care environment);
- **Cumulative GPA of 2.5** upon application;
- **Formal Application Process**: Submit Athletic Training Program Application;
- **Formal Interview**: Interviews with a selection committee consisting of ATP faculty/staff and an additional CSU faculty/staff member are held at the end of each spring semester for freshmen and by appointment for qualified transfers. Students must attain an 80% or better on the formal interview to be considered for ATP admission;
- **Proof of Personal Vaccinations** (immunization record);
- **Proof of Personal Health Insurance and Professional Liability Insurance**;
- **Verification of Completed Drug Screen and Criminal Background Check**: All students who receive conditional acceptance into the ATP must complete a drug screen and background check as described in the ATS Handbook before receiving official acceptance into the ATP;
- **Club** membership in the Athletic Training Student Association is highly encouraged.

Application Procedures

Application procedures are listed below for freshmen, transfer students, and students participating in athletics. Applications are distributed by the program director during the spring
semester. Application deadline dates, as well as dates of ATP interviews can be found in the official ATP Application Packet or by contacting the program director.

It should be noted that students seeking admission into the Athletic Training Program (ATP) are considered to be in a Pre-Athletic Training Major status. Students are not Athletic Training Majors until they meet all admission criteria, are selected and have received notification of their official acceptance into the Athletic Training Program. The ATP director will notify the Office of the Registrar to activate all new majors at the end of each semester.

**Freshman Students**
Students are encouraged to meet application criteria well before the last month of the spring semester of their freshman year. Students will be required to complete all professional academic requirements, observation hours, written application, formal interview, and submit verification of all other application/admission requirements before receiving official acceptance into the ATP and Athletic Training Major status. Students are selected into the program based on a competitive selection process, emphasizing candidate credentials. Students successfully selected into the Athletic Training Major will initiate a six (6) semester program to include the recommended ATP course sequence, which emphasizes educational/clinical experiences in preparation for the Board of Certification (BOC) Examination.

**Transfer Students or students applying late to program agenda**
Transfer students must contact the Registrar’s Office and the program director prior to initiating the application process. Review of the academic credentials and clinical education hours/experiences are required and accepted on an individualized basis. All transfer students must meet the ATP requirements for admission as stated previously. Transfer students and those applying late to the program may be subject to additional semester commitments in order to complete program course work. No student will be permitted to complete academic or clinical coursework in an “accelerated” manner, or without the appropriate prerequisite courses as stated in this catalog within the ATP course descriptions.

**Student-Athletes**
Student-athletes interested in the Athletic Training Program are advised to contact the program director prior to applying. While dual participation is not recommended, students may be advised on an individual basis. Student-athletes are required to complete all of the program requirements as stated in this catalog without exception. In some instances, this may require additional semesters or completion of required clinical hours during the non-traditional academic calendar. Student-athletes should be aware that failure to complete the required 180 hours of clinical experience within each Clinical Practice course will result in the grade of “I” (incomplete) until the 180 minimum hours are obtained. Failure to demonstrate progress towards completion of the clinical requirements may result in failure to proceed to the next Clinical Practice level which will further delay completion of the ATP requirements for successful program completion.

**Interview Process**
A Selection Committee composed of ATP faculty/staff and an additional CSU faculty/staff member will interview students meeting all selection criteria. Freshmen applicants will be notified and interviewed within the last month of the spring semester. Transfer students will be contacted for phone or personal interviews as the selection committee and program director reviews their application materials. Students must attain an 80% or better on the formal interview to be considered for ATP admission.
Selection into the Athletic Training Program
Upon successful completion of the application process students are selected on a competitive selection process based on educational/practical field sites available, individual candidate credentials, materials submitted and personal interview. If not selected, students may reapply the following year. Students may apply only twice. A student’s admissions status will be one of the following categories:

Conditional Acceptance
Students who complete the application and interview process and are selected by the committee will receive notification of their conditional acceptance into the ATP. At the completion of the Spring semester, the Committee will review the final grade reports for all students with conditional acceptance to verify they have met all admissions requirements. This includes: a grade of “B” or better in KINE 204, AHAT 205, and 206, completion of BIOL 226, completion or fall enrollment in BIOL 227, and a cumulative GPA of 2.5 or better. Additionally, students will have to provide verification of personal vaccinations, completed negative drug screen, completed background check, and proof of personal health insurance. All materials needed to gain official acceptance MUST be submitted to the Program Director by August 1st. Physical examinations (required) will be administered for students with conditional, probationary, and official acceptance before or at the beginning of the Fall semester, at no charge to the student.

Probationary Acceptance
A probationary acceptance may be granted for a student who has completed all of the ATP admission requirements, but was unable to complete KINE 204 and/or BIOL 226 and 227 due to scheduling conflicts. Granting of a probationary acceptance will only be the result of a Committee decision based on the strength of the applicant and completion of all other admission criteria, including proof of all required documentation noted above. Students should note that candidates who meet ALL admissions criteria at the time of application will be given priority consideration to those who do not meet ALL of the criteria. If a student has been granted probationary acceptance, their status will be made known to the Registrar and they will have one academic semester (until the end of the upcoming Fall) to have all of their coursework deficiencies rectified. Students must gain official acceptance by the end of this term, and those who are unable to do so will be dismissed from the program.

Official Acceptance
Once students have shown verification of all required documentation noted above and the committee has reviewed their final Spring grade reports, they will receive notification of “Official Acceptance”. Once a student has been officially accepted into the ATP, the program director will notify the registrar of their status. Note: students may not participate in any clinical education until they have received notification of official or probationary acceptance.

Students Selected into the Athletic Training Program
Athletic Training Students will participate in a structured educational setting emphasizing CAATE standards and guidelines. Students will become proficient in entry-level athletic training competencies, through formal classroom instruction and clinical practice within the clinical education settings. Completion of all ATP coursework and a rich clinical education experience serves to prepare students for successful completion of the BOC certification examination, graduate level education, and entry-level athletic training or related health care positions. While Charleston Southern University cannot guarantee BOC certification, the Athletic Training
Program strives to adequately prepare students to be successful in the certification process as well as all of their professional endeavors.

**APPEALS PROCESS**

*For Students Not Accepted and/or Dismissed from the Athletic Training Program*

Students denied admissions into the Athletic Training Major and/or dismissed from the ATP may appeal the decision. The ATP will comply with Charleston Southern University Academic Policy R-51, which provides a complete description of the appeals process for student dismissal from a program. The academic policy in its entirety can be located on the CSU website, on the Registrar page, under policies and procedures. A brief overview of the process is stated below:

1. Students may request a written explanation for denial and/or dismissal within ten (10) days of receiving notification of the action taken. All information will remain confidential to the student and the selection committee.
2. A written letter of appeal may be submitted to the Chair of the Kinesiology Department and/or the Athletic Training Program Director.
3. Each appeal will be reviewed by an appeals committee comprised of the Chair of Kinesiology and two additional faculty members of the Chair’s choice.
4. Upon review of the appeal, the Appeals Committee may request input from the selection committee and the student may request an open discussion with the committee to explain the rebuttal.
5. The Appeals Committee will submit a written document to the student and the Athletic Training Program Director, regarding the decision on the student’s status.
6. All Appeal Committee decisions remain confidential and final.

**VACCINATIONS**

Candidates for the ATP must provide a copy of their completed immunization record. Students who live on campus can obtain a photocopy of their Charleston Southern University Residence Life & Campus Safety immunization form. Those who are commuters must either obtain a blank CSU Residence Life immunization form to be completed, or provide proof of personal immunizations. Personal immunizations required are: M.M.R., Tetanus-diphtheria, Polio, Varicella, Hepatitis B, and Tuberculosis. Your healthcare provider must sign all completed immunization forms. Proof of immunizations must be returned before a student will be granted official ATP acceptance (prior to August 1).

**DRUG SCREEN POLICY**

*Student Drug Screen Policy and Procedure*

Charleston Southern University and the Athletic Training Program are committed to protecting the safety and health of its students as well as people who they may come in contact with during clinical learning experiences. Use of substances that interfere with the judgment and/or motor coordination of students of the Athletic Training Program pose unacceptable risk for their clients/patients, Charleston Southern University, the faculty, and health care agencies.

The University prohibits the illicit use, possession, sale, distribution, or knowingly being in the presence of any narcotic, marijuana, stimulants, hallucinogens, or other similar drugs and/or chemicals on or off campus.
Charleston Southern University states its policy in the Student Code of Conduct in the Student Handbook regarding the use and misuse of alcohol and illegal drugs. The policy serves as the basis for individual and group decision-making and as a standard of behavior. The procedures and consequences for handling violations are also discussed in the Student Handbook. Every student at the University, “by virtue of enrollment, has agreed to abide by and uphold the policies of this institution.”

**Athletic Training Program Policy**
Due to the requirements of the affiliating clinical facilities, each athletic training student is required to undertake a urine drug screen for evidence of drug abuse. All students must be free of alcohol and unlawful drug use in order to enroll and/or continue in the Athletic Training Program. Athletic training students will not be allowed to participate in clinical learning experiences until negative drug screen results have been received. Students who refuse to submit to the urine drug screen will not be permitted to begin and/or continue in the Athletic Training Program.

All drug screens whether federal, non-federal, or in-house are performed by the 49 CFR Part 40 guidelines as required by the Department of Transportation.

**Procedure for Obtaining Urine Drug Screen**

*General information*
The urine drug screen will be administered on campus by ARC Point Labs located in North Charleston, SC. The urine drug screen will consist of a standard five-panel test used to detect common street drugs such as:
- Cocaine
- Marijuana
- Opiates/morphine
- Amphetamines
- Methamphetamines

The testing device is a FDA approved one-step drug test, which is 99% accurate. Cut-off levels are set to the SAMSHA-Substance Abuse and Mental Health Service Administration standards.

*Drug Screening Procedures*
Every student will be required to provide photo identification when they report for the test. The cost of the test is $17.50, which will be collected by the ATP director at the time of the test. Insurance policies will not pay for the drug screen. A staff member of AcuDiagnostics will obtain a urine sample in a professional, respectful and discreet manner. Urine samples will be tested at the AcuDiagnostics Lab, and results sent directly to the ATP director.

*Results*
A drug screen will be presumed non-negative if any evidence of drugs is found and when further review by AcuDiagnostics could not verify or confirm acceptable justification with proper documentation.
AcuDiagnostics will provide written results of drug screens for athletic training students directly to the Program Director of the Athletic Training Program. Non-negative results will be made available to the Dean of Students at the University who will determine any disciplinary action. Results will not be given to parents, guardians, or spouses. All results will be kept confidential and placed in the student’s file in the Athletic Training Program office in a secured cabinet.

**Non-Negative Urine Drug Screen**
The student will be interviewed by the Program Director of the Athletic Training Program or a faculty member designated by the Program Director.
The student may be requested to submit to the collection of a second urine sample for drug screen at the student’s expense.
After all testing has been completed, a non-negative drug screen with evidence of drug abuse will require the student to be withdrawn from the Athletic Training Program and will prohibit the student from enrolling and/or continuing in the program.
Disciplinary action may be taken by the University in accordance with the Charleston Southern University Student Handbook.

**Readmission to the Athletic Training Program Following a Non-Negative Urine Drug Screen**
Students not allowed to enroll and/or continue in the Athletic Training Program due to a non-negative drug screen are not eligible for readmission to the program.

**Random Drug Screens**
A random drug screen may be requested by the Athletic Training Program and/or a clinical facility at any time during the student’s enrollment in the program. The cost of the random drug screen will be incurred by the student.

**CRIMINAL BACKGROUND CHECK POLICY**

In compliance with the affiliation agreements between Charleston Southern University, Athletic Training Program, and clinical education facilities/agencies, a criminal background check is now required for all athletic training students participating in clinical education experiences effective August 2006. The enforcement of this policy is in conjunction with the facilities/agencies’ compliance with the [Joint Commission on Accreditation of Healthcare Organization](https://www.jointcommission.org) Standards that require criminal background checks on anyone providing care, treatment, or services.

**The purpose of this policy is to**
1. Promote and protect patient/client safety;
2. Comply with clinical affiliates that may require a student background check as a condition of their contract; and,
3. Promote early submission by students of petition for a review of convictions in order to continue in the Athletic Training Program.

**Conduct of Criminal Background Check**
Beginning August 2006, all athletic training students will be required to have a criminal background check prior to starting the clinical education experience. Students who are chosen for admission into the ATP following the interview process will be asked to sign a consent form for the completion of the drug screen and criminal background check. The information provided on the consent will be directed to the campus official responsible for administering background checks on new university employees. This information will include the full legal name of the
ATS, social security number, and date of birth. Students will incur no cost for completion of the criminal background check.

Results of the criminal background checks will be made available to the Athletic Training Program Director by the university official performing the criminal background checks. The Program Director will make the results available to the individual student if requested. The Program Director or designee(s) will validate to the clinical facilities/agencies that the student has passed a criminal background check.

**Unsatisfactory Results**
Failure to pass a criminal background check may prevent a student from enrolling and/or continuing in the Athletic Training Program. A student with a significant criminal background screen will be required to withdraw from the Athletic Training Program.

A significant criminal background screen means a conviction for any matter identified by the Athletic Training Program Director or by a clinical affiliate as unacceptable for clinical practice.

Students should note that criminal history may preclude them from becoming nationally certified as an athletic trainer. State legislation may also prevent them from becoming licensed, certified, etc. as an athletic trainer at the state level.

**Record Keeping**
The Athletic Training Program Director will keep the results of all criminal background checks in a confidential file, in a secured cabinet, for at least seven years.

**Student Rights**
If a student believes his/her background information is incorrect, he/she will have an opportunity to demonstrate the inaccuracy of the information to the investigating agency. The search of court records and documents is the responsibility of the student in question. The student will not be able to participate or enroll in the Athletic Training Program until the matter is resolved.

**PROGRAM STANDARDS**

The Athletic Training Educational Program at Charleston Southern University 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 program standards set forth by the Athletic Training Educational 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 program standards, the student will not be admitted into the program.

Compliance with the program’s program standards does not guarantee a student’s eligibility for the BOC certification exam.

Candidates for selection to the Athletic Training Educational Program must demonstrate:
1. 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;
2. 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;
3. 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;
4. The ability to record the physical examination results and a treatment plan clearly and accurately;
5. The capacity to maintain composure and continue to function well during periods of high stress;
6. The perseverance, diligence and commitment to complete the Athletic Training Program as outlined and sequenced;
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;
8. 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 program standards or that they believe that, with certain accommodations, they can meet the standards.

The Charleston Southern University Student Success Center, Disabilities Services will verify whether or not a student requires accommodation based on documentation provided to them by the student and kept in a secured file within the Student Success Center.

If a student states he/she can meet the program standards with accommodation, then the University will determine whether it agrees that the student can meet the program 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.

The Charleston Southern University Student Success Center, Disabilities Services will verify whether or not a student requires accommodation based on documentation provided to them by the student and kept in a secured file within the Student Success Center.

All students must read and sign the Program Standards form prior to beginning any clinical experiences associated with the Athletic Training Program.

**STUDENT PROFESSIONAL LIABILITY INSURANCE**

Through the course of providing athletic training services, staff and athletic training students will be exposed to a certain level of professional liability. While performing within the general operating policies, procedures, and other guidelines as a part of providing services to Charleston Southern University athletes, students, and staff and providing services while representing
Charleston Southern University, staff and athletic training students will be provided liability insurance coverage under the University’s general liability policy. The yearly cost of the professional liability insurance is approximately $18/student and will be added to the student’s university fee bill. However, it is strongly recommended that staff and students purchase or otherwise obtain individual professional liability insurance.

**PERSONAL HEALTH INSURANCE COVERAGE**

Athletic training students must provide proof of personal health insurance prior to beginning the clinical education experiences related to the ATP. Personal health insurance must be maintained at all times, and students will be required to present evidence of yearly renewal to the ATP director. Copies of current insurance cards will be turned in to the ATP director before the clinical education experience for that year begins. Failure to do so will result in the delay of the clinical education experience. The costs associated with the personal health insurance policy are the sole responsibility of the student.

**PROFESSIONAL PHASE**

Students that complete the application process and are admitted into the ATP begin the professional phase of the ATP including three-year (6 semesters) clinical education component of the program. Typically, 10-12 students (maximum 15) are admitted each year, at the conclusion of the spring semester. Each semester in the program will include both a didactic and clinical education component.

**CURRICULUM CONTENT AREAS**

The CSU Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). As part of the criteria to meet the Standards and Guidelines for accreditation by CAATE, the ATP is required to document where all educational competencies are taught throughout the curriculum. All educational competencies and clinical proficiencies are published in the NATA Athletic Training Educational Competencies, 5th Ed (2011). A complete listing of the educational competencies and clinical proficiencies and where they are introduced in the curriculum can be found in the office of the Athletic Training Program Director. The educational competencies are categorized in the following areas:

1. Evidence Based Practice
2. Prevention and Health Promotion
3. Clinical Examination and Diagnosis
4. Acute Care of Injury and Illness
5. Therapeutic Interventions
6. Psychosocial Strategies and Referral
7. Healthcare Administration
8. Foundation Behaviors of Professional Practice
B.S. in ATHLETIC TRAINING (2015-2016 CATALOG)
(125 units required for graduate, 71 units required for the major, 7 units needed of electives, Overall GPA 2.5 required, No minor required)

LIBERAL ARTS CORE
• GNED 111 World View/Critical Thinking (1hr)
• ENG 111 Composition & Rhetoric (3 hrs)
• ENG 112 Composition & Rhetoric (3 hrs)
• ENG 202, 203, or 204 (PRE: Eng 111 and 112) (3 hrs)
• WRLD, French, Spanish Literature in Translation 213, or 200 Level language course (3 hrs)
• HIST 111 or 112 or 113 (3 hrs). If repeating 101 take 111. If repeating 102 or 103 take 113.
• Another History or political science (3 hrs)
• CHS 111 Survey of the Old Testament (3 hrs)
• CHS 112 Survey of the New Testament (3 hrs)
• PSYC 110 (3 hrs)
• COMM 110 (3 hrs)
• COINS 209 or other approved computer course (3 hrs)
• Art Appreciation 201 or 202 or Music 171 or 371 Appreciation (3 hrs)
• MATH105 Intro to Math, or 111 Elem Algebra or higher (3 hrs)
• Other

PRE-REQUISITE COURSEWORK

SCIENCE COURSEWORK (grade of C or higher)
• BIOL 226 Human Anatomy & Physiology I with lab* (4 hrs)
• BIOL 227 Human Anatomy & Physiology II with lab* (4 hrs)
*lab fee required

ATHLETIC TRAINING COURSEWORK (grade of B or higher)
• KINE 204 First Aid and Personal Safety (3 hrs)
• AHAT 205 Basic Athletic Training (PRE: BIOL 226/226/LCOREQ: KINE 204) (3 hrs)
• AHAT 206 Concepts of Orthopedic Taping & Bracing (PRE/COREQ: AHAT 205) (1 hr)

ATHLETIC TRAINING/KINESIOLOGY

CLINICAL COURSEWORK* (grade of B or higher, 3 hrs each)
• AHAT 210 Clinical Practice in Athletic Training I (PRE: ATP, KINE 204, AHAT205, 206)
• AHAT 220 Clinical Practice II (PRE: AHAT 210, 271)
• AHAT 310 Clinical Practice III (PRE: AHAT 220, 272)
• AHAT 320 Clinical Practice IV (PRE: AHAT 310, 371)
• AHAT 410 Clinical Practice V (PRE: AHAT 320, 372, 414)
• AHAT 420 Clinical Practice VI (PRE: AHAT 410, 415, BIOL 345 COREQ: BIOL 301)
*clinical practice fee required
DIDATIC COURSEWORK (grade of C or higher)
- AHAT 271 Clinical Examination & Dx: Med Cond (PRE: BIOL 226/227; AHAT 205) (3 hrs)
- AHAT 272 Clinical Examination & Dx: Lower Extremity (PRE: AHAT 271) (3 hrs)
- AHAT 371 Clinical Examination & Dx: Upper Extremity (PRE: AHAT 272) (3 hrs)
- AHAT 372 Clinical Examination & Dx: Head and Spine (PRE: AHAT 371) (3 hrs)
- AHAT 413 Therapeutic Modalities* (PRE: AHAT 271, 272/COREQ: AHAT 371) (4 hrs)
- AHAT 414 Therapeutic Exercise* (PRE: AHAT 271, 272, 371/COREQ: AHAT 372) (4 hrs)
- AHAT 415 Conceptual Issues of Athletic Training (PRE: Senior Status) (3 hrs)
*lab fee required

SUPPORTING COURSEWORK (grade of C or higher)
- KINE 201 Personal and Community Health (3 hrs)
- KINE 305 Test & Measurement (PRE: MATH 105 or higher) (3 hrs)
- KINE 380 Physiology of Exercise plus lab (PRE: BIOL 210 or 226/227) (4 hrs)
- KINE 408 Kinesiology (PRE: BIOL 210 or 226) (3 hrs)
- BIOL 301 Intro to Pharmacology (PRE: BIOL 210 or 227) (3 hrs)
- BIOL 345 Nutrition (PRE: CHEM 110 or higher and any two biology courses) (3 hrs)
- CHEM 110 Concepts of Chemistry (4 hrs)
- NURS 405 - Research in Healthcare (3 hrs)

SUGGESTED ELECTIVES (7 hours needed)
- BIOL 302 Medical Terminology (3 hrs)
- BIOL 303 Epidemiology (3 hrs)
- KINE 211 Health & Fitness Assessment (3 hrs)
- KINE 326 Biomechanics (3 hrs)
- KINE 461 Exercise Prescription for Wellness/Fitness (PRE: KINE 380) (3 hrs)
- HEAL coursework
## COURSE SEQUENCE

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Professional Phase (Freshman)</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>BIOL 226: Human A&amp; P I &amp; Lab (grade of C)*</td>
<td>4</td>
</tr>
<tr>
<td>KINE 201: Personal &amp; Community Health</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 110: General Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td><strong>Level 1 – Professional Phase (Sophomore)</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>AHAT 210: Clinical Practice in Athletic Training I</td>
<td>3</td>
</tr>
<tr>
<td>Prereq: KINE 204, AHAT 205, 206</td>
<td></td>
</tr>
<tr>
<td>KINE 408: Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>Prereq: BIOL 226</td>
<td></td>
</tr>
<tr>
<td>AHAT 271: Clinical Examination &amp; Dx – Medical Conditions</td>
<td>3</td>
</tr>
<tr>
<td>Prereq: AHAT 205, BIOL 226, 227</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>Level 2 – Professional Phase (Junior)</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>AHAT 310: Clinical Practice in Athletic Training III</td>
<td>3</td>
</tr>
<tr>
<td>Prereq: AHAT 220, 272</td>
<td></td>
</tr>
<tr>
<td>AHAT 371: Clinical Examination &amp; Dx – Upper Extremity</td>
<td>3</td>
</tr>
<tr>
<td>Prereq: AHAT 282</td>
<td></td>
</tr>
<tr>
<td>AHAT 413: Therapeutic Modalities &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>Prereq: AHAT 271, 272, Coreq: AHAT 371</td>
<td></td>
</tr>
<tr>
<td>CHEM 110: Concepts of Chemistry (or higher)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM Lab: Concepts of Chem Lab</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td><strong>Level 3 – Professional Phase (Senior)</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>AHAT 410: Clinical Practice in Athletic Training V</td>
<td>3</td>
</tr>
<tr>
<td>Prereq: AHAT 320, 372, 414</td>
<td></td>
</tr>
<tr>
<td>AHAT 415: Conceptual Issues Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>Prereq: senior status</td>
<td></td>
</tr>
<tr>
<td>BIOL 345: Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Prereq: two BIOL courses &amp; CHEM</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

*Does not include Liberal Arts Core or electives*
SECTION III: TRANSITION TO CLINICAL PRACTICE

ACQUIRING ATHLETIC TRAINING KNOWLEDGE AND SKILLS

Education Competencies

The 5th Edition of NATA Educational Competencies (2012) comprise the knowledge and skills that should be taught in an accredited program necessary to prepare students to become an entry-level athletic trainer. The Education Competencies are categorized by content area or domains:

1. Evidence-Based Practice
2. Prevention and Health Promotion
3. Clinical Examination and Diagnosis
4. Acute Care of Injury and Illness
5. Therapeutic Interventions
6. Psychosocial Strategies and Referral
7. Healthcare Administration
8. Professional Development and Responsibility

In addition, the Education Competencies include clinical practice requirements termed Clinical Integration Proficiencies. The Clinical Integration Proficiencies will also be organized by content areas within the curriculum.

Education Competencies (knowledge and skills) will be taught and assessed throughout the curriculum in specific academic courses organized by content areas. For example, the majority of the Education Competencies for Therapeutic Interventions will be initially taught and assessed in AHAT 413 and AHAT 414. These Education Competencies will be assessed in many different ways and may include: written quizzes and examinations, presentations, research/term papers, various homework assignments, course projects, group assignments, etc.

Education Competencies that are skill orientated (also known as Competencies at CSU) are also taught and evaluated by the instructor in a classroom or laboratory setting as a part of the same academic course. The instructor will assess each skill through a practical examination or other method of assessment. This assessment process is to evaluate the student’s aptitude to perform that skill as a NOVICE CLINICIAN related to the practice of athletic training.

Education Competency Completion

To “complete” a competency, each student will be required to physically demonstration a required skill. Each skill will be formally assessed by a peer prior to final assessment by the course instructor (this may require outside of class time for evaluation). For each assessment process all subset skills (i.e. steps) for that competency should be performed accurately and in a professional manner. Each competency must be signed and dated by the peer on the day of completion. Following this initial assessment, the course instructor will assess the student’s performance on each skill during a practical examination or other method of skill assessment. If a skill is not properly performed or completed, the student must obtain an additional assessment by a “skill expert” (upper level peer) prior to requesting a second instructor assessment. For the instructor assessment the student must earn a score of 3 or higher to be considered a NOVICE CLINICIAN and to have completed this step in the learning process. Scores from each
competency will be included in the student’s final grade in each course. Failure to “complete” a competency may require additional remedial instruction for the STUDENT which may include repeating a course.

**Competency Rating Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 5</td>
<td>Superior</td>
<td>Clearly outstanding, requiring no rehearsal (Entry-Level Clinician)</td>
</tr>
<tr>
<td>B 4</td>
<td>Good</td>
<td>Above average performance with no prompting (Apprentice Clinician)</td>
</tr>
<tr>
<td>C 3*</td>
<td>Competent</td>
<td>As expected, performs skill accurately with minor verbal prompting (Novice Clinician)</td>
</tr>
<tr>
<td>D 2</td>
<td>Marginal</td>
<td>Not up to expectations, is able to perform the skill with physical guidance</td>
</tr>
<tr>
<td>F 1</td>
<td>Deficient</td>
<td>Poor performance, needs considerable physical guidance and verbal prompting</td>
</tr>
</tbody>
</table>

* 3 = minimum passing score

The rating is based on the expert judgment of the assessor (peer and instructor). As indicated above, a 3 or higher must be earned to receive a “passing” score for each competency. A 3 (competent) score indicates that the student has demonstrated the skill as expected, accurately, minimally competent, and safely but may need some verbal or non-verbal prompting (cueing). A 4 (good) score indicates that the student has demonstrated the skill above expectations, accurately, and safely without prompting, but may be uncertain and untimely. A student that completes a skill in a “professional manner” (i.e. appropriate amount of time, with efficiency and confidence, etc.) will receive a 5 (superior) score for that competency. Individual scores from competency assessment will directly impact the student’s course grade.

Completing (3 or higher) a competency simply means that the student has reached the minimum “aptitude” level required to perform that skill and has reached the NOVICE CLINICIAN (or higher) level for that competency. Once completed, the student is permitted to perform that skill as part of patient care under the direct instruction and supervision of the preceptor as part of their clinical education. The preceptor will continue to evaluate the student’s performance both informally and formally including clinical education performance evaluations.

It is essential for the student, preceptor, and patient that the student DOES NOT perform a particular skill on a patient prior to being formally assessed by the course instructor. However, it is under the preceptor’s discretion, in limited situations, to ask the student to perform a skill prior to formal instructor assessment. This circumstance will require the preceptor to provide direct instruction and supervision of the student regarding that skill. (Example: The preceptor tells the student how to perform the skill, what precautions should be reported, and observes and assists as the student performs the skill).

**Clinical Integration Proficiencies**

As noted in the NATA Educational Competencies (2012), allowing a student to incorporate knowledge and skill competencies into their clinical education, “…represents the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care.”

This synthesis of knowledge and skills is termed a Clinical Integration Proficiency.

Because Clinical Integration Proficiencies are based on the Education Competencies (knowledge and skills) in a particular content area (domain), students must demonstrate a command of these knowledge and skills in a specific area (e.g. Therapeutic Exercise) before demonstrating their aptitude of the Clinical Integration Proficiencies (rehabilitation of a patient).

Clinical Integration Proficiencies (i.e. proficiencies) are evaluated as part of each clinical
practice course in the semester following the classroom instruction and assessment of specific Education Competencies. Each clinical practice course is designed to provide the student with “authentic” clinical experiences to engage the student in utilizing the Education Competencies in the practice of athletic training. The clinical practice course will spend time preparing each student for the integration of these skills in patient care which may include reviewing specific knowledge and skills (competencies) taught and assessed in previous academic courses. This may be accomplished through mock scenarios including “paper patients” and “standardized/simulated patients” in an effort to continue student learning and clinician development by integrating these competencies as proficiency in direct patient care.

“In most cases, assessment of the CIPs should occur when the student is engaged in real client/patient care and may be necessarily assessed over multiple interactions with the same client/patient. In a few instances, assessment may require simulated scenarios, as certain circumstances may occur rarely but are nevertheless important to the well-prepared Clinician” (NATA, 2011).

Clinical Integration Proficiency Completion

Throughout each clinical practice course and corresponding clinical education experience, the student should be consistently incorporate and utilizing skills, which they have already been formally evaluated on within the ATP, according to the student’s level in the program. To complete a clinical proficiency the student must complete a Clinical Proficiency Evaluation form and Clinical Proficiency Scenario Challenge form for each proficiency group or domain related to each clinical practice course.

The Clinical Proficiency Scenario Challenge Form (i.e. blue form) is completed by the student as evidence of their involvement in a “real” clinical case. This form allows the student to provide the preceptor with evidence regarding their ability to complete the proficiency on a “real-life” patient. The form is to be completed as a SOAP Note Documentation (simulated medical document) insuring patient confidentiality, void of patient name and personal information. Finally, the preceptor is asked to rate the student’s overall performance on the proficiency as noted on the continuum from NOVICE to APPRENTICE to ENTRY-LEVEL Clinician.

<table>
<thead>
<tr>
<th>Novice Clinician</th>
<th>Apprentice Clinician</th>
<th>Entry-Level Clinician</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENTRY-LEVEL</strong></td>
<td>Clearly outstanding, requiring no rehearsal, mirrors a professional response of a Certified Athletic Trainer (accurate, timely, confident)</td>
<td></td>
</tr>
<tr>
<td><strong>APPRENTICE</strong></td>
<td>Above average performance with no prompting, nearing entry-level but lacks one aspect of a professional response (timely, accurate, confident)</td>
<td></td>
</tr>
<tr>
<td><strong>NOVICE</strong></td>
<td>As expected, performs accurately with minor verbal prompting, completes process but lacks more than one aspects of a professional response (timely, accurate, confident)</td>
<td></td>
</tr>
</tbody>
</table>

The Proficiency Evaluation Form should be completed and signed by the preceptor for each proficiency content area. The preceptor should then complete the form by providing YES/NO/NA response for each question according to the student’s performance on the proficiency.

The student must achieve ALL “YES” or “NA” responses from their preceptor to the questions on the Clinical Proficiency Evaluation form to be considered “completed”. At the conclusion of
the evaluation, both forms should be signed and turned in to the course instructor. If the proficiency needs to be re-evaluated, the instructor will provide the student with new forms.

Finally, the preceptor should sign the Proficiency Evaluation Summary form. This will document all proficiencies the student has successfully completed.

*All proficiency forms will be filed in the program directors office at the completion of each clinical practice course.*

**Clinical Practice Process**

The student should attempt to seek “authentic” patient exposures during their clinical education experiences. Under the direction supervision of their preceptor, each student should incorporate their knowledge and skills gained in the classroom into clinical practice. For this learning process to take place we encourage all our preceptors to institute an “athletic training clinical practice teaching model” permitting students to engage in true “clinical practice” on “real-life” patients encountered during their clinical education.

The student should seek the following opportunities to complete each proficiency in a prioritized manner:

1. The student should demonstrate each proficiency on a “real-life” patient as part of clinical practice under the direct supervision of their preceptor.
2. If this situation is NOT possible, the student should seek out an opportunity to perform the proficiency during a patient re-evaluation or follow-up situation.
3. Finally, if the previous opportunities do not present themselves, the student should conduct a “mock scenario” utilizing a “paper patient” or “standardized/simulated patient” coordinated by their preceptor.

*Dishonesty and failure to accurately complete this process is ethically and morally wrong and could result in clinical suspension or dismissal from the ATP. In addition, this process is crucial in documenting student learning over-time, which is in compliance with the athletic training accreditation standards.*
SECTION IV: CLINICAL EDUCATION

CLINICAL EDUCATION OVERVIEW

The clinical education component of the ATP at CSU involves 6 semesters in which the athletic training students are actively involved with and supervised by certified athletic trainers and other healthcare professionals at CSU, local high schools, sports medicine clinics, general medical facilities, and professional sports teams. During this time, the ATS will acquire a minimum of 180 hours per semester, in conjunction with each Athletic Training Clinical Practice course. Some clinical rotations will require afternoon, evening, and weekend commitments. In addition, students may be invited for clinical education prior to or following the academic calendar (i.e. pre-season and post-season). These clinical experiences will provide each student with exposure to both men’s and women’s collegiate Division I and high school teams, as well as experience with upper and lower extremity dominant sports, non-contact and collision sports. Athletic training students will also complete a general medical rotation and have the opportunity to observe surgical procedures. While working closely with certified athletic trainers, other healthcare professionals, and high-caliber coaches, students will gain valuable interpersonal skills. The purpose of the clinical education component at CSU is to provide a broad spectrum of experiences that will ensure the student is well prepared to enter the field of athletic training.

General Guidelines for Clinical Education
1. Students must be pre-registered and enrolled for the appropriate Clinical Practice in Athletic Training course (AHAT 210, 220, 310, 320, 410, or 420).
2. Students must demonstrate completion of the following:
   a. Proof CPR certification as Professional Rescuer (annual, as required),
   b. Signed Blood Borne Pathogen training (annual),
   c. Signed understanding of Communicable Disease Policy (annual),
   d. Signed Program Standards document (upon admission),
   e. Negative drug screen (upon admission),
   f. Negative criminal background check (upon admission),
   g. Proof of personal immunizations (upon admission),
   h. Proof of personal health insurance (upon admission).
   (All results and information pertaining to the above information will be kept in secured student files within the Athletic Training Program Director’s office and must be verified before beginning the initial clinical experience.)
3. Students in conjunction with their preceptor must sign and complete a Clinical Experience Contract for each clinical rotation and return it to the Clinical Education Coordinator.
4. Students are required to follow the policies and procedures of the CSU - ATP Handbook.
5. Students are also required to follow stated policies and procedures specific to each clinical site and rotation. This includes but limited to:
   a. Student is punctual in reporting for daily assignments.
   b. Student has met time requirements for clinical assignment.
   c. Student dresses appropriate for each clinical rotation including:
      a. Clinical practice course
      b. CSU clinical site
      c. Off-campus clinical site
   d. Student follows directions.
   e. Student follows policies and procedures of the clinical setting.
   f. Student displays effective communication with preceptor.
   g. Student demonstrates a positive attitude.
6. Students must continually work to become proficient in their clinical skills. Clinical competency and proficiency as well as athletic training student performance will be evaluated on a regular basis. Students will be provided with copies of all evaluations and will discuss these evaluations with their supervisors to clarify areas that need improvement. The preceptors will be evaluated by their students at the conclusion of the clinical experience to provide feedback on useful behaviors and those behaviors that are not useful.

Specific guidelines for the completion of required clinical competencies/proficiencies will be distributed and discussed in each Athletic Training Clinical Practice course. All required competencies and proficiencies must be completed before progressing to the next level of the clinical education sequence.

**Program Cost**

Outside of tuition, housing, meals and course materials the students can expect to incur the following expenses as a student in the athletic training program

- Liability Insurance $18.00
- CPR Re-certification $10.00
- Transportation $500.00
- Athletic Training Kit $75.00
- Watch $25.00

**CLINICAL PRACTICE COURSEWORK**

During the professional phase of the Athletic Training Program, students will be required to take a Clinical Practice in Athletic Training course (AHAT 210, 220, 310, 320, 410, 420). As part of each course requirement students will be required to complete several items for grade in the course. Students must earn a “B” or higher to complete the course.

**General Course Requirements** (for further explanation, see below):

1. Clinical Proficiencies (i.e. Clinical Proficiency Scenario Challenge)
   a. Direct patient care (clinical rotation or Injury Clinic)
   b. Simulated or mock patient
   c. Paper patient
2. Clinical Experience/Rotation (under the direct supervision of a preceptor)
   a. Minimum of 180 hours
   b. Semester dates (Clinical Experience Contract)
3. Clinical Journals or Reflection Papers
4. Clinical Evaluations
   a. Clinical Experience Contract
   b. Mid-semester Student Performance Evaluation (completed by preceptor)
   c. End-of-semester Student Performance Evaluation (completed by preceptor)
   d. Student Performance Self-Evaluation
   e. Preceptor and Clinical Site Evaluation
5. Professional Development (e.g. conference/workshop attendance, presentations, surgical viewing, etc.)
6. Other (i.e. senior seminar, BOC exam preparation etc.)
CLINICAL EXPERIENCE CONTRACT

At the beginning of each clinical rotation (semester) as part of the Clinical Practice in Athletic Training course, the student is required to complete and sign a Clinical Experience Contract. This contract explains clinical rotation dates, supervision and hour policies, core learning objective, and other clinical rotation requirements. In addition, the student is required to establish clinical education goals and learning objectives with their preceptor at the beginning of the clinical rotation. These goals should include reviewing previous education competencies (i.e. comps) and clinical proficiencies (i.e. proficiencies, CPSC) but should also focus on current clinical practice course objectives and current clinical proficiencies (e.g. AHAT 310 - Clinical Practice in Athletic Training - Lower Extremity Clinical Proficiencies).

CLINICAL SUPERVISION POLICY

Direct supervision of athletic training students on campus and off campus by preceptor must be strictly enforced. Students are assigned to preceptor for their clinical rotations on and off campus. Each preceptor is responsible for each assigned athletic training student. The preceptor must be physically present and able to intervene on behalf of the athletic training student and the patient during his or her clinical education experience (2012 CAATE Standards – 62). Athletic training students, preceptor coaches, and the athletic director are instructed that it is unlawful for an athletic training student to practice the duties of a certified athletic trainer unless properly supervised.

Athletic training students must master clinical competencies and progress properly through the Athletic Training Program in order to perform athletic training clinical skills under the supervision of a preceptor. Students may not utilize clinical skills or techniques until they have been proven competent to perform the tasks. Students will be formally instructed in the educational competencies, followed by evaluation of their level of competence on individual clinical skills/ tasks. Successful evaluation of a clinical skill/task (competency) must be complete before an athletic training student can perform the skill on a patient/ athlete in the clinical setting. Preceptors will be provided “clinical skills lists” for each Clinical Practice level, that describe the clinical skills that a student at that level has been formally instructed and evaluated on. Athletic training students must refrain from performing any clinical skill they have not been instructed AND evaluated on in the clinical setting (on a patient/ athlete).

The supervising preceptor must be on site at all times to ensure constant student to instructor interaction. As stated in the CAATE Standards, the “Preceptor must be physically present and have the ability to intervene on behalf of the athletic training student to provide on-going and consistent education.” Preceptors should be consistently engaged with the student(s) to promote a quality learning environment and positive clinical experience. At no time during the clinical education experience shall students be used as replacements for regular clinical staff. Under no circumstance should an athletic training student travel with a team without proper supervision.

In an event that direct supervision is not maintained for any period of time, the student is no longer permitted to function as an “athletic training student” as defined by the ATP Handbook. If a student chooses to remain in an unsupervised situation and takes action regarding an emergency situation, they do so as a “volunteer” or “Good Samaritan” according to their certification from the American Red Cross (or other association) as a Professional Rescuer and
not as an “athletic training student” engaged in formal clinical education as part of the ATP at CSU.

**CLINICAL HOUR REQUIREMENT POLICY**

The athletic training student is responsible for completing a minimum of 180 hours over the duration of the academic semester (total 1080 hours in 6 semesters). This requirement can include additional clinical time prior to the start of each semester. Upon initiation of each clinical rotation, the ATS and preceptor should formulate a schedule that will provide the ATS with a variety of clinical experiences (pre-practice treatments, injury evaluations, rehabilitations, practices, games/competition, post-practice treatments, etc). The Program Director and Clinical Education Coordinator, in conjunction with the preceptors, will continue to carefully monitor these educational experiences to confirm compliance with this standard (2012 CAATE Standard 51). Please note completion of the minimum hour requirement does not constitute completion of the clinical rotation each rotation is for a semester time from and students are expected to complete the clinical rotation as describe on the Clinical Experience Contract. Changes in the contract require approved from the Clinical Education Coordinator.

The following weekly clinical hour policy should be followed for every ATS and during all clinical rotations:

1. ATSs should NOT be required to work on Sundays OR be provided another day off in a 7 day period (2012 CAATE Standard 58).
2. During any time during a clinical rotation the ATSs should NOT exceed 25 hours per week.
   a. In a week period in which the ATS may incur more than 25 hours the student’s schedule the following week should be adjusted accordingly.
   b. During non-academic clinical times, ATSs should not exceed more than 30% of the minimum clinical hours (54 hours) required for the semester in which the Clinical Practice course will be completed. (This includes both summer and December).
   c. Students will submit clinical hours form every two weeks to demonstrate compliance with this policy.
   d. Students are not required to attend their clinical experience during breaks in the semester (ie. Fall Break, MLK Day, Spring Break)
   e. Students may travel with their preceptor to events held off-site. Students may NOT drive any over the road vehicle besides their personal vehicle this includes but is not limited to cars, vans, busses, trucks. Student may operate gators, golf carts if they are properly trained and the ATP has a copy of the training certificate.

**SURGICAL VIEWING CLEARANCE**

Trident Ambulatory Surgery Center

**Health of Program Participants.** All Program Participants shall pass a medical examination acceptable to Center prior to their participation in the Program at Center at least once a year or as otherwise required by applicable law. School and/or the Program Participant shall be responsible for arranging for the Program Participant's medical care and/or treatment, if necessary, including transportation in case of illness or injury while participating in the Program at Center. In no event shall the Center be financially or otherwise responsible for said medical care and
treatment. School will be responsible for obtaining and maintaining the health records for Program Participants.

When requested by Center, school will provide copies of health records listed below:

- Tuberculin skin test within the past 12 months or documentation as a previous positive reactor (submit proof).
- Proof of seasonal flu immunization (submit proof).
- Proof of Rubella and Rubeola immunity by positive antibody titers or 2 doses of MMR.
- Varicella immunity, by positive history of chickenpox or proof of Varicella immunization.
- Proof of Hepatitis B immunization or declination of vaccine, if patient contact is anticipated.
- Proof of completed Drug Screen.

**ABSENCE FROM THE CLINICAL SETTING**

Absence from the clinical setting and one’s responsibilities is discouraged. If a situation arises where a student cannot attend an activity involved with the clinical education experience to which they are assigned, they should contact the preceptor and make them aware of the situation immediately. Athletic training students are expected to be available for all aspects of their clinical education assignment.

**ATHLETIC PARTICIPATION**

Due to the time commitment required for the Athletic Training Program, it is very difficult to participate in intercollegiate athletics while completing all of the educational and clinical requirements of the program. Student-athletes interested in the ATP are advised to contact the program director prior to applying. While dual participation is not recommended, students may be advised on an individual basis. Student-athletes are required to complete all of the program requirements as stated in this catalog without exception. In some instances, this may require additional semesters or completion of required clinical hours during the non-traditional academic calendar. Student-athletes should be aware that failure to complete the required 180 hours of clinical experience within each Clinical Practice course will result in the grade of “I” (incomplete) until the 180 minimum hours are obtained. Failure to demonstrate progress towards completion of the clinical requirements may result in failure to proceed to the next Clinical Practice level which will further delay completion of the ATP requirements for successful program completion.

**OUTSIDE EMPLOYMENT**

Outside employment combined with the academic and clinical education responsibilities of the ATP will be very difficult. The ATP requires many hours in the classroom as well as the clinical setting. Students may find outside employment, but it must not interfere with his/her assigned clinical responsibilities. While the faculty and staff of the ATP understand the need for students to have part-time employment to assist in financing their education, the student will not be released from clinical education experiences and must meet all requirements of the program as a primary commitment.

In addition, ATS should NOT seek paid employment in any fashion that represents the duties of
a Certified Athletic Trainer or any related terminology as defined by the Role Delineation Study published by the BOC Inc. This includes the role of an athletic training student, student athletic trainer, athletic training aide, or any variation of these terms. In addition, students are not allowed to receive payment for their clinical education hours. This is in ethical conflict with “true” educational practice and employment for certified athletic trainers.

TRANSPORTATION TO CLINICAL SITES

Athletic training students are responsible for their own transportation to and from their clinical education assignments. This includes current driver’s license and insurance that is in compliance with State Law. On-campus sites are generally within walking distance; however off-campus sites will require you to arrange your own transportation. Students are responsible with all cost associated with travel to and from their clinical site. Must complete university travel form prior to the start of clinical rotation (each semester).

COMMUNICABLE DISEASE POLICY

It has been well documented that athletic trainers and other allied health care professionals are susceptible to sustaining injuries and contracting diseases while at the workplace. Certified athletic trainers and athletic training students (ATS) are also prone to several communicable diseases while providing services during athletic endeavors. Specific guidelines have been set forth by the Centers for Disease Control and Prevention (CDC) for effective exposure management procedures for several communicable diseases. The Athletic Training Program (ATP) at Charleston Southern University (CSU) is dedicated to protecting the health and safety of all athletes and ATS while ensuring prompt diagnosis and management of communicable diseases.

Based on the recommendations of the CDC, CSU’s ATP has outlined specific management procedures and restrictions that have been implemented according to the severity of a particular disease. If an ATS is exposed to and contracts a communicable disease, he/she will be required to seek immediate care for each condition or disease present. Some diseases warrant immediate exclusion from the health care facility (athletic training center) and from health care activities outside the athletic training center. The following is a list of the communicable diseases that would be considered exclusionary: diphtheria, measles, meningococcal infections, mumps, pertussis, rubella, tuberculosis, and varicella. Other communicable diseases do not warrant immediate exclusion of the ATS from the athletic training center, however, it may warrant immediate restriction of that ATS from direct contact with a patient (semi-exclusionary). The following is a list of the communicable diseases that would be considered semi-exclusionary: conjunctivitis, acute stages of diarrheal or gastrointestinal diseases, herpes simplex, pediculosis, scabies, staphylococcus aureus infection, streptococcal infection, parvovirus, and viral respiratory infections.

If an ATS is believed to have contracted one of the aforementioned diseases, they should report the situation immediately to their assigned preceptor. Upon notifying the preceptor, the ATS and/or preceptor should then communicate with the ATP Program Director or Clinical Coordinator and together determine the most effective treatment and care of the potential disease. The ATS is required to seek immediate medical attention from a physician or nurse practitioner (NP) of their choice. The physician or NP will diagnose and determine limitations of patient contact for the ATS based on the recommendations by the CDC. The ATS will not be allowed to return back to full-time clinical status until a physician or NP has released the
student with written and/or verbal documentation. None of the information regarding the student’s condition or disease will be released in order to maintain confidentiality.

**CPR RE-TRAINING**

Athletic training students will complete initial certification in American Red Cross First Aid and CPR/AED for the Professional Rescuer during their first academic year (prior to admission), in KINE 204. All athletic training students, CSU ATP faculty and clinical staff will complete re-training in AAOS CPR/AED for the Healthcare Provider as required to remain current. Copies of all ATS certification cards will be maintained in the ATS notebook in the office of the program director.

**BLOOD BORNE PATHOGEN POLICIES**

Through the normal course of your clinical education and participating in clinical practice of athletic training, athletic training students may come in contact with bodily fluids, which may pose a risk for infection from blood borne diseases. These diseases may include Hepatitis B, HIV, or other blood borne pathogens. It is essential that the athletic training students utilize the following techniques and principles to minimize the risk of pathogen transmission:

- Treat all bodily fluids as infectious.
- Wear vinyl or latex examination gloves whenever touching bio-hazardous material such as open skin, blood, body fluids, or mucous membranes. Do not reuse gloves.
- Wash hands with soap and hot water before and immediately after they have been exposed to blood or body fluids, even if you wore gloves.
- Use protective devices during procedures where bodily fluids are likely to be splashed.
- Use resuscitation masks during CPR and rescue breathing.
- All surfaces (counters, tables, etc.) must be thoroughly washed after being soiled with blood or body fluid. Use 10 percent household bleach solution or a commercially available disinfectant. Use of a fresh 1:10 bleach solution or other OSHA approved cleaners for cleaning all bodily fluid spills is recommended.
- Place all used sharps in a special, puncture resistant sharps container.
- Place all discarded medical waste in a specially labeled “Bio-hazardous Waste” container located in the Athletic Training Facility.
- When working outdoors, place all medical waste in a red plastic biohazard bad and then discard it into the proper biohazard waste container upon your return to the Athletic Training Center.
- Biohazard containers will be disposed of by incineration by a licensed outside agency.
- Do not allow athletes to share towels that have been contaminated with blood or body fluids.
- Discard towels and clothing that have been contaminated with blood or bodily fluids into a bio-
  hazardous bag and place it in the laundry basket. The laundering staff will take the proper measures to see that the garments are cleaned properly in order to rid the material from all potential bio-hazardous pathogens.
- Be sure all athletes’ wounds are well covered before practice and competition.
- If you have an open wound, especially on your hand, avoid providing first aid care to injuries that involve bleeding or bodily fluids until the wounds are healed. If you must do so, be sure to wear vinyl or latex examination gloves and cover your wound completely with a dressing.

**Event of Exposure**
All incidents that involve actual exposure of any student shall be reported immediately to their Preceptor and/or Head Athletic Trainer. Students exposed should proceed to nearest medical facility for evaluation and treatment (Trident Health etc.). In addition, all exposures must be reported to the Clinical Education Coordinator or Program Director within 24 hours. Students will be required to follow each clinical site’s EXPOSURE protocols (site EAP). All cost, as a result of an exposure, will be incurred by the student. (Examples of exposure include needle sticks, splashing of blood into face, contact with vomit or other bodily fluids on mucus membranes.)

**Blood Borne Pathogen Training (Annual)**

Each staff and athletic training student will be made aware of the potential risk for infection associated with providing athletic training services, as well as the measures that can be taken to prevent the risk of blood borne pathogen transmission. Athletic training students will complete initial OSHA/ blood borne pathogen training in the Freshman Seminar course and KINE 204- First Aid & Personal Safety. Annually, all athletic training staff members and students enrolled in the Athletic Training Program will complete re-training at a mandatory program meeting and verify their attendance on the official roster maintained by the Athletic Training Program Director.

**SUBSTANCE ABUSE POLICY**

The use of illicit and/or illegal substances is grounds for immediate dismissal from the Athletic Training Program. All students are expected to comply with the substance use/abuse policies as outlined in the Charleston Southern University Student Handbook. Students taking any substance; illegal, legal, or medically prescribed, that has the potential to impair judgment, alertness, mental status, physical capacities, or otherwise reduce professional performance, should report this use to the athletic training program director and the student’s preceptor immediately. This will assist the staff in ensuring a safe environment for the athletes and clients receiving services at all of the clinical education sites.
SECTION V: PROFESSIONAL DEVELOPMENT

Students are expected to conduct themselves in a professional manner at all times when representing Charleston Southern University and the Athletic Training Program. This includes upholding professional standards and ethical practice (national and state standards), ongoing learning and education, effective communication and dialogue, professional attitudes and behaviors, proper patient contact and interaction, professional appearance and dress that is indicative of a health care professional. Professional Behavior and Development is something learned, practiced, and modeled for others.

NATA CODE OF ETHICS (Reprinted from NATA website)

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 respect the rights, welfare and dignity of all.
1.1 Members shall not discriminate against any legally protected class.
1.2 Members shall be committed to providing competent care.
1.3 Members shall preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient’s care without a release unless required by law.

PRINCIPLE 2:
Members shall comply with the laws and regulations governing the practice of athletic training.
2.1 Members shall comply with applicable local, state, and federal laws and institutional guidelines.
2.2 Members shall be familiar with and abide by all National Athletic Trainers’ Association standards, rules and regulations.
2.3 Members shall report illegal or unethical practices related to athletic training to the appropriate person or authority.
2.4 Members shall avoid substance abuse and, when necessary, seek rehabilitation for chemical dependency.

PRINCIPLE 3:
Members shall maintain and promote high standards in their provision of services.
3.1 Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity or services.
3.2 Members shall provide only those services for which they are qualified through education or experience and which are allowed by their practice acts and other pertinent regulation.
3.3 Members shall provide services, make referrals, and seek compensation only for those
services that are necessary.
3.4 Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge.
3.5 Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.
3.6 Members who are researchers or educators should maintain and promote ethical conduct in research and educational activities.

PRINCIPLE 4:
Members shall not engage in conduct that could be construed as a conflict of interest or that reflects negatively on the profession.
4.1 Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.
4.2 National Athletic Trainers’ Association current or past volunteer leaders shall not use the NATA logo in the endorsement of products or services or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.
4.3 Members shall not place financial gain above the patient’s welfare and shall not participate in any arrangement that exploits the patient.
4.4 Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try to influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.

BOC STANDARDS OF PROFESSIONAL PRACTICE

BOC Standards of Professional Practice ©Board of Certification, Inc.
Implemented January 1, 2006

Introduction
The mission of the Board of Certification Inc. (BOC) is to provide exceptional credentialing programs for healthcare professionals. The BOC has been responsible for the certification of Athletic Trainers since 1969. Upon its inception, the BOC was a division of the professional membership organization the National Athletic Trainers’ Association. However, in 1989, the BOC became an independent non-profit corporation. Accordingly, the BOC provides a certification program for the entry-level Athletic Trainer that confers the ATC® credential and establishes requirements for maintaining status as a Certified Athletic Trainer (to be referred to as “Athletic Trainer” from this point forward). A nine member Board of Directors governs the BOC. There are six Athletic Trainer Directors, one Physician Director, one Public Director and one Corporate/Educational Director. The BOC is the only accredited certification program for Athletic Trainers in the United States. Every five years, the BOC must undergo review and re-accreditation by the National Commission for Certifying Agencies (NCCA). The NCCA is the accreditation body of the National Organization for Competency Assurance.

The BOC Standards of Professional Practice consists of two sections:
I. Practice Standards
II. Code of Professional Responsibility

I. Practice Standards
Preamble
The Practice Standards (Standards) establish essential practice expectations for all Athletic Trainers. Compliance with the Standards is mandatory.
The Standards are intended to:

• assist the public in understanding what to expect from an Athletic Trainer
• assist the Athletic Trainer in evaluating the quality of patient care
• assist the Athletic Trainer in understanding the duties and obligations imposed by virtue of holding the ATC® credential

The Standards are NOT intended to:

• prescribe services
• provide step-by-step procedures
• ensure specific patient outcomes

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 Standards at all times.

**Standard 1: Direction**
The Athletic Trainer renders service or treatment under the direction of a physician.

**Standard 2: Prevention**
The Athletic Trainer understands and uses preventive measures to ensure the highest quality of care for every patient.

**Standard 3: Immediate Care**
The Athletic Trainer provides standard immediate care procedures used in emergency situations, independent of setting.

**Standard 4: Clinical Evaluation and Diagnosis**
Prior to treatment, the Athletic Trainer assesses the patient’s level of function. The patient’s input is considered an integral part of the initial assessment. The Athletic Trainer follows standardized clinical practice in the area of diagnostic reasoning and medical decision making.

**Standard 5: Treatment, Rehabilitation and Reconditioning**
In development of a treatment program, the Athletic Trainer determines appropriate treatment, rehabilitation and/or reconditioning strategies. Treatment 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. Assessment measures to determine effectiveness of the program are incorporated into the program.

**Standard 6: Program Discontinuation**
The Athletic Trainer, with collaboration of the physician, recommends discontinuation of the athletic training service when the patient has received optimal benefit of the program. The Athletic Trainer, at the time of discontinuation, notes the final assessment of the patient’s status.

**Standard 7: Organization and Administration**
All services are documented in writing by the Athletic Trainer and are part of the patient’s permanent records. The Athletic Trainer accepts responsibility for recording details of the patient’s health status.

**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 Responsibility
The Athletic Trainer or applicant:
1.1 Renders quality patient care regardless of the patient’s race, religion, age, sex, nationality, disability, social/economic status or any other characteristic protected by law
1.2 Protects the patient from harm, acts always in the patient’s best interests and is an advocate for the patient’s welfare
1.3 Takes appropriate action to protect patients from Athletic Trainers, other healthcare providers or athletic training students who are incompetent, impaired or engaged in illegal or unethical practice
1.4 Maintains the confidentiality of patient information in accordance with applicable law
1.5 Communicates clearly and truthfully with patients and other persons involved in the patient’s program, including, but not limited to, appropriate discussion of assessment results, program plans and progress
1.6 Respects and safeguards his or her relationship of trust and confidence with the patient and does not exploit his or her relationship with the patient for personal or financial gain
1.7 Exercises reasonable care, skill and judgment in all professional work

Code 2: Competency
The Athletic Trainer or applicant:
2.1 Engages in lifelong, professional and continuing educational activities
2.2 Participates in continuous quality improvement activities
2.3 Complies with the most current BOC recertification policies and requirements

Code 3: Professional Responsibility
The Athletic Trainer or applicant:
3.1 Practices in accordance with the most current BOC Practice Standards
3.2 Knows and complies with applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
3.3 Collaborates and cooperates with other healthcare providers involved in a patient’s care
3.4 Respects the expertise and responsibility of all healthcare providers involved in a patient’s care
3.5 Reports any suspected or known violation of a rule, requirement, regulation or law by him/herself and/or by another Athletic Trainer that is related to the practice of athletic training, public health, patient care or education
3.6 Reports any criminal convictions (with the exception of misdemeanor traffic offenses or traffic ordinance violations that do not involve the use of alcohol or drugs) and/or professional suspension, discipline or sanction received by him/herself or by another Athletic Trainer that is related to athletic training, public health, patient care or education
3.7 Complies with all BOC exam eligibility requirements and ensures that any information provided to the BOC in connection with any certification application is accurate and truthful
3.8 Does not, without proper authority, possess, use, copy, access, distribute or discuss certification exams, score reports, answer sheets, certificates, certificant or applicant files, documents or other materials
3.9 Is candid, responsible and truthful in making any statement to the BOC, and in making any statement in connection with athletic training to the public
3.10 Complies with all confidentiality and disclosure requirements of the BOC
3.11 Does not take any action that leads, or may lead, to the conviction, plea of guilty or plea of nolo contendere (no contest) to any felony or to a misdemeanor related to public health, patient care, athletics or education; this includes, but is not limited to: rape; sexual abuse of a child or patient; actual or threatened use of a weapon of violence; the prohibited sale or distribution of controlled substance, or its possession with the intent to distribute; or the use of the position of an Athletic Trainer to improperly influence the outcome or score of an athletic contest or event or in connection with any gambling activity
3.12 Cooperates with BOC investigations into alleged illegal or unethical activities; this includes but is not limited to, providing factual and non-misleading information and responding to requests for information in a timely fashion
3.13 Does not endorse or advertise products or services with the use of, or by reference to, the BOC name without proper authorization

**Code 4: Research**
The Athletic Trainer or applicant who engages in research:
4.1 Conducts research according to accepted ethical research and reporting standards established by public law, institutional procedures and/or the health professions
4.2 Protects the rights and well-being of research subjects
4.3 Conducts research activities with the goal of improving practice, education and public policy relative to the health needs of diverse populations, the health workforce, the organization and administration of health systems and healthcare delivery

**Code 5: Social Responsibility**
The Athletic Trainer or applicant:
5.1 Uses professional skills and knowledge to positively impact the community

**Code 6: Business Practices**
The Athletic Trainer or applicant:
6.1 Refrains from deceptive or fraudulent business practices
6.2 Maintains adequate and customary professional liability insurance

©Board of Certification, Inc.

**PROFESSIONAL MEMBERSHIP/ASSOCIATION**

It is strongly advised that athletic training students join appropriate professional associations, specifically the National Athletic Trainers’ Association (NATA). Membership to the NATA will provide the student with membership to the national association as well as district membership in the Mid-Atlantic Athletic Trainers’ Association- NATA District 3 (MAATA). Membership in the NATA has numerous benefits for the student, including a subscription to the *Journal of Athletic Training* as well as significant discounts on conference registration costs and the fee for the national certification exam. Student members will also have access to an online student blog provided through the NATA website at [www.nata.org](http://www.nata.org). To be eligible for most scholarships through state, district, and national associations, athletic training students must be members in
the NATA. Students are also encouraged to join the South Carolina Athletic Trainers’ Association. Membership information can be obtained online or from the Athletic Training Program Director.

**SCHOLARSHIP OPPORTUNITIES**

Numerous scholarship opportunities are available through SCATA, MAATA, and the NATA. Many require the student to be a member of the NATA and are competitive, merit-based awards. Information and eligibility requirements can be found on the websites for each of the above professional organizations or from the Athletic Training Program Director. Occasionally, other awards are available from outside organizations. Eligibility requirements for these awards vary and information will be distributed to the ATS’ when received by the Program Director.

**ATHLETIC TRAINING STUDENT QUALITIES**

Athletic Training Students are expected to demonstrate the following qualities:

a. **Dependability** – Fulfilling obligations, assignments (academic and clinical), and maintaining consistency within the general practices of the athletic training facilities.

b. **Loyalty** – Loyal to the ATP and the University. Maintaining integrity of self and the community. It is your responsibility not to participate in gossip or negative conversations.

c. **Dedication** – You must demonstrate dedication to the clinical and didactic opportunities. Preparation within both aspects will enhance the learning environment for both student and instructor.

d. **Teach-ability** – Students should always be willing to learning from a variety of sources which may include both positive and negative learning environments. Students should have a “mindset” of a “life-long-learners”.

e. **Professionalism** – Encompassing all other characteristics, professionals dress appropriately, are prompt, consistent, respectful to others, and organized. Professionals are not perfect and may make mistakes, yet a professional will learn from mistakes. In order to earn the respect as a professional, one must prove to emulate the characteristics of a professional.

**DRESS CODE**

An important part of professional conduct is appearance. Athletic training students should be aware that clinical rotations require specific professional attire. Athletic training students who do not comply with the dress code will be excused and expected to return promptly in the appropriate attire. An ongoing pattern of inappropriate dress may be grounds for dismissal from the assignment and/or the ATP. Athletic training students at all clinical sites (on-campus and off-campus) will be expected to comply with these guidelines. If the athletic event requires attire that is more “dressy” than the standard uniform, students will be expected to dress appropriately. At no time should worn clothing, excessively tight clothing, or clothing that exposes any mid-drift be worn. The clothing worn must allow the student to perform functions required of an athletic trainer appropriately, while never exposing any undergarments or skin around the mid-drift. Open-toed shoes or high heels are not appropriate at any time during the clinical education experiences. Attire of athletic training students should be professional, functional, and modest, and should not draw attention to the student.
General guidelines are as follows:

**Athletic Training Students**
- Professional dress is ALWAYS expected which may include:
  - Appropriate pants or shorts (often khaki in color)
  - Polo or collared shirts
  - Business dress
  - Proper footwear (closed toe shoes, neutral colored socks)
- Each clinical site may require different professional dress

The following types of clothing will NOT be permitted during the clinical education experiences:
- open-toed shoes, slip-on shoes, flip-flops or sandals
- jeans
- cut-offs
- running shorts
- sweat pants/ wind pants
- tank tops
- “work out” clothing
- faded or torn clothing
- bandanas or “do-rags”
- other clothing deemed inappropriate by the staff

**APPEARANCE**

Personal hygiene and clean-cut grooming are essential for health care providers. Athletic training students should maintain a neat and professional appearance at all times during clinical rotations. Appearance of the ATS should not distract from the professional image they are trying to develop. Extremes of appearance are to be avoided during the clinical education experiences. Remember, how you look and dress is not only a reflection on you, but on the entire Athletic Training Program and Charleston Southern University. Untidiness or sloppiness will not be tolerated during the clinical education experiences. The following is expected:
- Appropriate grooming
- Jewelry/piercing are prohibited except standard female ear piercing
  - earrings in females should be small and should not hang from the ear
- Facial hair will only be permitted if it appears professional and well-kept

**PROFESSIONALISM AND PERSONAL COMMUNICATIONS**

Conducting oneself as professional involves every aspect of life. Athletic training students should pay close attention to the image they project via personal communications, including (but not limited to): email messages/addresses, text messages, voice mail, voice recordings on cell/dorm/home phones, ringback tones, personal websites, Facebook pages, and My Space pages (see Social Media policy). With the majority of the above being public domain, athletic training students should very closely monitor the contents and methods of their personal communications. Any inappropriate content or communications noticed or brought to the attention of the ATP faculty will be addressed immediately. Athletic training students will be asked to rectify the situation by whatever means necessary (depending on the content/communication type). Failure of the student to correct the issue in a timely, appropriate manner
may result in further disciplinary action at the discretion of the program director and others with authority over the academic program.

_Students should always use professional means of communication. Students should call or email as the first rule of communication. Texting or immediate forms of communication should only be utilized in emergency situations or by the “approval” of the individual receiving the text message. Please avoid texting faculty and course instructors unless it is an emergency situation that requires their immediate attention._

**SOCIAL MEDIA POLICY**

**Purpose**

The College of Health Sciences including the Athletic Training Program supports the use of social media to reach audiences important to the University such as students, prospective students, faculty and staff. The University presence or participation on social media sites is guided by university policy. This policy applies to athletic training students who engage in Internet conversations for school-related purposes or school related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

**General Information**

Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based technological foundations of the Web that allows the creation and exchange of user-generated content. Examples include but are not limited to LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Twitter, Facebook, and YouTube. While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and university reputations.

As students you will want to represent the University, the College, and the Athletic Training Program in a fair, accurate and legal manner while protecting the brand and reputation of the institution. When publishing information on social media sites remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communications with your audience, you have less control about how materials you post will be used by others. As one person remarked, “If you wouldn’t put it on a flier, carve it into cement in the quad or want it published on the front of the Wall Street Journal, don’t broadcast it via social media channels.”

**Policy**

- Protect confidential, sensitive, and proprietary information: Do not post confidential or proprietary information about the university, staff, students, clinical facilities,
patients/clients, or others with whom one has contact in the role of a Charleston Southern University athletic training student.

- Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and of the university. For guidance, visit the University’s Library site or seek consultation through the Copyright Office - Libraries.
- Do not use Charleston Southern University or Athletic Training Program marks, such as logos and graphics, on personal social media sites. Do not use Charleston Southern University’s name to promote a product, cause, or political party or candidate.
- Use of the Athletic Training Program marks (logos and graphics) for School sanctioned events must be approved (posters, fliers, postings) by administration.
- It is expected that during clinicals use of PDAs and other devices employed for social media will be used only as authorized by faculty or preceptors. If a PDA is combined with a cell phone, it is expected that the cell phone aspect of the device is silenced.
  - (No personal phone conversations or texting are allowed at any time while in patient/client areas or in the classroom. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary.)
- Use of computers (PDAs, Notebooks, etc.) during class shall be restricted to note taking and classroom activities. Use otherwise is distracting for not only the student involved in the activity but those in the immediate area/vicinity.
- No student shall videotape professors or fellow students for personal or social media use without the express written permission of the faculty or fellow student. At NO time shall patients/clients be videotaped or photographed without written permission of the patient/client and of the facility.
- Be aware of your association with Charleston Southern University in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent Charleston Southern University policies and with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on Charleston Southern University’s behalf, unless you are authorized to do so in writing.
- HIPPA guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or Web page.
- Ultimately, you have sole responsibility for what you post. Be smart about protecting yourself, your and others privacy, and confidential information.
- Text messaging is not an acceptable form of communication with your faculty.

Procedure/Considerations

- There is no such thing as a “private” social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information, including deleted postings. If you feel angry or passionate about a subject, it’s wise to delay posting until you are calm and clear-headed. Think twice before posting. If you are unsure about posting something or responding to a comment, ask your faculty. If you are about to publish something that makes you even the slightest bit uncertain, review the suggestions in this policy and seek guidance.
- Future employers hold you to a high standard of behavior. By identifying yourself as a Charleston Southern University athletic training student through postings and personal Web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals.
• Athletic training students are preparing for a profession which provides services to a public that also expects high standards of behavior.
• Respect your audience.
• Adhere to all applicable university privacy and confidentiality policies.
• You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).
• Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.
• Monitor comments. You can set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.
• Don’t use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.
• You are responsible for regularly reviewing the terms of this policy.

Consequences

• Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.
• Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
• Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

https://www.ncsbn.org/Social_Media.pdf

CELLULAR PHONES

In the classroom setting, athletic training students should have their cell phones off or on a quiet, vibrate mode. The cell phone should remain in the student’s backpack, bag, or purse, and should not be taken out while the class is in session, as this is very disruptive to the instructor and the class. Text messaging during a class period will not be tolerated. ATP faculty may confiscate the cellular phone until the end of the class period if they become aware of such activity.

In the clinical setting, cell phone use by athletic training students should be restricted to emergency situations only. Any type of cell phone use (conversation or text messaging) is distracting and unnecessary in the clinical education environment. Preceptors will inform the program director if cell phone usage by an ATS continues to be problematic.

CONDUCT AND RELATIONSHIPS WITH ATHLETES/PATIENTS

Athletic training students have a twofold role, that of a general student and that of an athletic training student. Students should remember that they are filling both of these roles in and out of
the clinical settings and act accordingly. It is recognized that in working closely with a team friendships may arise between athletic training students and athletes. A professional demeanor should be exercised at all times. In the clinical setting, students should fulfill their roles as athletic training students for their respective teams/patients. In this role, they are not only responsible for assisting in the care of the team’s athletes, but also for being active learners and increasing their athletic training skills and knowledge.

Athletic training students dating CSU athletes/patients can lead to very compromising situations. An ATS is NOT permitted to date an athlete from the team that he/she is assigned. If a situation arises where an athletic training student is dating a CSU athlete/patient from another team, the relationship cannot become evident in the clinical setting. If it does become evident and in any way inhibits the ability of the athletic training student to perform, interferes with the athlete’s performance, or the coach or supervisor feels the relationship is affecting the athlete/patient, or team, the athletic training student may be reprimanded or removed from the clinical education experience. For these reasons, relationships between athletic training students and CSU athletes/patients are HIGHLY discouraged. At no time can an athletic training student date (or demonstrate an inappropriate relationship with) a student at one of the high school affiliate sites. If an preceptor becomes aware of such, he/she will notify the ATP director, and the athletic training student may be dismissed from the CSU ATP.

**RELATIONSHIPS WITH COACHES AND OTHER MEDICAL PROFESSIONALS**

Athletic training students should develop professional relationships with the coaches of the teams with which they work. Students’ interactions with coaches should increase with their clinical experiences. If an athletic training student has any problem or difficulty with an athlete or coach, it should be brought to the attention of the preceptor immediately.

When interacting with physicians and other medical professionals, athletic training students should be very professional. These interactions are a critical component to the clinical education of the student, and they are to be sought out. Students are encouraged to ask questions when appropriate and to use appropriate professional jargon.

**CONFIDENTIALITY OF RECORDS**

During your experiences as a Charleston Southern University ATS, you will come into contact with a variety of different people. As an ATS, you have an obligation to yourself, the athletes/patients you work with, your supervisors, team physicians, athlete’s parents, other athletic training students, and to Charleston Southern University. As an ATS, you should always maintain a professional and working relationship to the people you work with, especially the athletes. This is admittedly difficult at times, as the student-athletes/patients are often your peers. Socialization with the athlete/patient during working time is highly discouraged. As an ATS you are to never discuss any information concerning an athlete/patient with anyone other than your immediate supervisor. This includes any information regarding an athlete’s/patient’s medical condition, treatment or any information which you acquire in a locker room, athletic training room, physician’s office, or otherwise which is considered to be non-public information. If someone asks you a question about an athlete/patient, refer him/her to your supervisor. Remember that anything an athlete/patient tells you falls into the area of medical confidentiality. The unique opportunity you have to observe and participate in various clinical settings as an ATS can and will be terminated if you violate this confidentiality. The staff athletic trainer, team physician, or the coach will handle all public comments about injuries.
GRIEVANCES

Interpersonal problems between an ATS and another student, an athlete, a preceptor, a staff athletic trainer, or a faculty member should be handled between those involved if at all possible, at the appropriate time and in the appropriate place. If no progress can be made, the parties involved should look to the staff for arbitration, specifically for student-to-student problems. The staff athletic trainer or clinical supervisor will hear both parties’ complaints separately and meet with those involved to discuss resolutions.

For problems between students and staff members or faculty, another staff member or the Athletic Training Program Director should act the role of the arbitrator. In situations that are not easily resolved, the Charleston Southern University Grievance Policy will be followed.
SECTION VI: PROGRAM RETENTION POLICIES

RETENTION POLICY

Students must demonstrate acceptable progression in their advancement through the ATP. Students will jeopardize program status (probation and/or program dismissal) if they are unable to comply with the following program standards:

1. Minimum Grade Requirements (see below);
2. Overall 2.5 GPA in credit hours taken at CSU toward degree;
3. Maintain NATA Standards of Professional Practice and BOC Code of Ethics;
4. Maintain CSU-ATP Professional Behavior Policy (stated above);
5. Maintain standards of academic and clinical education requirements consistent with educational level.

CLINICAL COURSEWORK (grade of B or higher required)
- AHAT 210 Clinical Practice in Athletic Training I
- AHAT 220 Clinical Practice in Athletic Training II
- AHAT 310 Clinical Practice in Athletic Training III
- AHAT 320 Clinical Practice in Athletic Training IV
- AHAT 410 Clinical Practice in Athletic Training V
- AHAT 420 Clinical Practice in Athletic Training VI

(To “repeat” a clinical practice course (to complete the course and/or program requirements) and to complete the program, the student will be required to take AHAT 469 – Internship in Kinesiology during the summer session, or an additional semester. Students may not take two clinical courses in the same semester.)

DIDACTIC COURSEWORK (grade of C or higher required)
- AHAT 271 Clinical Examination and Diagnosis: Medical Conditions
- AHAT 272 Clinical Examination and Diagnosis: Lower Extremity
- AHAT 371 Clinical Examination and Diagnosis: Upper Extremity
- AHAT 372 Clinical Examination and Diagnosis: Head and Spine
- AHAT 413 Therapeutic Modalities and lab
- AHAT 414 Therapeutic Exercise and lab
- AHAT 415 Conceptual Issues of Athletic Training

(Students that earn a “D” grade in a course may continue with the athletic training program sequence but will be required to “repeat” the major course with a “C” or higher to be eligible for graduation and BOC endorsement. Students that earn an “F” grade in a course will not be able to continue the athletic training program sequence and will need to repeat course prior to continuing in the program.)

SUPPORTING COURSEWORK (grade of C or higher required)
- KINE 201 Personal and Community Health
- KINE 305 Test & Measurement
- KINE 380 Physiology of Exercise and lab
- KINE 408 Kinesiology

2015-2016 ATP Student Handbook
• BIOL 301 Intro to Pharmacology
• BIOL 345 Nutrition
• CHEM 110 Concepts of Chemistry (or higher)

(Students that earn an “F” or “D” grade in a supporting coursework must repeat the course with a “C” or higher to be eligible for graduation and BOC endorsement.)

Probation
Students failing to meet the requirements stated above will be placed on probation. The Program Director will conduct review of academic probation status at the end of each academic semester, and students will be notified of their standing in the program. Upon notification of their standing, students will sign documentation regarding their status, which will be kept on file. Failure to reestablish adequate academic/practical standards consistent with program guidelines will result in program dismissal. Once dismissed from the ATP, students are NOT eligible for re-admission.

Probation I
Criteria:
• First time/semester student’s overall GPA falls below 2.5 and/or
• Failure to comply with Professional Behavior Policies (some student behavior is egregious enough to warrant Program Dismissal)

Consequences:
• Recommended remediation (Learning Center) and/or meeting with appropriate personnel (Program Director or Clinical Education Coordinator)
• One semester to bring overall GPA above 2.5 level

Probation II
Criteria:
• Second time/semester student’s overall GPA falls or remains below 2.5 and/or
• Failure to comply with Professional Behavior Policies

Consequences:
• Student is NOT eligible for clinical rotation experience which will require student to complete clinical requirements (hours) during summer term and/or additional semester. (student maybe granted an “I” in clinical practice course)

Probation III
Criteria:
• Third time/semester student’s overall GPA falls or remains below 2.5 and/or
• Failure to comply with Professional Behavior Policies

Consequences:
• Student will be dismissed from program and/or will NOT receive BOC endorsement.

DISCIPLINARY ACTION

Athletic training students are expected to conduct themselves in a professional manner at all times. Again, students should remember that they are not only representing themselves, but the entire Athletic Training Program, as well as Charleston Southern University. Any misconduct or action taken by a student that in any way portrays a negative image upon the Athletic Training Program or the University will be grounds for disciplinary action. The Athletic Training Program Director and the ATP Committee will review any and all incidents that are brought to
their attention by clinical staff, other faculty members, students, coaches, etc and determine the appropriate action to be taken. Severe misconduct or noncompliance with the policies and procedures stated within this handbook may be grounds for dismissal from the Athletic Training Program. If dismissed from the Athletic Training Program, the student is not eligible for re-admission into the program.

**ACADEMIC PROBATION/DISMISSAL**

As stated previously in the Retention Policy, athletic training students may be placed probation if they are unable to maintain specific ATP criteria. The Program Director will conduct review of academic probation status at the end of each academic semester, and students will be notified of their standing in the program. Upon notification of their standing, students will sign documentation regarding their status, which will be kept on file. (Students are limited to two consecutive probation semesters.) Failure to reestablish adequate academic/practical standards consistent with program guidelines will result in program dismissal. Once dismissed from the ATP, students are NOT eligible for re-admission.

**GRADUATION REQUIREMENTS**

**Bachelor of Science in Athletic Training**

**University Requirements**
- 125 units of coursework
- 71 units of coursework in the major
- 12 units of 300/400 level
- 36 of 46 last units must be taken at CSU
- Completion of the liberal arts core
- All fees and tuition
- Comply with other stated university policies and procedures

**Program Requirements**
- Completion of all pre-professional coursework or approved transfer courses
- Completion of all professional coursework
- Maintain overall 2.5 GPA in credit hours taken at CSU toward degree
- Earned minimum grades in all professional courses (see program retention standards)
- Completion of all clinical education requirements
  - Completion of competencies and clinical proficiencies
  - Completion of clinical hours and assigned clinical rotations (180 hours per semester)
- Follow NATA Standards of Professional Practice and BOC Inc. Code of Ethics
- Maintain “good standing” in the Athletic Training Program according to the policies and procedures stated in the CSU-ATP Handbook

*(Endorsement for the BOC Inc. examination requires program director approval.)*
Board of Certification (BOC) Exam

Once students have been endorsed by the Program Director the student will have 6 months to take the BOC exam. The Program Director will remove endorsement from any student who has waited 6 months or more after graduation to take the BOC exam. The student will then not be endorsed until they have shown they have completed a BOC exam prep course and completed a BOC practice test. Students who wish to take the February BOC Exam may petition the program director. The student must show proof that they have attended a BOC prep course outside of CSU coursework and have a satisfactory/passing score on a BOC practice exam to register for the February exam.
SECTION VII: PROGRAM EVALUATION

The Athletic Training Program undergoes on-going and constant evaluation to analyze compliance with accreditation standards. In addition, this evaluation process allows program administration to identify strengths and weaknesses in an effort to gauge current status and necessary changes to continue offering an outstanding athletic training education.

CLINICAL EXPERIENCE DOCUMENTATION

1. Clinical Hour Form
   a. Students will be required to record their clinical hours every two weeks. Students should record hours each day to the nearest 15 minutes as a decimal point. (15 hours and 30 minutes = 15.5 minutes)
   b. Hours form will be recorded from Monday through Sunday for two weeks and are due the Wednesday following the two week cycle.

2. Direct Patient Contact Form
   a. Student will be required to document direct patient contact exposure. This includes direct patient care within the scope of practice (i.e. hand-on experiences)
   b. Students are required to document five DPC every two weeks
   c. Students are also required to record total number of DPC during that same two week period

3. Student Performance Evaluation (2-Week Evaluation)
   a. Student are required to have their preceptor complete and sign student performance evaluation every two weeks

ATHLETIC TRAINING STUDENT SELF-EVALUATION

At two points in the semester, athletic training students will complete a self-evaluation form identical to the form the preceptor will use to evaluate the student. These evaluations will be reviewed at the same time the preceptor reviews their evaluation of the student with the student. Both forms will be signed by the student and preceptor following the review/meeting and will be turned in to the program director to be added to the student’s notebook.

STUDENT PERFORMANCE EVALUATION (MID/END ROTATION)

The preceptor will complete two student performance evaluations of the athletic training student over the course of the semester, one mid-term and final evaluation. It is important that the student receive feedback on areas they need to work to improve on over the course of the experience. The final evaluation of the student will be completed at the end of the semester and should note areas the student made improvements in since the earlier evaluations. The preceptor will review each of the evaluations with the student in a timely manner so as the student will have an opportunity to make improvements before the final evaluation. The evaluations will be one component of the clinical practice grade in which the student is currently enrolled. The preceptor and the athletic training student will sign all of the evaluation forms once they have been reviewed and turn them in to the program director. All evaluations completed on the student will remain in their notebook.
PRECEPTOR AND CLINICAL SETTING EVALUATION

At the completion of each clinical education experience, students will evaluate the preceptor and the clinical site to which they were assigned. These will be turned in to the program director who will keep the evaluations in a private file. At the end of each academic year, preceptors will be provided a summary of the student and ATP evaluations to assist them in making improvements to the overall clinical education experience. Results of all evaluations will be recorded in spreadsheets to provide feedback to the ATP as to the quality of the preceptor and the clinical sites being utilized by the ATP, and to help determine areas needing improvement.

COURSE AND INSTRUCTOR EVALUATION

Each course and instructor will be evaluated every semester through CSU’s electronic course evaluation. In addition, core ATP faculty will be evaluated through direct observation by the program director and/or dean on an annual basis.

SENIOR SURVEY

During their final semester in the ATP, senior ATSs evaluate the program on the areas of coursework, clinical education, administration, professional opportunities, and overall strengths and weaknesses.

ALUMNI SURVEY

Alumni Surveys are sent 6-12 months after graduation. This survey asks graduates of the ATP to assess their undergraduate experience.
STATEMENT OF UNDERSTANDING

By signing below, I acknowledge that I have read, understand, and will abide by all of the policies and procedures contained within the Charleston Southern University Athletic Training Student Handbook. I understand that any misconduct or noncompliance with the information contained within this handbook may be grounds for disciplinary action and/or dismissal from the Charleston Southern University Athletic Training Program, based on the discretion of the ATP Committee.

In addition, my signature below indicates that I, as an athletic training student at Charleston Southern University, in compliance with HIPAA, FERPA, and the NATA Code of Ethics, recognize that I have an obligation to myself, the patients I treat, the clinical instructional staff, and Charleston Southern University as a whole to maintain patient confidentiality. This includes withholding any information from anyone, other than my immediate supervisors or other appropriate medical health professionals, that I acquire professionally or socially which is considered professionally confidential. The unique opportunity that I have been offered to observe and participate as a student in a professional health care environment will be jeopardized if I violate this confidentiality. I also understand that I represent Charleston Southern University at all times, and, as a result, I will conduct myself in a professional manner. I understand that if I fail to abide by this professional conduct statement and statues included in the NATA Code of Ethics and the South Carolina State Certification (SC - DHEC), I am aware of the consequences that I will incur and accept that penalty.

______________________________
ATS Printed Name

______________________________     Date
ATS Signature

______________________________     Date
ATP Director Signature

**This page will be retained in the Athletic Training Student Notebook within the office of the Athletic Training Program Director.**
APPENDIX A: PROGRAM DOCUMENTS

See “athletic training major” Blackboard course for current program documents including:

A. Performance Evaluations
B. Clinical Hours and Direct Patient Contact forms
C. Competencies and Proficiencies
   a. Clinical Proficiency Scenario Challenge
D. Surgical Viewing Clearance (Trident Health)
E. Emergency Actions Plans for current clinical sites
F. Others
APPENDIX B: SC DHEC – ATHLETIC TRAINING

(reprinted from http://www.scdhec.gov/administration/regs/docs/61-96.pdf)

A. Purpose, Administration and Definitions.

1. Purpose: The purpose of this regulation is to assure the highest degree of professional conduct by those engaged in offering athletic trainer services to the public and to safeguard the public's health, safety, and welfare by establishing minimum qualifications for those individuals wishing to offer athletic trainer services to the public.

2. Administration: All regulations pertaining to the administration of the "Athletic Trainers' Act of South Carolina", Sections 44-75-10 et seq., S.C. Code of Laws, 1976, as amended, shall be administered by the South Carolina Department of Health and Environmental Control, 2600 Bull Street, Columbia, South Carolina.

3. Definitions: For the purpose of these Standards, the following definitions shall apply:
   a. "Law" as used in these rules shall mean the "Athletic Trainers' Act of South Carolina", Sections 44-75-10 et seq., S.C. Code of Laws, 1976, as amended.
   b. "Board" shall mean the Board of the South Carolina Department of Health and Environmental Control.
   c. "Department" means the South Carolina Department of Health and Environmental Control.
   d. "Committee" shall mean the South Carolina Athletic Trainers' Advisory Committee.
   e. "Athletic Trainer" means a person with specific qualifications as set forth in Section 44-75-50 of the Law who, upon the advice and consent of a licensed physician, carries out the practice of care, prevention, and physical rehabilitation of athletic injuries, and who, in carrying out these functions, may use physical modalities, including, but not limited to, heat, light, sound, cold, electricity, or mechanical devices related to rehabilitation and treatment.
   f. "Certificate" means official acknowledgement by the Department that an individual has successfully completed the education and other requirements referred to in the "Athletic Trainers' Act of South Carolina", Sections 44-75-10 et seq., which entitles that individual to perform the functions and duties of an athletic trainer.
   g. "Licensed Physician" means a physician licensed by the South Carolina State Board of Medical Examiners.
   h. "Employment of Athletic Trainer" shall mean a person who is engaged as an athletic trainer if the person is employed on a salary or contractual basis by an educational institution, a hospital, rehabilitation clinic, professional organization, or other bona fide athletic organization and performs the duties of an athletic trainer as a major responsibility of this employment.
   i. "Advice and Consent of a Licensed Physician" shall mean the general written or oral standing orders and/or protocol signed by a licensed physician.

B. Description of the Profession.

An athletic trainer is an individual who has successfully completed the college or university undergraduate degree and fulfilled the requirements for certification as established by the Board of Certification, Inc., in association with the National Athletic Trainers' Association (NATA), and successfully completed the Athletic Trainers Certification Examination as administered by the Board of Certification, Inc. Through a combination of formal classroom instruction and clinical experience, the athletic trainer is prepared to apply a wide variety of specific health care skills and knowledge within the domains/standards. The seven domains/standards of athletic training from which these specific tasks are measured in the examination are:
1. Direction: The athletic trainer renders services or treatment under the advice and consent of a licensed physician.

2. Prevention: The athletic trainer understands and uses preventative measures to assure the highest quality of care for every patient.

3. Immediate Care: The athletic trainer provides standard and immediate care procedures used in emergency situations, independent of setting.

4. Clinical Evaluation and Diagnosis: Prior to treatment the athletic trainer assesses the patient’s level of function. The patient’s input is considered as an integral part of the initial assessment. The athletic trainer follows the standards of clinical practice in an area of diagnostic reasoning and medical decision making.

5. Treatment Rehabilitation and Re-Conditioning: The athletic trainer develops the treatment program and determines the appropriate treatment, rehabilitation and/or reconditioning strategies. The treatment program objectives include long and short term goals and appraisal of those that the patient can realistically be expected to achieve from the program. This assessment measure determines effectiveness of the program and is incorporated into the program.

6. Program Discontinuation: The athletic trainer, in collaboration with the licensed physician, recommends discontinuation of athletic training services when the patient has received optimal benefit of the program. The athletic trainer, at the time of discontinuation, notes the final assessment of the patient’s status.

7. Organization and Administration: All services are documented in writing by the athletic trainer and are part of the patient’s permanent records. The athletic trainer accepts responsibility of recording details of the patient’s health care status.