

ATHLETIC TRAINING & REHABILITATIVE SCIENCE  
POLICIES & PROCEDURES HANDBOOK

Initial Adoption: 01/2005  
Updated: 08/2010, 08/2011, 09/2012, 8/2013, 8/2014, 8/2016, 8/2018

*\*P&P apply to ATHP & REHS majors admitted prior to 2018-2019*

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## **Acknowledgements**

This policies and procedures handbook was originally written by Brad Robinson, Program Director in the Fall of 2004. It has been updated numerous times with the help of the faculty and staff from the university, as well as, external clinical preceptors.

Special thanks to Dr. Kathleen Light, Provost, the Athletic Training and Rehabilitative Science Faculty, Athletic Trainers at the University of Incarnate Word for the help in the production of this policy and procedure handbook.

## **Notifications**

### Required Costs

Along university tuition, athletic training and rehab science students are required to pay course/clinical fees each semester to cover the cost of attaining or maintaining memberships in professional organizations, clinical clothing, liability insurance and materials for the program, occupational needle stick insurance. It is also the students' responsibility to maintain certifications for blood borne pathogen training, CPR with AED, annual TB test, as well as, flu immunization annually. If applicable, students are also responsible for travel to and from the clinical site.

### Eligibility for Professional Practice (athletic training majors only)

Completion of degree requirements for the bachelor's degree does not guarantee state licensure or national certification as an athletic trainer. Students are advised to contact the Board of Certification, Inc. and Texas Advisory Board of Athletic Trainers concerning their eligibility of professional practice. Prior to practice, the Individual must complete an application and pay required fees according to current policies and procedures of the regulatory board. The application process has various sections that require notarized documentation of Information for the Individual, university and the Athletic Training Program Director. Students are advised to plan ahead and identify key dates and requirements that are required as part of the regulatory process.

Preparation to take the Board of Certification, Inc. (BOC) examination is a continual process. Beginning in their first clinical semester athletic training students will take cumulative didactic review courses and comprehensive exams. The course material will be composed of material that has been covered in the previous ATP classes. At the conclusion of the ATP class, a computerized examination structured like the BOC and Texas licensure examinations will be administered. Passing this final examination with a score of 75% or higher to pass the course and for progression within the major.

For students who fail to achieve a passing grade in ATP IV, a special topics course will be accepted to meet graduation requirement in place of ATP IV. The original grade for ATP IV will be retained. The focus of the special topics course will be to present an individual remediation plan. Students must complete the personalized remediation plan in its entirety to achieve course completion. This course will be in hybrid form to be offered as determined by the Program Director.

## **Program Information**

### Program Description

The Athletic Training and Rehabilitative Science Program (ATHP) at the University of the Incarnate Word promotes the education of future athletic trainers and allied health professional and the development and improvement of related professions. The education program concentrates on instructing students, under the direct supervision of certified athletic trainers and other healthcare professionals, on the proper way to evaluate, treat and rehabilitate the physically active.

The ATHP is housed in the Ila Faye Miller School of Nursing and Health Professionals. Other disciplines in the school include nursing, community health, nuclear medicine, kinesiology, wellness, and sports management.

### Program History

In 1997, the Education Council of the National Athletic Trainers Association made the decision to eliminate the internship route of athletic training education programs. Prior to that year, students and universities had two options in athletic training education: the internship route and the educational curriculum. The internship route required an academic core with certain foundational courses and a minimum of 1500 hours in a four-semester span. The curricular route required the student earn a major in athletic training with a set of core athletic training courses along with the clinical aspect similar to the internship student. Most universities chose the internship route due to the costly aspects of the curricular program. In 2004, the internship route was phased out and eliminated as an educational option by the Education Council of the National Athletic Trainers Association leaving universities with one choice, to offer the structured and rigorous curriculum program.

The Athletic Training Education Program was initiated in the Fall of 2001 by the faculty and administration at the University of Incarnate word after the university launched an external investigation for support and interest in such a program in San Antonio. At that time, Gretchen Garceau-Kraugh, MEd, ATC, LAT was hired to complete the Candidacy Application and was later hired to be the initial program director. Mrs. Garceau-Kraugh completed the self-study in the summer of 2004 and submitted the self-study to the accrediting agency. Over the summer of 2004, Mr. Brad Robinson was hired as the Director of the Athletic Training Education Program to lead the program after the accreditation process. In the summer of 2006, the program hired a clinical coordinator and in the summer of 2012, the program hired a remediation coordinator. Subsequently a fourth faculty position was added in 2015.

In May 2005, the Athletic Training Education Program was granted initial accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the recommendation of the Joint Review Committee on Educational Programs in Athletic Training (JRC-AT). CAAHEP is the largest external programmatic accreditors for the health sciences fields.

In July 2006, the JRC-AT broke away from CAAHEP to form the Commission on Accreditation of Athletic Training Education (CAATE). This is an independent accreditation agency dedicated toward the advancement of the education of athletic trainers.

The program received full re-affirmation of CAATE accreditation in 2009-2010. The next institutional self-study and site visit will take place in the 2019-2020 academic year.

In 2010, with the addition of the School of Physical Therapy approval, UIW added the rehabilitative science major. The Bachelor of Science in Rehabilitative Sciences is designed to be the pathway for students seeking to go into physical therapy, occupational therapy, orthotics/prosthetics, chiropractic, and physician assistant studies. Furthermore, the curriculum structure and content give the graduate a strong foundation to embark on other careers in advanced health care settings or to enter the workforce as entry-level technician in health care settings.

## **Mission Statement**

### Mission of the University of the Incarnate Word

The first Sisters of Charity of the Incarnate Word, three young French women motivated by the love of God and their recognition of God's presence in each person, came to San Antonio in 1869 to minister to the sick and poor. Their spirit of Christian service is perpetuated in the University of the Incarnate Word primarily through teaching and scholarship, encompassing research and artistic expression. Inspired by Judeo-Christian values, the University aims to educate men and women who will become concerned and enlightened citizens.

The University is committed to educational excellence in a context of faith in Jesus Christ, the Incarnate Word of God. It promotes life-long learning and fosters the development of the whole person. The faculty and students support one another in the search for and the communication of truth. The University is open to thoughtful innovation that serves ever more effectively the spiritual and material needs of people. The curriculum offers students an integrated program of liberal arts and professional studies that includes a global perspective and an emphasis on social justice and community service.

The University of the Incarnate Word is a Catholic institution that welcomes to its community persons of diverse backgrounds, in the belief that their respective interaction advances the discovery of truth, mutual understanding, self-realization, and the common good.

### Ila Faye Miller School of Nursing and Health Professions (IFMSNHP) Mission:

The mission of the Ila Faye Miller School of Nursing and Health Professions is to extend the healing ministry of Jesus Christ, the Incarnate Word, through the educational preparation of health professionals.

### Athletic Training Program Mission Statement:

The mission of the athletic training program at the University of the Incarnate Word is to graduate culturally competent and service-oriented health professionals. The program strives to instill the love of the profession of athletic training through stimulating a sense of discovery and confidence with an in-depth study of the knowledge and skills needed to improve athletic training care within our communities.

## Program Philosophy and Direction

### Program Philosophy

The program faculty carries out the mission of the University by preparing professional athletic trainers whose practice is rooted in the spiritual heritage of the Sisters of the Charity of the Incarnate Word. The following philosophy defines the faculty's beliefs about athletic training, the patients and clients served by athletic trainers, and direction of the profession.

An athletic trainer is a qualified health care professional educated and experienced in the management of the health care problems associated with sports and recreational fitness participation. In cooperation with physicians and other health care professionals, the athletic trainer functions as a member of the athletic health care team in secondary schools, colleges and universities, professional sports programs, sports medicine clinics and other athletic health care settings.

The fundamental aspects of the profession are to take care of injured and ill patients across all professional environments, promotion of health, prevention of injuries and conditions, and assess participant's abilities for safe participation in sports and recreational fitness activities. Currently the professional identifies specific education competencies and professional clinical proficiencies in the following areas:

- Evidence-based practice
- Prevention and health promotion
- Clinical examination and diagnosis
- Acute care of injury and illness
- Therapeutic interventions
- Psychosocial strategies and referral
- Healthcare administration
- Professional development and responsibility

### Program Vision

The vision of the Athletic Training Education Program at the University of the Incarnate Word is provide excellent instruction and clinical experiences to produce highly qualified, confident and successful graduates who serve, educate, and gain leadership roles in their communities as athletic trainers.

### Program Outcomes

(Updated 11/2009, 5/2011, 8/2012, 8/2013, 8/2015)

The program strives to meet the tenets of the university's mission: education, service, truth, innovation, and faith. Through a multi-faceted didactic and clinical education program, it will produce well rounded allied health professional to meet the needs of the community.

#### **Outcomes:**

Upon graduation students are expected to: (Student outcomes)

1. Practice independently as athletic trainers.
2. Demonstrate compassion and care for all healthcare populations utilizing research and cultural sensitivity in a patient-centered approach to generate patient outcomes in treatment, evaluation, and rehabilitation of the physically active.

Annually, the program will: (Programmatic outcomes)

1. Facilitate educational value outcomes.
2. Demonstrate competence in the art and science of teaching.

## Program Accreditation



In May 2005, the Athletic Training Education Program was granted initial accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the recommendation of the Joint Review Committee on Educational Programs in Athletic Training (JRC-AT). CAAHEP is the largest external programmatic accreditors for the health sciences fields.

In July 2006, the JRC-AT broke away from CAAHEP to form the Commission on Accreditation of Athletic Training Education (CAATE). This is an independent accreditation agency dedicated toward the advancement of the education of athletic trainers.

The program had accreditation reaffirmed during the 2009-2010 academic year and will go through the re-accreditation process during the 2019-2020 academic year.

## Program Administration

### Program Director

Shandra Esparza, EdD, ATC, LAT  
Email: [sesparza@uiwtx.edu](mailto:sesparza@uiwtx.edu)  
Phone: 210-832-2132

### Clinical Education Coordinator

Joanna Soles, DHS, ATC, LAT  
Email: [soles@uiwtx.edu](mailto:soles@uiwtx.edu)  
Phone: 210-283-2132

### Medical Director

Bud Curtis, MD  
Email: [athp@uiwtx.edu](mailto:athp@uiwtx.edu)

### School and University Administration

Shandra Esparza, EdD, ATC, LAT  
Division Chair, Human Performance  
Email: [sesparza@uiwtx.edu](mailto:sesparza@uiwtx.edu)  
Phone: 210-832-2132

Mary Hoke, PhD, PHCNS-BC, RN-BC, ANEF  
Dean, Ila Faye Miller School of Nursing and Health Professions  
Email: [mhoke@uiwtx.edu](mailto:mhoke@uiwtx.edu)  
Phone: 210-829-3982

Kathleen M. Light, RN, MSN, EdD  
Provost  
Email: [light@uiwtx.edu](mailto:light@uiwtx.edu)  
Phone: 210-829-6029

## **Program Didactic and Clinical Plan**

### Didactic Education Plan

To provide the student with the most current academic curriculum and to meet accreditation standards, the programs within the Ila Faye Miller School of Nursing and Health Professions use degree plan and catalog requirements on the date in which the student is admitted to the program and/or major, not the university matriculation date. Students who leave the program and/or major and are re-admitted must follow the degree plan and catalog requirements at the time of re-admission.

Students should refer to the website to determine the most current academic curriculum. The Program is in the process of teaching out all undergraduate ATHP coursework. Courses may be in their last offering as a result, and a retake of the course if failed will not be available.

### Athletic Training Clinical Education Plan

#### Clinical Experience Component for Professional Levels 1 and 2 (P1 and P2)

The focus of the professional level 1 athletic training clinical experience is to provide the student with a directed and supervised setting to practice their athletic training knowledge, clinical skills, and abilities in a clinical setting. The clinical field experience will expose the student to a variety of upper and lower extremity intensive sports, as well as, working with patients of different sexes. The student will also gain experience of various training seasons (pre-, in- and off-season). Students will not be sent to their clinical setting until (a) the program director has cleared the student from administrative, health and training requirements and (b) the clinical education coordinator and/or remediation coordinator has evaluated certain taping and first aid skills and deemed them ready for clinical placement. It is the goal to improve the clinical confidence of the student, so in most situations, the student will remain at the same clinical setting with the same clinical preceptor(s) for the first and second levels of the program.

The student will be assigned to clinical preceptor(s) providing athletic training services to individuals in an intercollegiate setting. In some unique situations, the student will work with a clinical preceptor in an interscholastic setting. The student will be expected to be present at all official team practices, conditioning activities, and competitions as well as help provide preventive care, treatment, and rehabilitation of injuries to the team members. The professional level 1 and Level 2 student is expected to complete a minimum of 300 clock hours each semester through observation and directed practice under the direction the clinical preceptor(s). Students are expected to report for summer preseason workouts and/or winter workouts prior to the first day of class. Summer preseason starts approximately August 1st of each academic year and winter workouts occur between the fall and spring semesters. It's the responsibility for athletic training student to contact the clinical preceptor(s) to determine the expected schedule.

#### Clinical Experience Component for Professional Level 3 (P3)

The focus of the professional level 3 athletic training clinical experience is to provide the student with a directed and supervised setting to practice their athletic training knowledge, clinical skills,

and abilities. The clinical field experience will expose the student to a variety sports, but will focus on the evaluation of injuries and conditions that occur in lower extremity intensive sports, as well as, working with patients of different sexes. The student will gain experience with pre-season and in-season high intensity sports. Students will not be sent to their clinical setting until the clinical coordinator has cleared the student from administrative, health and training requirements. It is the goal to improve the student confidence and leadership skills. Students will be allowed increasing amounts of clinically supervised responsibility leading to some autonomous practice in certain clinical skills.

The student will be assigned to clinical preceptor(s) providing athletic training services to individuals in an intercollegiate or interscholastic setting. The student will be expected to be present to assist the clinical preceptor(s) at all official team practices, conditioning activities, and competitions and to help provide preventative care, treatment and rehabilitation of injuries to the team members. The professional level 3 student is expected to complete a minimum of 300 clock hours through observation and directed practice under the direction of clinical preceptor(s) in the approved setting assigned by the clinical coordinator and/or program director. Students are expected to report for summer preseason workouts and/or winter workouts prior to the first day of class. Summer preseason starts approximately August 1st of each academic year and winter workouts occur between the fall and spring semesters. It's the responsibility for athletic training student to contact the clinical preceptor(s) to determine the expected schedule.

#### Clinical Experience Component for Professional Level 4 (P4)

The focus of the professional level 4 athletic training clinical experience is to provide the student with a directed and supervised setting to practice their athletic training knowledge, clinical skills, and abilities. The clinical experience will expose the student to a variety sports, but will focus on the evaluation of injuries and conditions that occur in upper extremity intensive sports, as well as, working with patients of different sexes. The student will gain experience with pre-season and in-season high intensity sports. The clinical experience will also focus on the evaluation techniques, student's ability to design, perform, and evaluate a treatment plan for various injuries and conditions. Students will not be sent to their clinical setting until the clinical coordinator has cleared the student from administrative, health and training requirements.

The student will be assigned to clinical preceptor(s) providing athletic training services to individuals in a professional, intercollegiate, interscholastic, outreach, and/or outpatient clinic setting. The student will be expected to be present to assist the clinical preceptor(s) at all official team practices, conditioning activities, and competitions and to help provide preventative care, treatment, and rehabilitation of injuries to the team members. The professional level 4 student is expected to complete a minimum of 300 clock hours through observation and directed practice under the direction of clinical preceptor(s) in the approved setting assigned by the clinical coordinator and/or program director. Students are expected to report for summer preseason workouts and/or winter workouts prior to the first day of class. Summer preseason starts approximately August 1st of each academic year and winter workouts occur between the fall and spring semesters. It's the responsibility for athletic training student to contact the clinical preceptor(s) to determine the expected schedule.

#### General Medical and Allied Health Clinical Experience (GM)

As part of the junior or senior year of the program, students are exposed to other allied health and medical professionals. Coordinated by the medical directors, clinical education coordinator, and

local health care providers, the student is expected to complete a minimum of 25 clock hours of general medical and allied health clinical experience. The goal of the clinical experience is to provide the student with the knowledge, clinical skills, and abilities to identify and evaluate an individual's health assessment and its' potential effects on their physical performance and overall wellness. The student will integrate the general medical and disability competencies and proficiencies taught and evaluated in the didactic courses of the curriculum into clinical skills from the experiences gained during the clinical experience. During the rotation, the athletic training student observes and works under the direct supervision of the attending allied health and medical staff (physicians, nurse practitioner, registered nurses, etc.).

## **Academic and Clinical Faculty Responsibilities and Expectations**

### Program Director (PD)

The program director is responsible for the following program areas: organization and administration of the program; periodic review and evaluation of the program; program planning and development including curriculum; fiscal and budgetary responsibilities; and oversight of clinical and didactic education.

Primary responsibilities include but may not be limited to the following:

- Knowledge and direction of CAATE accreditation standards
- CAATE Liaison for university and responsible for annual reports and rejoinders
- Liaison between credentialing agencies and the university
- Conduct research in area of interest and involve undergraduate athletic training students
- Oversee clinical education coordinator with clinical education program
- Administrative duties regarding recruitment, placement, retention, and assessment of students and faculty
- Advise students and direct student research, projects and internships
- Internal and external relationships with the regarding the university and the profession

### Program Academic Faculty

The primary focus of the faculty is to teach assigned competencies, clinical proficiencies, skills, and foundational behaviors recognized in the professional of athletic training. The faculty will be qualified through professional preparation and experienced in their respective academic areas. The faculty will possess a current state credential and be in good standing with the agency (where and when applicable) when teaching hands-on athletic training patient care techniques with actual patient population.

### Clinical Education Coordinator (CEC)

The clinical education coordinator (CEC) is responsible for development and organization of the programs clinical experiences component. The clinical education coordinator will work with the program director to maintain an appropriate list of with the affiliated settings with preceptors to ensure that students are provided authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical abilities, including decision-making and professional behaviors required by the profession in order to develop proficiency as an athletic trainer.

The clinical education coordinator will work with preceptors to provide a quality clinical experience that will build competency and confidence, and autonomous practice. The clinical education coordinator will also be in constant communication with each preceptor and student on a weekly basis to discuss the student's clinical experiences. The clinical education coordinator is in charge of documenting the students learning of competencies and proficiencies in the clinical sites.

Primary responsibilities include but may not be limited to the following:

- Knowledge of CAATE standards regarding clinical education
- Overseeing and directing clinical education for the program including but not limited to determining qualifications of preceptors, determining qualifications of students, placement of students
- Liaison between program and clinical agencies

- Evaluation of components of clinical education
- Work with the faculty to design and conduct simulated clinical experiences

### Clinical Preceptor (CP)

The program uses clinical preceptors to work with students in a clinical field experience setting. The clinical preceptor has the responsibility to supervise, provide instruction, and assess each student. Assessment examines the current knowledge, skills, and clinical abilities along with ability to integrate those skills into clinical practice. The clinical preceptor is also responsible for understanding the program's policies and procedures and communicating with the clinical coordinator on a regular basis.

## **Rehabilitative Science Admission and Retention**

### Admission Requirements

All students who plan a program of study leading to the degree of Bachelor of Science with a major in Rehabilitative Science must first be accepted for admission to the University. Applicants then apply to the program. Program enrollment is limited by the availability of faculty and classroom space accommodation, therefore admission is competitive.

### Admission into the Rehab Science Program

Applicants will apply for admission into the program during the semester in which they prerequisites and administrative requirements will be completed. Applications to the program are due to the program director by October 1 (Fall Admission) and February 1 (Spring Admission). Applicants work with an assigned advisor and are required to submit a completed application form. As part of the application process, the student must submit the following to be considered for admission into the program:

- A completed application form with the following support materials
- Acknowledgment of program Technical Standards
- Completion of favorable criminal background screening
- Completion of Health and Immunization Packet (includes health history form, immunizations form, and physical examination for completed by a physician, nurse practitioner or physician assistant)
- Official transcripts from all colleges attended
- Current Health Care Provider CPR

### Selection Criteria

To be considered for admission into the program the student must meet the following criteria:

- Completed application with all components present
- 30 hours of college-level credit with a minimum cumulative GPA of 3.25, at the end of the semester in which they apply
- Completion of any academic literacy requirements
- Completed a minimum of the following coursework with a C or better: Medical terminology and Anatomy and Physiology I. Anatomy and Physiology II is recommended.

### Other Requirements after Acceptance

Annually after admission into the program, the student must also complete the following requirements. Students that fail to complete the following may be removed from the program.

- Maintain a overall 3.25 GPA in all coursework throughout their academic career
- Proof of Occupational Hazard "Needle stick" Insurance (prior to the Internship course)
- Completion of HIPAA/FERPA Confidentiality Training (prior to the Internship course)
- Completion of Blood-borne Pathogen, OSHA and/or Universal Precautions Training (prior to the Internship course)
- Update of Health and Immunization Packet (as needed)

### Non-Discrimination Policy

The Athletic Training and Rehabilitative Science Program follows the guidelines and policies from the student and faculty handbook related to non-discrimination. The program does not engage in discrimination against an individual because of race, color, religion, gender, national or ethnic origin, non-disqualifying disability, or age, to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws and regulations. The student should be aware that they must meet the technical standards for the program and profession.

### Direct Admits from High School

Outstanding first-time freshman applicants may be eligible for the direct admit program. If the individual has an overall grade point average of 3.50 (out of 4) and a 3.50 in the science courses, a student may qualify to be admitted to the major in their freshman semester.

Qualifications for the direct admit program include:

- Cumulative high school GPA of 3.5 (out of 4)
- Science and mathematics GPA of 3.5 (minimum of three years each)
- Combined Math/Verbal SAT of 1100 or ACT of 24
- Phone interview with the program faculty

Direct admit students are subject to the same admissions paperwork and a 3.25 GPA.

### Transfer Students

Students that are considering application for admission into the program from another university or college must first be admitted into the University. Along with the application, transfer students must submit TWO copies of transcripts of ALL UNIVERISTY WORK. Send one set to the UIW Admissions Office. Send the second set of transcripts to the Ila Faye Miller School of Nursing and Health Professions, Attn: Athletic Training and Rehabilitative Science Program Director, 4301 Broadway, San Antonio, Texas 78209.

All course work will be evaluated for equivalency with the curriculum. The decision for admission and transfer credit for previous coursework and placement in the program will be considered on an individual basis.

## **Athletic Training Education Admission and Retention**

Revised 6/2009, 9/2012, 6/2014, 8/2015

The Athletic Training Education Program uses selective admissions due to the limited number of field experience opportunities and a low teacher to student ratio in the didactic and laboratory courses in the program. Applicants are expected to have admission materials submitted to the program director by or on October 1<sup>st</sup> for Spring admission or February 1<sup>st</sup> for Fall admission of each academic year. Students will be notified by the program director welcoming them into the program or an explanation of their denial into the program. After admitted, the student will work with the academic advisors to enroll in the appropriate coursework for the summer and fall semesters. Once accepted into Tier 2, students will be expected to attend a clinical orientation where the clinical education coordinator will discuss their clinical assignment including expectations, clinical site location, contact information for the clinical preceptor, and dates for clinical assignment. An exception to the due dates may be made at the discretion of the Core Faculty.

### Admission Requirements

All students who plan a program of study leading to the degree of Bachelor of Science in Athletic Training must first be accepted for admission to the University. Applicants then apply to the program. Program enrollment is limited by the availability of faculty and clinical field experiences, therefore admission is competitive.

The program uses a multiple tier admission process: Tier I: Admission into the program and Tier II: Admission into the professional practice cohort. Tier 1: "Admission to the program" allows the student to start foundational didactic and laboratory coursework needed to have successful clinical field experiences. Tier II: "Admission into a professional practice cohort" allows the student to start clinical field experiences needed as part of the professional program. The student must successfully complete both to be eligible for credentialing as an athletic trainer.

### Tier I: Admission into the Program

Applicants will apply for admission into the program during the semester in which they prerequisites and administrative requirements will be completed. Applications to the program are due to the program director by October 1 (Fall Admission) and February 1 (Spring Admission). Applicants work with an assigned advisor and are required to submit a completed application form. As part of the application process, the student must submit the following to be considered for admission into the program:

- A completed application form with the following support materials
- Acknowledgment of program Technical Standards
- Completion of favorable criminal background screening
- Completion of Health and Immunization Packet (includes health history form, immunizations form, and physical examination for completed by a physician, nurse practitioner or physician assistant)
- Official transcripts from all colleges attended
- Current Health Care Provider CPR

## Selection Criteria

To be considered for admission into the program the student must meet the following criteria:

- Completed application with all components present
- 30 hours of college-level credit with a minimum cumulative GPA of 2.75, at the end of the semester in which they apply
- Completion of any academic literacy requirements

## Tier II: Admission into the Professional Practice Cohort

The Professional Practice Cohort requires the student to complete clinical field experiences with an assigned preceptor. The student should prepare to complete an average of 20 hours of clinical field experiences a week. These hours are assigned by the clinical preceptor and some of the hours and experiences occur outside the traditional academic calendar and during weekends. External employment is discouraged, if needed the employment must be flexible and work around time required for clinical field experiences.

Applicants will apply for admission into the professional practice cohort the semester in which the following prerequisites and administrative requirements will be completed. Applications to the professional practice are due to the program director by March 1st (Fall Cohort) or October 1st (Spring Cohort). As part of the application process, the student must submit the following to be considered for entry into the professional practice cohort:

- A completed application form
- Student Membership in National Athletic Trainers Association
- Completion of Professional Behaviors orientation
- Completion of at least 75 hours of observation under a certified athletic trainer
- Two letters of recommendation (one from an athletic trainer)

## Selection Criteria

To be considered for admission the student must meet the following criteria:

- Completed application, NATA membership, and Professional Behaviors orientation
- Completion of at least 75 hours of observation with an athletic trainer
- Two letters of recommendation (one from an athletic trainer)
- 30 hours of college-level credit with a minimum cumulative GPA of 2.75
- Completion with a C or better of current enrollment in the following coursework: ATHP 1310, ATHP 2305, ATHP 2310, ATHP 1110, BIOL 2321/2121, and BIOL 2322/2122.

## Other Requirements after Acceptance

Annually after admission into the program, the student must also complete the following requirements. Students that fail to complete the following may be removed from the program.

- Maintain an overall 2.75 GPA in all coursework throughout their academic career
- Proof of Occupational Hazard "Needle stick" Insurance
- Completion of HIPAA/FERPA Confidentiality Training
- Completion of Blood-borne Pathogen, OSHA and/or Universal Precautions Training
- Completion of ATHP and Site Orientation

- Update of Health and Immunization Packet (as needed)

### Non-Discrimination Policy

The Athletic Training Education Program follows the guidelines and policies from the student and faculty handbook related to non-discrimination. The program does not engage in discrimination against an individual because of race, color, religion, gender, national or ethnic origin, non-disqualifying disability, or age, to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws and regulations. The student should be aware that they must meet the technical standards for the program and profession.

### Direct Admits from High School

Outstanding first-time freshman applicants may be eligible for the direct admit program. If the individual has an overall grade point average of 3.50 (out of 4) and a 3.50 in the science courses are maintained at the end of the first two years of study, candidates do not need to reapply to enter the athletic training clinical experiences in the junior year.

Qualifications for the direct admit program include:

- Cumulative high school GPA of 3.5 (out of 4)
- Science and mathematics GPA of 3.5 (minimum of three years each)
- Combined Math/Verbal SAT of 1100 or ACT of 24
- Phone interview with the program faculty

High school students are eligible for admission in the athletic training education program if they have met all academic, administrative, and health requirements along with completing the Texas Education Agency (TEA) innovative Sports Medicine I and II courses in high school.

### Transfer Students

Students that are considering application for admission into the program from another university or college must first be admitted into the University. Along with the application, transfer students must submit TWO copies of transcripts of ALL UNIVERISTY WORK. Send one set to the UIW Admissions Office. Send the second set of transcripts to the Ila Faye Miller School of Nursing and Health Professions, Attn: Athletic Training Education Program Director, 4301 Broadway, San Antonio, Texas 78209.

Students transferring from another CAATE accredited undergraduate entry-level athletic training education program must satisfy the same prerequisite and major course work as do all other applicants. All athletic training course work will be evaluated for equivalency with the curriculum. The decision for admission and transfer credit for previous coursework and placement in the program will be considered on an individual basis.

## **Athletic Training and Rehabilitative Science Program Requirements**

The program administration requires that all students provide documentation to demonstrate compliance of the policies related to student and client protection. Annually, the program direction examines the student file for deficiencies and students are restricted from the clinical sites until deficiency issues are resolved. The following are the requirement:

### Health and Immunization Requirements

Adopted 08/2004; Revised 08/2009, 08/2010, 09/2012, 08/2016

Students in the program must complete the health and immunization packet prior to starting clinical experiences. The packet includes a health history questionnaire, physical examination packet, immunization form, and technical standards statement.

In compliance with the Health Care Provider terms of TAC 97.64 and the recommendations from the Centers of Disease Center for healthcare personnel, applicants to the program are required to provide proof of the following immunizations prior to participation in their first clinical experience:

- Positive Hepatitis B titer. OR newly administered Hepatitis B Series (3 dose series) or Hepatitis A and B Series. If initial titer is negative, student will be required to obtain the Hepatitis B Booster immunization or repeat 3 dose series and proof of a positive repeat titer.
- Measles, Mumps, and Rubella (2 dose series) or Positive Immune Serum Antibody Lab Report
- Diphtheria, Tetanus, and Acellular Pertussis (Tdap) within last 10 years
- Varicella Series (2 dose series) or Positive Titer Lab Report
- Tuberculosis skin test or negative Chest X-Ray
- Influenza vaccine

Students are expected to get the following annually while they participate in clinical experiences:

- Tuberculosis skin test or Chest X-Ray
- Influenza vaccine

If, for any reason, the student is unable to receive any Immunizations, a physician's statement will be required and clinical placement may be affected.

Additional health requirements may be required by some clinical affiliations.

In instances where the student has a positive TB skin test, the student will be removed from clinical field experience until evaluated and treated by a physician at their own cost. The individual must be cleared by their physician and/or student health services.

### Technical Standards

Adopted 2002, Revised 08/2010

In compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990, the Athletic Training Education Program at the University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with these federal directives, the University and the Athletic Training Education Program ensure accessibility to their programs, services and activities for students with documented disabilities.

In accordance with national norms, the Athletic Training Program has established technical requirements for admission, expectations and required abilities considered essential to perform duties of an athletic trainer. These abilities are classified into five categories: (1) observation, (2) communication, (3) motor & sensory, (4) intellectual, (5) behavioral and social.

- **Observation:** A candidate must be able to observe demonstrations in the classroom and athletic training room. A candidate must also be able to accurately observe an athlete at a distance and at close range, in order to gather the necessary data regarding the athletes' physical status.
- **Communication:** The ability to read, write, speak and understand the English language at a level consistent with competent professional practice, including but not limited to, the ability to (a) establish rapport and communicate effectively and sensitively with patients, parents, coaches, administrators, officials, medical and allied medical personnel and colleagues, including individuals from different cultural backgrounds; (b) record and discuss the physical examination results and treatment and rehabilitation plans clearly and accurately.
- **Motor:** Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations, therapeutic treatments, and therapeutic exercise and rehabilitation protocols using accepted techniques. This includes, but is not limited to, the ability to (a) accurately, safely and efficiently use equipment and materials during the assessment, treatment, and rehabilitation of patients; (b) gather decision-making pieces of information during an injury assessment activity in class or in the clinical setting; (c) perform assessment, treatment and rehabilitation activities in class and in the clinical setting by direct performance; (d) sit, stand, and kneel for extended periods of time while rendering assistance to patients and athletes; (e) frequently move from place to place and position to position at a speed that permits safe handling of classmates and injured athletes; (f) stand and walk while providing support to an injured athlete; (g) use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat injured athletes; (h) follow safety procedures established for each class and clinical setting.
- **Sensory:** Candidates must have adequate sensory function in order to elicit information from a physical examination through palpation, auscultation, percussion, and other assessment maneuvers.
- **Intellectual:** Candidates must have the mental capacity to learn and assimilate a large amount of complex, technical, and detailed information. They must also be able to solve problems through critical analysis and perform measurements necessary to develop a therapeutic plan.
- **Behavioral and Social:** Candidates must possess emotional and social attributes required to exercise good judgment, maintain composure, promptly complete all responsibilities as they relate to the care and management of an athlete's injury, and develop mature, sensitive, and effective relationships with athletes and other members of the health care team. Candidates must also be able to adapt to an ever-changing environment, display flexibility, tolerate physically taxing workloads, and maintain their composure during highly stressful situations.

## Safety Training and Certification Requirements

Students must maintain healthcare provider cardiopulmonary resuscitation during the observation and clinical phases of the program. It is the students' responsibility to maintain these certifications and show proof to the program director.

## OSHA Blood borne Pathogen Training

The program complies with the OSHA procedures for blood borne pathogens and sharps through annual training of students and clinical staff in the program. All students admitted in the program do annual training in universal precautions and infection control. The curriculum provides the student with information about correct policies, procedures and processes for handling bodily fluids and sharps, as well as, provides information about barriers and personal protection equipment. As part of the training the student has the ability to practice skills related to infection control and wound care.

The program requires all students that have the potential exposure, including observation students, to provide documentation of current training prior to clinical field experience or observation.

The program administration can make recommendations to students in the observation phase, but has no control of enforcing blood borne training in external observation settings. The program administration can request that external settings request and require students to provide blood borne training as a risk management concern, but ultimately it is the responsibility of the individual clinical sites.

## HIPAA/FERPA Training and Confidentially Requirement

The program ensures student compliance of HIPAA and other confidentiality issues through annually training of students and staff in the program. All students admitted in the program do annual training on current practice and application in the athletic training and general medical settings. The program mandates student attendance annually and has the student sign training and confidentiality understanding agreement.

Students should remember that any information about an athlete's medical condition or treatment that they may acquire in clinics, locker rooms, athletic training rooms, physician's offices, or otherwise is considered confidential. The unique opportunity students have to observe and participate as a health care professional can and will be terminated if this confidentiality is violated. Furthermore, the professional rapport the student establishes with patients, athletes, coaches, and physicians is jeopardized by the lack of discretion and violation of this ethical conduct. At the high school level, this confidentiality is equally, if not more important. Students must never forget that they are working with minors and their parents.

Students should refrain from discussing injuries or issues with other students, student-athletes, administration, coaches, or managers. Instead, students should refer the individual acquiring information to the clinical preceptor.

## Healthcare Provider Cardio Pulmonary Resuscitation (CPR)

Students must show evidence of having completed the Health Care Provider course in CPR course from either the American Heart Association, American Red Cross, American Academy of Orthopedic Surgeon's Emergency Care and Safety Institute or another approved agency. This requirement is necessary for all students prior to entering the program, and then annually thereafter. Evidence of completion or re-certification must be given to the program director prior to participation of field experience. Online courses are discouraged.

Acceptable courses include:

- BLS for Healthcare Professionals (American Heart Association)
- CPR for the Professional Rescuer (American Red Cross)

## Administrative Requirements

### Liability (athletic training only) and Health Insurance

Athletic Training students are required to be covered by liability insurance. The university has a blanket liability insurance policy that covers students in all healthcare education program as long the scope of the activities are supervised and within the boundaries of clinical education. The liability insurance fee will be included in the athletic training clinical course fees.

It is a university policy that all students are covered by a medical insurance policy. Students must show current policy information or be covered by a student insurance policy offered by the university. The university offers a limited health policy for students enrolled at the university for domestic and international students. Coverage and policy information can be obtained through the universities business office or through the student health service office.

Students must be able to show proof of current health insurance. If the student is not covered by their family policy, the University offers limited health insurance coverage through Student Health Services.

### Criminal Background Screening

Criminal background screening is completed on all candidates for the athletic training education program. The Ila Faye Miller School of Nursing and Health Professions will designate a company to do the background screening and will not accept results from any company other than the one designated by the School. Students pay expenses related to all screening. A student with a significant criminal background or a current conviction may not be allowed to register for athletic training courses until the student receives a declaratory order from the regulating board stating their eligibility for licensure or certification to practice.

Any circumstances which may lead to a change in criminal background status must be reported promptly to the Program Director or Clinical Coordinator. A second background screen may be required at the student's expense and a declaratory order from the regulating board stating their eligibility for licensure or certification to practice.

### Unique Clinical Agency Requirements

### Clearance by Clinical Site

All clinical sites require an approval process prior to student placements. This includes documentation, orientation, and some administrative procedures. In some instances the clinical site may run an additional criminal background screening.

### Drug Screening

Drug Screening may be required by some clinical agencies. The Ila Faye Miller School of Nursing and Health Professions will designate a company to do the drug screen and will not accept results from any company other than the one designated by the School. The student will pay the cost of the screening at the time of the testing.

A student who has a positive drug screen will not be allowed to participate in clinical courses. The student will be required to complete, at the student's expense, chemical dependency evaluation and treatment, if recommended by a drug assessment. Any student with a positive drug screen will be suspended for a minimum of one calendar year and will be required to provide documentation of successful treatment prior to being readmitted to clinical courses. If readmitted, the student must be retested by the School approved laboratory and have a negative drug screen. This testing is at the student's expense.

## Conduct and Expectations

### Student Code of Conduct

(Adopted 2/2010)

The following student code of conduct has been designed based on the CAATE Standards, National Athletic Trainers Association Code of Ethics, Texas State Law, and the Standards of Professional Practice by the Board of Certification and other allied health professional ethical standards.

Athletic training and rehabilitative science students are considered part of the allied health and medical team. They should conduct themselves accordingly. When attending internships, games and/or practices, they should be engaged in their experience and remember they represent the university, the program, and their family. The reputation of the student is based on respect, responsibility, and maturity. Therefore, students should be professional in their work habits and their relationships with all individuals involved in their internship and clinical field experiences.

Athletic training and rehabilitative science students are expected to meet all standards designed by the University, the School of Nursing and Health Professions, the Athletic Training and Rehabilitative Science Program, the NATA Code of Ethics, the clinical agency/site, and the governing board (NCAA or UIL). The primary goal of these guidelines is to ensure high quality health care to the patients and student-athletes and professional development and education for the participants. Being an ATHP student allows you certain benefits, but also holds certain obligations and responsibilities. As an ATHP student you are expected to act with good judgment, discretion, and integrity in and out of the clinical field experience. As a student, you not only represent yourself as an individual, but you represent the university, the individual clinical sites, and specifically the program; your behavior reflects on both you and all of us.

Inappropriate actions/violations of this Code of Conduct, not listed in order of importance, (described in detail below as well as the discipline action policy) include but are not limited to:

- Attendance, tardiness, and leaving early – Students are expected to attend and be active learners in their didactic and internship or clinical field experiences.
  - All didactic courses require a minimum of 80% attendance. At the instructor's discretion, tardiness and/or leaving early can be counted against a full-day's lecture.
  - Athletic training only: The student, preceptor and clinical coordinator will establish a clinical schedule (approximately 15-20 hours a week) that the student is expected to follow. Establishment of schedule will be left up to the discretion of the preceptors, student, and clinical coordinator. A schedule will be designed to help meet the specific needs of the student. In instances when the student is ill/injured or running late, the student should follow the procedures published in the athletic training handbook.
- Dress code and appearance – Students are expected to uphold the dress code and specified appearance outlined in the university student handbook, program handbook, and published guidelines specific to the clinical agency/site.
- Dereliction of duty, lack of initiative or engagement – Students are expected to be active, prepared, and engaged learners in their clinical field experience. The preceptor will publish/present a set of daily and event specific expectations for the athletic training student. The program also expects the student to demonstrate initiative to accomplish tasks

that need to be completed. The ATP student is expected to be prepared for internship or clinical experiences as well as academically prepared and engaged. This includes any additional reasonable published requirements, preparation, and/or responsibilities added by the preceptor.

- Insubordination – Students are expected to comply with the instructions of a preceptor (athletic trainer, physician, physician assistant, internship preceptor, etc.) and in certain instances, comply with the instruction of an upper classman if those instructions originated with a faculty or staff member.
- Harassment, conflict and or discrimination– Students are expected not to harass or discriminate during their clinical field experiences. Students should understand that they must follow the published harassment and discrimination policies by the university, school, program, and clinical agency. Students should avoid public conflicts and if they are unable to be worked out privately, contact the clinical coordinator.
- Confidentiality - Students are expected to follow documented confidentiality standards established by the profession, the university, the program, and the agency/site. Any questions should be directed to their supervising clinical preceptor or clinical coordinator.
- Working outside scope of student practice – Students are expected to act within the defined and legal scope of student practice. Students are expected to follow the clinical competence policy, supervision, prevention protocol, therapeutic modality/rehabilitation protocol, as well as the first responder policy.
- Inappropriate interaction with patients, coaches, administrators, and medical staff, and faculty members – Students are expected to act as a professional or appropriate as defined by the NATA Code of Ethics. This includes social networking, interactions and/or relationships with faculty, staff, or patients.
- Attitude/Lack of Professionalism – Students are expected to act within the boundaries of the profession and an educational program. This includes attitude, work ethic, appearance, and communications. As part of the profession, ATP students are healthcare professionals that serve the needs of the community and the individual. This includes being courteous, kind, and helpful to your patients.
- Felony Conviction-Students must report any activity that may affect their criminal background screen after admission to the program within 10 days of the accusation and be updated within 2 weeks at the resolution. This is to ensure student will still be cleared by state and national agencies to sit for credentialing or licensing examinations to enter the profession upon graduation. If the student has a negative incident that affects their ability to sit for these examinations, they must meet with the Program Director and may be advised to seek another degree option.
- Intoxication/Controlled Substance Use - Students are expected to act within the boundaries of the law. Students are not allowed to use drugs or alcohol before or during clinical field experiences. To ensure personal and patient safety, students should not drink alcoholic beverages 12 hours prior to clinical field experiences. Students that feel that prescriptions drugs interfere or might potentially interfere with a safe clinical field experience should report the issue to the clinical education coordinator.

## Scope of Student Practice (athletic training only)

Athletic training students must be supervised by a credentialed athletic trainer or healthcare professional as per state law and CAATE standards. Students must follow all program policies found within the program handbook. Students that work outside the scope of athletic training student are bound by the policy related to first responder role identified by the program as long as it is within the guidelines of the state law. Students acting outside both are in contempt with the state licensure practice act.

## Appearance and Dress Code

### Student Appearance

Athletic training and rehabilitative students are expected to present themselves in a manner that promotes a professional physical appearance. Males and females should wear their hair in a manner that prevents it from coming in contact with the athlete or modalities that may be in use. Individuals with tattoos or body art should try to cover the area, if possible during the clinical aspects. Any appearance codes set forth for specific teams are to be followed by the student athletic trainer assigned to that team.

### Standardized Dress Code

Athletic training and rehab science students are expected to present themselves as neatly groomed professionals. All clothing and footwear should be clean, pressed and in good repair (not ripped or ragged).

### Clinical Dress Code (athletic training only)

The program director along with the specific clinical education coordinator will determine any modifications from the standards dress code. Acceptable dress is as follows:

#### Shirts and Sweatshirts:

- ATHP dri fit, cotton t-shirt or collared shirt
- Shirts must be tucked in

#### Shorts, Pants and/or Skirts:

- Color must be khaki, gray, or black
- Shorts/skirts will be of at least mid-thigh length
- Dress for clinical assignments will be appropriate in accordance with the facility
- No jeans or denim
- Females that wish to wear a skirt must get the attire approved by the preceptor

#### Footwear:

- Shoe should be flat bottomed and closed toed (no high heeled shoes)
- Shoes should be clean with no holes
- In certain instances, sport sandals are allowed when approved by the preceptor

#### Hats and/or Caps:

- Approved solid color, program cap, or affiliated hats and/or caps

#### Tattoos, Jewelry and Piercings:

- Should not interfere with clinical duties
- Tattoos art should not interfere with clinical practice. Some preceptors of site administrators may require students to cover tattoo artwork.
- Any facial piercing must be removed during clinical duties for safety and health reasons
- The preceptor and clinical coordinator will determine what jewelry and piercings are acceptable for the clinical site.

#### Outdoor Events:

- ATHP jacket or sweatshirt and black wind pants or joggers

#### Employment Policy (athletic training only)

The Athletic Training Program does not hire or pay students for their work as an athletic training student. The athletic department may hire student employees to assist with tasks during athletic practices or events, but current clinical athletic training students are not permitted to hold such positions.

Due to the time commitment in the clinical aspects of the program, students are encouraged not to seek outside employment. The faculty and staff do acknowledge and understand the burden of the expenses of a private school education, but it is the belief that the students' education and development as an athletic trainer is the most important concern for the program. If needed, the student may seek employment as long as the student's outside work schedule does not interfere with their responsibilities in the program.

Students should expect to average 15-25 hours in their clinical site in a given week. If a student should seek to find external employment, they should find a job that will allow them opportunity to plan and change their schedule.

The clinical instruction staff is encouraged to provide the students with a monthly schedule, so that the student can plan ahead. Students should also understand that schedules could change at any moment due to weather, scheduling conflicts and unforeseen circumstances.

#### Extracurricular Activities (athletic training only)

Most small and private universities encourage student participation in extracurricular activities at the university; the University of the Incarnate Word is no exception. Students in the Athletic Training Program are encouraged to participate in extracurricular activities. Students that make the decision to participate should understand the fine balance of required clinical aspects and assignments and the extracurricular activities.

Students that wish to try to participate or are already participating in the intercollegiate athletic or club sporting program have the same expectations as other students in the program. In addition, to ensure appropriate clinical experiences, athletes may be asked to attend clinical outside traditional educational semester.

## Alcohol and Drugs

Similar to most employment policies, the use of any alcohol and tobacco while on duty is not permitted. Due to the nature of the setting and safety of participants, the athletic training or rehab science student must have all traces of alcohol out of their system while on duty in the athletic training room. If a student uses alcohol, it should be in moderation and student should not consume alcohol 12-24 hours before their shift starts. If an athletic training or rehab science student shows up to their assignment under the influence of alcohol they will face immediate suspension and disciplinary action by the program director.

The use of illegal drugs is prohibited. If an athletic training or rehab science student shows up to their assignment under the influence of illegal drugs they will face immediate suspension and disciplinary action by the clinical preceptor and program director.

Students that misuse or abuse alcohol or drugs will be required to attend educational or counseling sessions as part of the disciplinary action and reinstatement in the athletic training and rehabilitative science program.

## Personal Cellular Phones

Use of your personal cell phone should be on a limited basis in the athletic training room or internship site. In case of an emergency, you may receive phone calls during observation or clinical hours. All other personal use is prohibited. If you bring the cell phone in the athletic training room or clinical site, the phone must be changed to the vibrating, silent or off mode. The clinical preceptor has the option to allow or not allow the students to carry cellular phones, so please check their policy at the site.

State Law Regarding Student Athletic Trainer (athletic training only)

§871.8 Student Athletic Trainer Activities

A student athletic trainer may perform the activities of an athletic trainer only under the following circumstances.

(1) A student shall be considered to be performing the activities of an athletic trainer under the Act, §451.153, and not in violation of the Act, §451.151, if the student is performing the activities:

(A) as part of the athletic training apprenticeship hours described in §871.7 of this title (relating to Qualifications); or

(B) as follows:

(i) the student's supervising college or university licensed athletic trainer has approved, referred, sent, or directed the student to a setting other than with the student's school's intercollegiate athletes;

(ii) the setting is with another college or university, a high school, a professional athletic team, or a health care clinic; and

(iii) the student is directly supervised in the setting by a licensed athletic trainer, licensed physician or licensed physical therapist.

(2) Hours which fall under paragraph (1)(B) of this section shall not be counted as apprenticeship hours unless the hours meet the requirements of §871.7 of this title.

(3) For the purposes of this section, supervision means daily, direct, and immediate communication.

(4) A student athletic trainer who has graduated shall not accumulate apprenticeship hours at the same college, university, high school, professional athletic team, or health care clinic at which the student athletic trainer is employed. In cases where a student athletic trainer is employed by a school, the student athletic trainer shall not accumulate apprenticeship hours at a setting within the same school.

Title 22 Texas Administrative Code, Chapter 871, Subchapter A (2009). Retrieved 2/2010.

## NATA Standards of Ethical Conduct

### Preamble

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

### 1. MEMBERS SHALL PRACTICE WITH COMPASSION, RESPECTING THE RIGHTS, WELL-BEING, AND DIGNITY OF OTHERS

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

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

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

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

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

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

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

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

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

2.6. Members shall refrain from substance and alcohol abuse. For any member involved in an ethics proceeding with NATA and who, as part of that proceeding is seeking rehabilitation for substance or alcohol dependency, documentation of the completion of rehabilitation must be provided to the NATA Committee on Professional Ethics as a requisite to complete a NATA membership reinstatement or suspension process.

### 3. MEMBERS SHALL MAINTAIN AND PROMOTE HIGH STANDARDS IN THEIR PROVISION OF SERVICES

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

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

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

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

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

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

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

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

4.2. All NATA members, whether current or past, shall not use the NATA logo or AT 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 well-being and shall not participate in any arrangement that exploits the patient.

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

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

September 2005, Revised 2018

National Athletic Trainers Association. Code of Ethics

## **Academic Policies and Procedures**

The Program is in the process of teaching out all undergraduate ATHP coursework. Courses may be in their last offering as a result, and a retake of the course if failed will not be available.

### Policy on Academic Integrity

The University of the Incarnate Word, and the athletic training / rehabilitation science programs, are strongly committed to the nurturing of academic excellence. The university / program expects its students to pursue and maintain truth, honesty and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms which define an academic community.

The current UIW Academic Integrity Policy can be found in Appendix A.

### Disability Statement and Accommodations

The University is committed to providing a supportive, challenging, diverse, and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), the University offers a variety of services to assist students with documented disabilities to independently achieve their educational goals by providing reasonable and appropriate accommodations. To qualify for services, the student must provide the Support Services Office with current verification of the disability at the time support services are requested. For information, contact the Coordinator of Support Services in the undergraduate University Advising Center.

### Course Attendance

“Dependability and attendance are the utmost responsibility of the future professional.” Attendance and participation are integral parts of the learning experiences provided from lectures, labs, activities and discussions with the other level specific students and educators. The main focus of the course is to emphasize and teach the correct procedures for evaluating and caring for various injuries and conditions that occur during athletic and physically active setting. Therefore, students are expected to attend class and be an active learner at all times. However, an occasional absence may be considered justified at the discretion of the professor (personal or family illness, funerals, personal days, etc.). It is the responsibility of the student to acquire materials (including assignments) through the instructor or other students and be prepared for the next class day.

In the event of an absence during an examination, the general policy is the student will *not* be able to make up the examination without prior approval. In the event of a scheduled absence with prior approval on an examination date, the student will need to be prepared to take the examination prior to the absence. If an assignment is due the date of the absence, it will be subject to a deduction of 10 points for each course day it is late.

### Remediation Policy and Plan

The program utilizes remediation as a form to improve student knowledge and performance. Remediation plan includes students enrolled in athletic training courses and clinical courses. The faculty, Student Success coordinator, and student have shared responsibility in ensuring that the student is able to integrate knowledge and skills into professional practice.

### Remediation for Academic Courses

Expectation is passing all courses with demonstrated mastery of 80% of theory.

### Grades on individual exams

> 80%	Expectation in any major level course on any examination
70-79%	Meet with the professor to go over exam within 5 school days of posted grade. Professor may decide on any tools necessary to fill gap and demonstrate proficiency including, but not limited to: regular meeting times during office hours, exam review, research project, review questions, essay
< 70%	Meetings as above with the professor with regular weekly meetings times during office hours set until next exam passed with a score over 80%. Schedule a meeting with Student Success Instructor within 5 days of posted exam grades to develop a schedule with the student to identify needs and resources to overcome those problems.
< 60%	As above with regular meetings established by the Student Success Coordinator.
2 <sup>nd</sup> Exam < 70%	The student will continue weekly with Student Success Coordinator and/or course instructor until the next exam is passed with > 80%.

### Final Course Grade

Students scoring < 70% on a major level course must retake the course. These students will automatically be enrolled in the Student Success Course for the following semester and placed on a learning contract that outlines the requirements to succeed within the program. The details of Student Success course will be determined by the Student Success Instructor. The learning contract will be developed by the Program Director. The program faculty will also discuss at that time other supportive tools such as:

1. Modified clinical expectations to address lacking theory component from prior semester
2. Modified clinical hours to allow for extra time in Student Success
3. Removal from clinical component and/or further progression.

In order to receive a letter grade in a course, a student must achieve 75% average on all course examinations. Failure to do so will result in a failure of the course.

### Consequences

Students are expected to follow the Student Success plan guidelines as these assure that minimum expectations for competency completion are met. Failure to meet these guidelines will have any of the following repercussions:

#### Clinical Course (athletic training only):

For those enrolled in the clinical component of the program (P1-P4), the Student Success Coordinator may decide in conjunction with the professor to enact any of the following:

1. Removal, in part, from clinical to supplement time spent in remediation.  
Remediation hours will not count towards clinical requirements. Student should schedule for 15 hours minimum of clinical time.
2. Removal from clinical – this would require a withdrawal from the course or a failing grade
3. Removal from the program

Failure to abide by the learning contract will warrant removal from the program.

### Requirements for Continued Progress

Student's knowledge is built on the knowledge and experience from previous didactic and lab courses (athletic training only), as well as, their clinical field or internship experiences. To progress through the program the student must continue to meet academic and administrative requirements.

The academic requirements include:

- The student must be in good academic standing with the administration of the university. The program administration may reduce class load or clinical experience load if they feel the student is having a difficult time with academics.
- The athletic training student must maintain a minimum accumulative grade point average of 2.75. The GPA for the major must also be 2.75 or better. The rehab science student must maintain a minimum of a 3.25 or better. A dual degree seeking student will be subject to the 3.25 GPA.
- The student must earn a 'C' or better in major courses or will need to retake the course. Due to the sequence of the major courses, the need for a retake will delay progress in the ATHP and will dictate that the student attends additional semesters to complete the program.
- The student must master the clinical skills in the previous clinical course. (athletic training only)
- If a student in either the Rehabilitative Sciences or Athletic Training major is not successful in coursework, with either a D+ or below or a withdraw (W) from any ATHP course two times within their academic career, the student will be subject to removal from the academic major. The student may be placed on probation on their first D+, D, or F or W in ATHP or REHS coursework, but may be removed if more than one occur within the same semester.

The administrative requirements include:

- The student must complete (and maintain) all health and immunization requirements of the program. The medical history, physical examination, and immunization record from a qualified healthcare profession is required at the time of admission to the program. Each year the student is required to submit an updated medical history and immunization record, and if their health history dictates it, a physical examination.
- The student is required to submit up-to-date verification of blood-borne pathogen training, healthcare provider level CPR training, and HIPAA/FERPA confidential training.
- The student is required to complete an annual orientation and information update session including signing an acknowledgement of information related to information in the policies and procedures handbook.
- The student must have completed the expected minimum number of clinical hours in their field experience within the last 12 months.(athletic training only)
- Students must demonstrate compliance of the policies, procedures, and processes of the student policy and procedure handbook.
- The student must earn a favorable clinical preceptor evaluation which serves to measure not only student knowledge and acquired skill application but also attributes including dependability, reliability, initiative, adherence to published policies & procedures,

and acceptance of responsibility. The program will create a deficiency plan according to improve the student performance on successive clinical semesters. (athletic training only)

## **Probation, Suspension, Dismissal, and Readmission**

(Updated 2/2010, 8/2016)

Admission to the Athletic Training and Rehabilitative Science Program is a privilege, and continued participation is not guaranteed, but earned. The individual student's progress in the program determines whether the student remains in an active clinical appointment (athletic training only). Provisions for disciplinary actions as an active member of the ATHP are as follows.

Students have three ways of being suspended or placed on probation from the ATHP: administrative, academic or disciplinary actions.

### Administrative Probation and Suspension

University and Business: The student may be suspension or dismissed from the program due to legal, disciplinary, ethical, or moral issues including financial matters. The student may be granted automatic admission after all university issues have been satisfactory completed.

Program Administrative: The program requires the student to maintain a set of standards to continue progression in the program. This includes: updated medical history/physical examination, professional rescuer CPR with AED training, blood-borne pathogen training, needle stick insurance, HIPAA confidentiality training, and immunizations. The student is also required to go through orientation, provide acknowledgements of current policies/procedures, provide contractual forms for clinical and complete program assessments (athletic training only). If the student fails to complete any of the administrative business required by the program the program director will provide a probationary contract and establish a deadline. If the student continues to fail to complete the requirements, the student will be dismissed from the program. This includes removal from clinical courses for athletic training students. Those students may reapply for readmission after the requirements are resolved.

### Academic Probation and Suspension

Grade Point Average: The athletic training student must maintain a minimum cumulative grade point average of 2.75. The GPA for the major must also be 2.75 or better. A rehabilitative science major must maintain a minimum cumulative grade point average of 3.25. The GPA for the major must also be 3.25 or better. If either GPA falls below the minimum, the student will be placed on academic probation for one semester. The program director and student will work out a learning contract with guidelines regarding progression in the program. The student will be given one long academic semester (fall/spring) to raise their GPA to the set academic standard. Students that are unable to bring their GPA up to the minimum requirement will be dismissed from the ATHP. Those students may apply for readmission after the GPA is above the minimum requirement.

Didactic and Lab Coursework: The student must earn a 'C' or better in major and designed support courses for the major and an exam average of 75% or higher in major level courses. If the student fails to earn a 'C' or a minimum of 75% exam average in ATHP courses, the student will be placed on academic probation until the course can be retaken. The Program is in the process of teaching out all undergraduate ATHP coursework. Courses may be in their last offering as a result, and a retake of the course if failed will not be available. The program director and student will work out a student success contract with guidelines regarding progression in the program. If the student fails to earn the grade of 'C' after re-taking the course, the student will be dismissed from the ATHP. If a student in either the Rehabilitative Sciences or Athletic Training major is not successful in coursework, with either a D+ or below or a withdraw (W) from any ATHP course two

times within their academic career, the student will be subject to removal from the academic major. The student may be placed on probation on their first D+, D, or F or W in ATHP or REHS coursework, but may be removed if more than one occur within the same semester.

In some special circumstances, the student may appeal to remain in the clinical aspect of the program with <2.75 GPA (athletic training only)

## **Grievance Process**

### Student Academic Grievance Procedures

The School of Nursing and Health Professions faculty make every attempt to maintain open communication with students and students are encouraged to seek help from advisors and course faculty regarding any academic concerns. Occasionally, students and faculty disagree about the quality of a student's work. Academic grievance procedures are designed to insure open and fair communication between students and faculty in the event that disagreements occur.

Academic grievances are resolved through the efforts of the student, the faculty, and the administration of the School of Nursing and Health Professions. The main goals of the grievance procedures are to

Protect the rights of all parties involved (students, faculty, and the university)

Provide a mechanism for problem-solving; and

Achieve an equitable resolution of the problem as quickly as possible

When a student and faculty member disagree about the quality of a student's work, the student should first discuss the problem with the individual faculty member involved. If resolution has not been achieved between the student and the involved faculty member, then the student should meet with the Chair of the Human Performance Department. The Chair may ask all parties involved to be present during this meeting in order to facilitate resolution of the problem. The Chair may suggest mediation as a first step in resolving the problem.

### Mediation

Mediation attempts to establish communication between people having disputes and assists them in finding a mutually acceptable solution. The end result of a successful mediation is that there is neither a winner nor loser, but rather generally satisfied individuals that have arrived at an agreement, which resolves their dispute as they define it. Mediation is a confidential process; the agreements made by all parties involved are non-binding. While mediation is not available to settle grade disputes after the completion of the course, often the use of mediation can help individuals arrive at an agreement before a final grade is determined. Anyone may initiate mediation. To initiate mediation, contact the Chair of the Human Performance or the Counseling Center.

### Grievance Procedures

If mediation is not appropriate or does not result in agreement satisfactory to the student and faculty member, the student may ask, in writing, for the formation of a Grievance Committee to further review the matter. Justifiable cause for grievance shall be defined as any act, which is perceived as either a prejudiced or capricious action on the part of a faculty member in the evaluation of a student's performance or an arbitrary action or imposition of sanctions without regard to due process.

Prior to appointment of a committee, the Dean of the School of Nursing and Health Professions shall first determine whether the request for the formation of this committee is meritorious. If the Dean determines that the request is not meritorious the committee shall not be formed and the quality of the student's work will be as originally determined by the faculty member. The Dean's decision of the merit of the issue shall be final.

In the event the grievance is determined to have merit, the grieving party shall do the following:

Complete an original and one copy of the Grievance Report Form (obtained in the office for the School of Nursing and Health Professions)

Within seven working days, submit the form simultaneously to the individual against whom the grievance is filed, and to the Chair of Human Performance. In the event the instructor in question is the Chair, submit the form to the Dean.

Within seven working days after the receipt of the Grievance Report form, a Grievance Committee is formed. The members are selected by lot drawing of those faculty members not a party to the grievance. The Chair of Human Performance will supervise the drawing.

Membership on Grievance Committee will consist of four members from the School of Nursing and Health Professions and one student member if desired by the grieving part. The student will be randomly selected from an Athletic Training class of which the student is not a member. The chairperson of the committee will be the first faculty member drawn. The chairperson will contact all members to establish a time when all parties can meet. The chairperson will vote only if there is a tie. All members of the committee will sign an agreement to maintain the confidentiality of the committee proceedings.

Within seven working days, the Grievance Committee will meet to deliberate the filed grievance. Both the student and the faculty member(s) will have an opportunity to meet with the committee and present information and evidence relevant to the grievance. The student may bring an advocate who may serve in an advisory role to the student but who may not participate in the proceedings. Only individuals directly involved in the grievance will be allowed to speak with the committee. The grievance process is an internal university procedure and as such legal counsel will represent neither the grieving part nor the university. Further, any written material submitted, as evidence will be available to all committee members and released by written permission of the involved parties.

The committee will keep records of the proceedings and will submit a written recommendation to the Chair of Human Performance regarding the committee's deliberations. The Chair will forward the committee's recommendation to the Dean. The committee's decision(s) shall be final.

The Dean will send a letter to the student detailing the outcome of the Grievance Committee's deliberations.

Records of the Grievance Committee's deliberations will be kept in a separate file in the Athletic Training Education Program Directors office.

### Student Disability Grievance Procedure

If a situation occurs in which a student believes that he or she was treated unfairly by a faculty member or a college administrator with regards to Section 504 of the Americans with Disabilities Act, then the student should schedule a meeting as soon as possible with the University's Office of Support Services for Students with Disabilities.

The student must file a written grievance containing a full description of the problem and the action requested. The student, the individual accused and the Coordinator of Support Services will make copies of the grievance for Students with Disabilities.

After meeting with the Coordinator of SSSD, it may be necessary to arrange a conference between the student and the faculty member or administrator named by the student. At this time the Dean or Chair may also be included in the meeting.

After the conference, a remedy that is appropriate under Section 504 and ADA will be rendered. In the event that the remedy is unacceptable by any party, and individual has the right to appeal to the Director of SSSD. This appeal must be submitted in writing within seven days of the original conference date. Should any party not be satisfied with the remedy, another appeal may be filed in writing to the Vice President of Academic and Student Affairs. The decision of the Vice President is final.

### Appeal Procedure for Suspension or Dismissal for ATHP Program

See Discipline Action Policy, Requirements for Continued Progress in the ATHP and Suspension, Dismissal and Readmission Sections of the Handbook. All students must meet the requirements to progress to the next level in the ATHP.

For academic appeals:

Appeals for reinstatement to the bachelors of athletic training degree may be brought forth in cooperation with a sponsoring athletic training and health professions faculty member. Students must secure a letter of support from an ATHP faculty member and present the following documentation to the program director. Appeals must be submitted to the program director within 30 days of dismissal notification. A maximum of two appeals may be granted in a student's academic career.

Personal statement:

Clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons.

Identify the reason you failed the course

Develop a detailed plan outlining your intentions to correct the stated problems

Letter of support from sponsoring ATHP faculty member

Letter of support from a clinical preceptor (athletic training only)

Upon reviewing the submitted materials, the program director will make the decision to schedule a meeting with the ATHP faculty in which the student will be expected to discuss their petition and why re-entry to the program should be permitted. The student may request that the sponsoring faculty member be present to serve as an advocate.

Faculty Letter of Support – Points to consider

Willingness to accept this student into (back into) your program.

Do you feel that the student is liable to succeed in his/her current/new program?

Did the student seek assistance or guidance throughout the last semester?

Would you describe the student as engaged and/or participatory in class and/or the program?

Other relevant information that you feel would be helpful in evaluating the student's petition to return to UIW.

If the student is allowed to return, do you have any contingent recommendations?

Upon return:

Learning Contract

Student Success enrollment (athletic training only)

**Meet with Academic Advisor once a month through the following semester**

***The following pages apply to athletic training majors only:***

Clinical Probation and Suspension

The student must attain 300 clinical hours during each semester in the clinical aspect of the program OR their overall hour total must be at the level of the program (ex. Level 3 student must attain 900 hours). If the clinical level falls below either, the student will be placed on clinical notification of probation for one semester. The program director/clinical education coordinator and student will work out a probationary contract with guidelines regarding progression in the program. The student will be given one long academic semester (fall/spring) to raise the hour total to meet the expectations of the program. Students that are unable to bring their clinical hour level up to the expectations of the program will be dismissed from the clinical aspect of the program for one long semester.

In some special circumstances, the student may appeal to remain in the clinical aspect of the program. If granted, the student will remain on probation and must meet the probationary contract.

Clinical supervisors may remove a student from the clinical rotation, at any time, if the supervisor feels that the student has (a) behaved in an inappropriate manner; (b) placed a patient in a potentially harmful situation as a result in unsafe clinical practice; (c) violated the site's guidelines; or (d) violated the Code of Conduct in the AT Handbook.

It is the clinical supervisor's responsibility to inform the Clinical Coordinator of any instances resulting in a student being asked to leave as soon as possible. The clinical supervisor will be asked for documentation outlining the infraction / violation that resulted in removal. Students that are removed from a clinical site will NOT be reassigned to another clinical site until the next clinical semester, and may be *permanently* prevented from participating in future clinical rotations if the violation is deemed serious or the student demonstrates recurring inappropriate behaviors.

Disciplinary Probation and Suspension

The student must meet the professional standards and expectations of the ATHP. See Disciplinary Policy and Procedure. The program uses a cumulative demerit system during the time the student is enrolled in the clinical component of the program. If the student accrues 10 demerits, he or she will be placed on probation and meet with the ATHP administration to sign a probationary contract. Accrual of 15 demerits in the same semester will result in suspension from a clinical assignment for one entire semester, and the student must retake the course in the next semester. If the student accrues 20 demerits, they will be removed from the program for one semester. The student may seek re-admission. In instances where the student is re-admitted, the program will place the student on probation and outline guidelines for progression in the program. If the student fails to meet the progression standard, the student will be removed from the program and will not be re-admitted.

In some instances, students may be required to attend educational or counseling sessions as part of the disciplinary action and reinstatement in the athletic training education program.

Athletic training students have a right to appeal any penalty. Appeals are heard by the ATHP administration and another uninvolved clinical preceptor. If unresolved, the student may revert to the University's Grievance Policy.

Candidates may apply for readmission and enter in either the fall or spring semesters, by contacting the program director and requesting readmission. The program director will meet with the student about readmission.

Academic and Clinical Deficiency Plan

The program will use an academic and clinical deficiency plan to improve the student’s knowledge, practical skill competence, and professional behaviors. The administration of the program will establish goals and specific objectives that must be met for continued progress in the program. The student will have a deadline and will have to meet with the clinical coordinator regularly to discuss progression. The student will not be allowed to continue to the next clinical field experience until all deficiencies have been resolved.

**Discipline Action Policy**

Admission to the Athletic Training Program (ATHP) is a privilege, and continued participation is not guaranteed, but earned. The individual student’s progress in the program determines whether the student remains in an active clinical appointment. Provisions for disciplinary actions as an active member of the ATHP are as follows:

The Disciplinary Action Report is available from the ATHP administration. Disciplinary Issues are to be taken care in a timely manner between the faculty member or clinical preceptor and the student. After the form has been issued and sent to the ATHP administration, additions or changes may be made to the disciplinary action and demerit infraction will be assigned by ATHP administration.

The professor or clinical preceptor will discuss the Discipline Action Report with the athletic training student. If there is disagreement between the athletic training student and the professor or clinical preceptor, a member of the ATHP administration may also counsel the student. During the course of the athletic training students’ academic and clinical career, a demerit/s will be issued when one of the following infractions is reported either via a Disciplinary Action Report or on the preceptor evaluation form:

	1st Offense	2nd Offense	3rd Offense
Attendance / Tardiness / Leaving Early	2	3	4
Dress Code / Appearance Violation	2	3	4
Dereliction of Duty / Lack of Initiative / Lack of Engagement	3	4	7
Insubordination	3	4	5
Harassment / Discrimination	5	6	7
Conflict	3	5	7

Breach of Confidentiality	5	6	7
Working Outside of Scope of Practice	3	5	6
Inappropriate interaction or relationship	3	5	7
Attitude or Lack of Professionalism	2	3	4
Felony Conviction	15		
Intoxication or Controlled Substance Use	15		

With each citation, the student will lose 3 hours of clinical time along with the accruing demerits using the above system. Students' demerits will be logged with the clinical coordinator.

The program uses a cumulative demerit system during the time the student is enrolled in the clinical component of the program. When the student accrues 10 demerits, he or she will be placed on probation and meet with the ATHP administration to sign a probationary contract. Accrual of 15 demerits in the same semester will result in suspension from a clinical assignment for one entire semester, and the student must retake the course in the next semester. If the student accrues 20 demerits cumulatively, they will be removed from the program for one semester. The student may seek re-admission. In instances where the student is re-admitted, the program will place the student on probation and outline guidelines for progression in the program. If the student fails to meet the progression standard, the student will be removed from the program and will not be re-admitted.

In some instances, students may be required to attend educational or counseling sessions as part of the disciplinary action and reinstatement in the athletic training education program.

Athletic training students have a right to appeal any penalty. Appeals are heard by the ATHP administration and another uninvolved clinical preceptor. If unresolved, the student may revert to the University's Grievance Policy.

Terminology used with plan can be found the student code of conduct.

## **Evaluation Process**

The constant evaluation process is occurring of the program, the athletic training student and clinical sites and supervisors. Forms used in the program can be found in the appendices section of the student handbook. Any questions or concerns should be directed to the program director.

### Evaluation of the Athletic Training Student

- Athletic Training Student Clinical/Field Experience Evaluation completed by Clinical Preceptors (three to four times over the semester)
- Competencies and Proficiencies Documentation (Gold Cards)
- Final Self Evaluation

### Evaluation of the Clinical Preceptors and Clinical Sites by Student

- Student Evaluation of Clinical Preceptor(s) (Final)
- Evaluation Clinical Education Settings (Final)
- Annual Program Evaluation for Academic Year (Final)

### Evaluation of the Teaching

- Student Assessment of Teaching (Final)

### Evaluation of the ATHP Program

- Exit Questionnaire for Graduating Seniors (End of Program)
- Exit Interview (Exiting Students)

Evaluation tools can be found on the student or preceptor tab on the program website.

## **Student Records and Documentation**

The program is required to maintain appropriate health, academic, and clinical records for each student. Students may examine their records and discuss the various aspects of the records. Records are kept securely in the office of the program director. The records are part of the permanent file of the student to be used to verify student learning and clinical field experiences during their matriculation in the program.

### Academic Record

The program will keep a copy of academic records in the student file and electronically. Students can utilize the official electronic record online using the university degree evaluation system.

### Program Record

The program will keep an administrative file that verifies that the student has completed administrative requirements of the program. The file is also used to collect administrative forms as well as discipline files.

### Clinical Field Experience Record

The program will keep a copy of clinical field experience records in the student file and electronically. Students are encouraged to keep a copy of the clinical field experience for their own records. Each semester the program director will print a copy of clinical experience log for each student.

### Competency and Clinical Proficiencies Gold Cards

The program has developed a way to document competencies and clinical proficiencies identified by the National Athletic Trainers Association's Education Council. The program currently uses the Fourth and Fifth Editions of the Athletic Training Competencies and Clinical Proficiencies depending on the student level. It is expected the student will study, practice, and integrate the skills into clinical practice. The Gold Cards allows the student, approved clinical preceptors, and program administrative staff to be knowledgeable about the successes and deficits of the student's clinical skills.

### Confidentiality of Materials

Personal and health information is obtained with this application to the Athletic Training Education Program. All information will be kept confidential and secured during the students' matriculation in the program. Information and data in this application is requested to provide the program administration the ability to maintain appropriate student records for clinical placement and credentialing.

## Letters of Recommendation and Reference Letters

(Adopted 5/2010)

The administration of the Athletic Training Education Program has the following philosophy regarding letters of recommendation or reference letters for students associated with the program. Students wanting the program director and/or clinical coordinator to write a letter of recommendation should request in writing specifically to whom the LOR is to be sent, for what the LOR is for, LOR guidelines, and the information that the student is releasing to be in the letter. The university FERPA release form must also be attached to the request. A copy of a current resume is also required. The guidelines and specifications are listed below:

### 1. Recommendation for a scholarship/grant:

- Student must be admitted and enrolled in the program
- Student must have professional demeanor determined by personal interactions in the program as well as favorable clinical evaluations.

### 2. Recommendation for graduate school or other academic endeavor:

- Student must be admitted, enrolled, or be a graduate of the program
- Student must have professional demeanor determined by personal interactions in the program as well as favorable clinical evaluations
- Student must attain a cumulative 3.0 GPA overall and within the major.

### 3. Recommendation for a job (or graduate assistant position):

- Student must take and pass the state licensure examination and/or the national certification examination
- Student must have professional demeanor determined by personal interactions in the program as well as favorable clinical evaluations
- Student must have showed genuine interest in their education
- Student must attend at least two external professional development activities as a student during their time in the program.

This policy is only for the ATHP administration the staff athletic trainers at the various clinical sites have their own policies and procedures in regards to letters of recommendation and letters of reference.

## **Observation Policies and Procedures**

### Observation Phase of Program

Students in the observation phase of the Athletic Training Program are expected to act with the policies and procedures of the program handbook.

### Observation Hours

As an admission component for the ATHP, students are required a minimum of 50 hours of observation under a BOC certified athletic trainer. Students who have had previous hours of athletic training experience may use those hours with approval of the program director. In those instances, the student should contact the program director.

The purpose of observation hours is twofold: to allow the student the opportunity to determine if the major and the program are appropriate for the student and allow the program administration and clinical preceptors the ability to identify the type of candidate the individual related to maturity, professionalism and readiness for the program. Students should approach the observation hours as a long interview.

Students are expected to arrange their own times for observations. The student should contact the clinical coordinator to establish a setting. The clinical coordinator will work with the student to arrange a setting and a schedule. Students are expected to come at assigned times and not veer from this schedule without the permission of clinical preceptor. Do not show up without making prior arrangements.

## Safety Policies and Practices

### Universal Precautions Policy and Recommendation

Note: This policy was developed with the Athletic Training and medical staff at the University of the Incarnate Word based on current recommended practice with blood borne materials and infectious wastes.

Universal Precautions require all staff members working in the athletic training room to treat all patients' blood and other potentially infectious material as though it was infected with HIV, HBV, or HBC or other blood borne pathogen. Universal precautions and infection control must be practiced at all times to minimize the chance of exposure to HIV, HBV, and HBC.

HIV, HBV, and HBC and other blood-borne pathogens can be present in the following bodily fluids: saliva, vaginal secretions, cerebrospinal fluid, synovial, pleural, peritoneal, pericardial, amniotic fluids and any other body fluid containing visible blood. HIV, HBV, and HBC can also be found in any tissue and/or organ, other than skin.

Universal Precaution Procedures include:

- Latex gloves represent the most common form of protection against contamination. The individual should wear gloves whenever there is a possibility of touching blood, body fluids, or membranes. This includes handling items or surfaces soiled with blood or bodily fluids. Gloves must be changed after contact with each person and disposed of in the appropriate biohazard container. Any cut, laceration, abrasion, or cracked/damaged skin present on the athletic trainer should be covered prior to treating an athlete
- Hands and other skin surfaces should be washed and decontaminated immediately after contact with each athlete. Hands should be washed in soap and water for a period of 30 seconds. Disposable towelettes or instant hand sanitizing lotions should be used if access to soap and water is not immediately available. Hands should be washed as soon as access to soap and water if possible.
- Mucous areas should be rinsed immediately after an exposure occurs. The incident should be reported following proper documentation procedures.
- Personal Protective Equipment (gowns, masks, goggles) should be made available to that athletic training staff in the event of spattering or splashing of blood.
- Each athletic training kit should have a cardiopulmonary resuscitation mask with a one-way valve, gloves, disposable towelettes or instant hand sanitizer, and a red biohazards bag. These items should be inspected prior to practices or games and replaced if necessary.
- Sharp items (scalpels, needles) must be handled with extreme caution to prevent accidental injury or exposure. After use, these items should be placed in puncture resistant containers for proper disposal. Do not attempt to recap, bend, or break needles
- Broken glass contaminated with blood or other potentially infectious material should be swept up with a dust pan and a broom. Gloves must be worn to minimize accidental injury. Do not attempt to pick up pieces with hands for disposal. Broken glass contaminated with blood should be disposed of in a sharps container.
- Individuals should not apply lip balm, cosmetics, and contact lenses in the athletic training facility.
- Food or beverages consumption is prohibited in all areas of the athletic training facility. Storage of food is not allowed in the ice machines, shelves, cabinets, or counter tops where potentially infectious material may be present.

- Accidental injuries or exposure to blood or other potentially infectious materials should be reported to the supervising athletic trainer immediately. All accidental exposure will be documented, reviewed, and are confidential.

The following environmental controls are also put in place for protection:

- Bio-hazardous wastes bags and containers that are damaged should be removed from the athletic training facility. Before disposal, bags must be sealed securely. An athletic training employee will be responsible for the disposal of bio-hazardous material.
- All work surfaces must be cleaned immediately after treatment of an athlete. An appropriate disinfectant should be used, including a 1:10 ratio of bleach to water or isopropyl alcohol.
- Disposable materials contaminated with blood or other bodily fluids should be handled with gloves and placed in the appropriate bag marked BIO-HAZARD. Waste containers and bags should be present at all practices and games.
- Linens and towels with potentially infected material must be kept separate from regular laundry. These items should be placed in a red plastic bag and marked BIO-HAZARD.
- Whirlpools, if exposed to blood or other potentially infectious materials, must be drained and cleaned immediately after used and should be sterilized with an appropriate decontamination solution and rinsed. GLOVES MUST BE WORN.
- Floor spills should be covered with absorbent materials, using an appropriate disinfectant. The area should be mopped with a disinfectant, rinsed with clean water and disinfected again, if necessary.
- Modality equipment should be cleaned and sterilized if with blood or other potentially infectious material. Electrical pads, sound beads, wiring, etc. should be cleaned following the manufacturer instructions to prevent further exposure.
- Non-disposable sharps (such as tweezers, nail clippers) should be cleaned and scrubbed with warm water and soap and dried after contamination with blood or other potentially infectious materials (OPIM). These items should be sent to health services for sterilization.

### Accidental Exposure

Accidental exposure to blood or other possible infection materials should be reported to the supervising athletic trainer and the program director immediately. Information regarding the individual and nature of the incident is kept strictly confidential. This information must be kept on file for a thirty (30) year period.

Arrangements will be made for appropriate testing and treatment through either the head athletic trainer or program director.

Planned procedure includes the following:

- Wash exposed area thoroughly
- Report incident to clinical preceptor and evidentially the clinical coordinator
- In the event that incident includes open wound exposure to fluids or sharps contract, the individual should seek medical care (within 2 hours) at the nearest emergency room setting.
- ER will complete lab work and start prophylactic anti-viral medications
- Students should utilize medical insurance and/or occupational needle stick insurance during an accidental exposure
- Student should complete the accidental exposure form with the program and follow-up the medical director

## Clinical Site Requirements and Practice

All clinical sites follow OSHA mandates of healthcare settings with regards to infection control and wound care. The clinical coordinator verifies the availability and use of personal protection equipment, wound care supplies, and biohazard disposal equipment as part of the regular visits to the clinical sites.

Students should identify and verify the location of materials used in wound care and exposure of hazardous materials. The student should be aware of cleaning methods, exposure control and disposal of wastes.

## Communicable Disease and Illness Policy

The purpose of the policy is to protect the health and safety of all involved parties including the clinical education student, the client, clinical preceptor, and other staff. The following is the policy and plan related to communicable diseases and illness for the program.

The program recognizes the importance of minimizing the exposure of athletes or patients in a clinical setting to communicable diseases as stated in Guideline for Infection Control in Health Care Personnel, CDC Personnel Health Guideline 1998:26(3). Therefore, it is recommended the athletic training students not report to their clinical site if they have active signs or symptoms of a communicable disease.

Athletic training students are to immediately notify their clinical preceptor and the clinical coordinator of their health status and estimate how long they will need to be absent from their clinical assignment. It is the option of the athletic training student whether or not to seek medical attention when they have symptoms of a communicable disease, but seeking medical attention is strongly recommended. Athletic training students may use their own personal physician, university student health center physicians or one of the university team physicians. Students who contract a communicable disease are required to obey prescribed guidelines and recommendations of their attending physician. Students may not participate in clinical field experiences during the time they are affected by the communicable disease and shall not return to clinical participation until allowed by the attending physician.

In the event that a clinical preceptor feels that student is missing an inordinate amount of time due to adherence to the communicable disease policy, the clinical preceptor should contact the clinical coordinator to discuss the issue.

## Clinical Site Equipment Policy

Clinical sites that have therapeutic and rehabilitative equipment should ensure they follow at manufacturer's recommendations as well as the federal, state, and local ordinances regarding special equipment calibrations and maintenance.

The program requires that all clinical sites provide the program with a copy of the electrical safety check and calibrations for the electrical therapeutic modalities used at the clinical site. This documentation should be signed and dated by the qualified technician for every modality used for client care.

### Emergency Action Plan and Equipment

The program requires that all clinical sites provide the program with a copy of the emergency action plan (EAP) used at the clinical site. Programs are required to update the program as the EAP changes. The program requires the student to review the EAP and discuss the plan prior to the placement at the clinical site.

Each site is responsible for posted EAP in case of an emergency.

The program also requires the student and preceptor to discuss location of emergency equipment at the start of the clinical field experience and recommends that students familiarize themselves and practice with the equipment onsite.

### Biohazard Supplies and Equipment

The program requires that all clinical sites provide appropriate biohazard supplies and equipment.

The program also requires the student and preceptor to discuss location and procedures of use at the start of the clinical field experience and recommends that students familiarize themselves and practice with the equipment onsite.

## **Clinical Education Policies**

NOTE: This policy is intended for students admitted and enrolled in the Athletic Training Education Program.

Clinical education is designed to provide the student with an opportunity to study and apply their knowledge and skills under the direction of a supervised practical field experience. The Athletic Training Education Program at the University of the Incarnate Word requires each student to complete a minimum of 1200 hours of clinical field experience spread out over four semesters. The hour requirement meets the needs established by the guidelines of accreditation agencies and the requirements established the Board of Certification and Texas Advisory Board of Athletic Trainers. The program uses clinical field experience courses to provide course credit to clinical field experiences. Students must be officially enrolled in a clinical field experience or internship course to actively participate in the clinical education.

The clinical experience component is designed to provide the student with a variety of settings for observation and directed practice of the competencies and proficiencies learned in the athletic training curriculum. The program plans to provide the student the opportunity to experience with a variety of different populations including genders, varying levels of risk, protective equipment, and medical experiences. Throughout the clinical component of the program, students are expected to observe the certified athletic trainer and allowed to practice skills in which they have been determined proficient by the athletic training faculty in the didactic portion of the program. The concept of the program is for the student to be led and directly supervised through their clinical experiences in order to develop a strong foundational knowledge and then to build on that foundation. The clinical preceptor is key for providing the student with hands on experience and sharing practical information about the athletic training profession. The student should consider the clinical experience courses as lab time to practice the skills developed in the theory classes.

There are numerous competencies and clinical proficiencies that the student will master and demonstrate during their matriculation in the program. Students should only perform skills that they have been formally instructed, assessed and mastered during the program. Students should refrain from performing skills outside their knowledge base due to the ability to injure or cause further harm if done improperly.

Most of the field experiences take place during the observation and directed practice in the athletic training room; during the practice and contest events. The ATHP program uses the athletic training rooms within local interscholastic and intercollegiate facilities in San Antonio. The student will also gain field experience by observing and participating with clinical preceptors in physical therapy clinics, physician offices, and other allied health settings in the local area.

### Clinical Hour Requirement

Students are expected to actively participate in a minimum of 15 hours of clinical field experience each week and must not go above 25 hours a week. Students are expected to be available outside of class time for their clinical assignments, including weekends. When the university is on break (official holidays, winter break, spring break, etc.) the student should work out a schedule with their clinical site. This may be modified by the clinical coordinator and preceptor in some unique situations. The student must also be given off one day during the academic week. The program will use Monday thru Sunday as the academic week.

If students are consistently outside the maximum or minimum expectation, the clinical coordinator will intervene with the student and/or clinical preceptor. Adjustments to clinical schedules will be made.

### Clinical Attendance Policy

Students are expected to be punctual and attend all required sessions in their clinical aspect of the program as assigned by the preceptor of their assigned site. Students are expected to communicate their class schedule and any external possible conflicts. It is the responsibility of the student to get this information in writing to their preceptor at the beginning of the rotation. The preceptor will set the assigned times for the students. Any conflicts or issues should be discussed as soon as possible with the preceptor. In the event that the student has not received satisfaction, they may discuss the issue with the clinical coordinator.

Sudden conflicts, illnesses, or emergencies do occur, albeit rare. In the event that a sudden conflict arises, the student must notify the preceptor immediately via phone or in person. Only in the most extreme conditions (e.g., death in the immediate family, hospitalization) can this notification be delayed. Interference due to outside employment is not a valid reason for attendance or punctuality problems at your clinical assignment.

### Travel to Clinical Field Experiences

Students are responsible for their own transportation to and from all clinical sites. While most clinical experiences are scheduled during the day and on weekdays, students also must be prepared to attend evening or weekend clinical experiences.

### Student Travel Policy

Updated 9/2012

Athletic training students have the opportunity to travel with the team during their clinical site placements. This is determined by the clinical site administration and the clinical preceptor. Liability of student travel with is determined by the administration of the clinical site normally based on the recommendation of their legal counsel.

All athletic training students are strongly encouraged to maintain their own auto insurance policy as each student will be individually responsible for his/her transportation to and from the field experience site. The program is not liable for any misfortune that may occur to the student or the student's vehicle while traveling to and from the field experience site.

Students should not transport a patient to an appointment, the emergency room, athletic event, or other related affair using their own personal vehicle. In addition, students shall not use their personal vehicles for equipment or running errands for their clinical preceptors.

Athletic training students must follow the UIW student handbook, program handbook, and expectations of the travel party if they travel with athletic teams. The student should remain with travel party at all times unless dictated by the clinical preceptor and should act within the standards of a professional.

### Start and End Dates of Clinical Field Experiences

Athletic Training Education is unique to a traditional university setting. Due to timing of realistic and valuable experiences, students are required to start clinical field experiences before the regular start date of the semester and expect to end later the regular end date of the semester. The start of the fall semester for clinical field experience will annually start the August 1 and extend to December 31 of the year. The spring semester will go from January 1 through the end of May. These dates are officially recognized by the university through the course schedule. Students should plan accordingly. Students are expected to meet with the clinical preceptor to establish a schedule prior to make plans for starting clinical field experience, ending clinical field experience, and planning for holidays and/or special events. This is a part of the professional preparation of the student and is thought of as an expectation for progression in the program.

### Inclement Weather Policy

The athletic training program will follow the universities lead in regards to inclement weather. If the university is open and classes are in session, the student should report to their clinical field experience. If there is question, the individual should contact the preceptor and the clinical coordinator.

### Scheduling of Clinical Field Experiences

As stated above, the program requires each student to complete a minimum of 1200 hours of clinical field experience spread out over four semesters. The hour requirement meets the needs established by the guidelines of accreditation agencies and the requirements established the Board of Certification and Texas Advisory Board of Athletic Trainers. Students should be aware that this roughly requires the student to have 20 hours of clinical field experience each week. This schedule will vary each week due to the professionals' schedule. It is difficult to establish a tradition pattern for clinical hours due to variance in schedules. The student and preceptors should establish a schedule formulated around the students class schedule, travel schedule and extracurricular activities. The student should be aware that evenings, weekends and some pre-seasons outside the traditional school year will be sacrificed to ensure they gain the required experience.

### Clinical Education Documentation

The program administration requires that all students record their clinical hours on a daily basis on the approved form from the program. The student is responsible for documenting the appropriate time. Students can submit one hour for travel time to away contests that the student attends, as this is sufficient to cover pre-game preparations. All log sheets should be signed by the preceptor assigned to the student. Signed hour logs are due on the first Friday of the month. Falsification of hours is an academic dishonesty issue and will be dealt through the academic dishonesty policy in the student handbook.

### Placement Criteria

As stated above, the clinical experience component is designed to provide the student with a variety of settings and opportunities to experience with a variety of different populations including genders, varying levels of risk, protective equipment, and medical experiences. All students will rotate each semester through a variety of settings and experiences. Each semester the student will be placed in a clinical experience commiserate with the level of autonomy expected for the individual student. The following is used as the criteria to determine student clinical experience placement within the Athletic Training Education Program:

- Clinical site and preceptor availability
- Clinical experience needs and preparation of the student
- Seniority of students
- Travel issues and distance from school and home
- Extracurricular and job interference
- Personal issues, student and/or preceptor requests
- Specific needs of the preceptors and clinical sites

### Evaluation Method

Clinical education objectives and evaluation methods are developed by the program administration through the lens of student preparation of the curriculum and confidence. The purpose of evaluation is to improve the students' abilities, as well as, the programs abilities to enhance the learning and clinical experience.

The Competency and Proficiency Gold Cards have been developed based on competencies and clinical proficiencies that the student has been taught, evaluated and mastered in previous didactic/lab courses in the semester(s) prior to the clinical semester. The student is evaluated on their ability to re-call and demonstrate their mastery of the skill along with integrating the information into their clinical practice. The faculty and preceptor(s) will examine the students' knowledge of the information on a weekly basis.

The evaluations of the student by the approved clinical preceptor examines general criterion off all students in the program, as well as, level specific expectations of the student. These evaluations also are designed to identify the strengths, weakness, compliance of program standards, as well as, professional standards.

At least once over the span of the clinical experience, the clinical coordinator will also evaluate the student's performance in the clinical site. The clinical coordinator will debrief with the preceptor(s) and the student and then discuss the evaluation.

Along with the student evaluation system, the program also uses an evaluation form completed by the student of the clinical site and preceptor. The program uses these tools to enhance the clinical education aspect of the program.

### Clinical Coordinator

The Athletic Training Program identifies the importance of a liaison between the university, external affiliated settings/clinical sites, preceptors, and the students. The University of the Incarnate Word has in place such individual(s) to handle administration coordination of student clinical placement between the program and the various clinical settings. The program will have the following in place to perform tasks identified:

- Clinical Coordinator (CC). This function of this individual will be to provide leadership in the coordination of student clinical placements and be the programs contact person with the various clinical settings and clinical preceptors, as well as, be the contact person for the student. As part of the position, the CC will coordinate regular clinical site visits, establish debriefings with the students, train clinical preceptors, and coordinate collection of clinical proficiencies.

## Requirements of Affiliated Clinical Setting

The administration at the Athletic Training Education Program chooses clinical settings that meet the needs of the curriculum and provide the student with a variety of settings for observation and directed practice of the competencies and proficiencies learned in the athletic training curriculum. Program administration will ensure that the preceptors and administrators at the clinical settings will understand the role of a supervised clinical education program. The program also will promote an understanding that the students are not merely manual labor for the department and should not replace the credentialed athletic trainer.

To serve as a clinical education site, the following items must be met:

- Setting must have an affiliated agreement contract signed and on file in the office of the Athletic Training Education Program Director and the Dean of the School of Nursing and Health Professions.
- Setting must have an attending certified and licensed athletic trainer that is willing to serve as a preceptor and is in good standing with the credentialing agencies.
- Setting must provide the director of the Athletic Training Education Program with the Clinical Site Information Packet which includes: Site contact information, floor plans for facilities, emergency action plan, list of therapeutic equipment, and a list of emergency equipment. The site should also provide document of safety testing and calibrations of the therapeutic equipment.

Annually, each clinical site will be evaluated to determine their role in meeting the clinical needs of the program.

## Requirements of the Preceptors

The administration at the Athletic Training Education Program chooses credentialed health care professionals to serve as preceptors to work and mentor students in the program. Credentialed healthcare professions are considered a preceptor based on their credentials, expertise, training, and years of experience. Preceptors should have the desire and willingness to teach, mentor and assess the athletic training students' knowledge of the competencies and clinical proficiencies identified by the curriculum.

To serve as a preceptor, the individual:

- Must be a credentialed as a health care profession for greater than one year and in good standing with the agency/board offering the healthcare credential.
- Provide appropriate documentation to the program administration including: CAATE A-1 Form, NATA identification number, state credential documentation, and board credential documentation
- Participate in training sessions offered by the program. Individual must accept and understand the educational responsibilities and procedures of the position and meet the communication expectation of the program.
- Individual must accept and conduct clinical experiences in such a way to allow regular and frequent evaluation of student progress and learning of the competencies and clinical proficiencies. The preceptor must plan on engaging and finding teaching moments for student learning.

Annually, each preceptor will be evaluated by the program administration to determine their role in the effectiveness of student learning and student success in the program.

## Guidelines for the Preceptor

Preceptors should provide the student with an environment to enhance learning and practice their competencies and clinical proficiencies in the clinical setting. The following is a list of other guidelines to help provide an appropriate environment:

- Accept all athletic training students without discrimination.
- Schedule clinical hours with the assigned athletic training students that best meets the needs of the clinical site and the student. Some students are involved in intercollegiate athletics and external jobs. The program does have a policy related to external employment and extracurricular activities. Students are aware that clinical field experiences should have priority during scheduling. If problems arise, the preceptor should contact the clinical coordinator.
- Provide direct supervision of each student in the context of direct patient care.
- Assign responsibilities that are clearly delineated in and restricted to the profession of athletic training.
- Provide supervised opportunities to improve on athletic training skills. The emphasis should be from the clinical passport for the individual level student, but also independent practice of mastered skills.
- Have high expectations and hold students to those expectations.
- Debrief and reflect with athletic training students on clinical field experience opportunities that occurred. Provide the student with feedback regularly during their clinical field experience.
- Find teaching moments during clinical experiences.
- Assist each student by reviewing and critiquing the skills according to their academic level in the program.
- Refrain from giving students the answers and allowing them to critical think and think independently.

## Requirements of the Student

Students must be admitted into the Athletic Training Education Program along with enrolling in the appropriate course(s) prior to being involved in the clinical education component of the program. Students must complete the following administrative processes to be considered for clinical placement:

- Initially, Completion of application including background check
- Documentation of updated medical history, possible physical examination and required immunizations including TB test.
- Up-to-date documentation of blood borne pathogen training, HIPAA/FERPA confidentiality training, and CPR with AED training
- Documentation of needle stick insurance
- Go through the onsite orientation for the clinical site prior to starting clinical field experience.

## Supervision Policy

The program administration expects that all aspects in the clinical education aspect of the program should be supervised by an assigned clinical preceptor. As part of the blueprint of the CAATE agency, “supervision” of an athletic training student shall be through “constant visual and auditory interaction between the student and the approved clinical preceptor.” Each student shall be assigned to a particular clinical preceptor, not to a facility or sport. The daily supervision of students by the clinical preceptor must include multiple opportunities for evaluation and feedback between the student and the clinical preceptor. The Athletic Training Education Program uses the following terminology with the program:

Direct Supervision is defined as the constant visual and auditory interaction between athletic training student and credentialed healthcare professional. Therefore, the preceptor is available on location to physically intervene on behalf of the client.

Lack of Supervision is defined as any clinical experience in which the student is acting without the physical presence of a credentialed healthcare professional; thus making it impossible for preceptor to intervene on behalf of the client. Students would be considered as first responders and should act within that scope.

The program feels that individualized attention is important in the education of an athletic training student. The program feels that a 5:1 ratio (5 students to 1 preceptor) is the maximum number of students to ensure an effective and educational clinical education experience.

### First Responder Role

There are instances during the students’ clinical experiences when the student will not be directly supervised or left alone by their clinical preceptor. In those instances, the student would be considered as first responder and should act within that scope (listed below). This experience is supplemental to the student’s clinical education and is not part of the required experience of the program. In this instance students must volunteer for this unsupervised experience.

The scope of first responder includes rendering basic first aid and basic life support covered in training required by program. This is covered in Healthcare Provider First Aid and CPR. Students should be aware they the coach onsite will be the lead first responder and student should be available to assist as directed in accordance with the EAP for the institution.

Acceptable Services as a First Responder include:

- Initiation of EAP and referral to medical facility
- Application of First Aid skills or basic life support for the care of acute injuries and illness
- Application of splints for stabilization of an acute injury
- Conduct a history evaluation to determine the need for referral
- Provide assistance to an athlete with application of stretching, but not to establish a new program
- Application of tape, bandages, or braces to prevent injury or to support an existing injury
- Application of ice, heat or PRICE as per protocols determined by site

Unacceptable Services as a First Responder include:

- Initiate, change, or progress a rehabilitation or treatment plan
- Use electrical modalities

- Conduct a full evaluation of a new injury or illness
- Making return-to-play decisions
- Decide to apply tape or bandages to enable an athlete to return to play

In instances when traveling, the student who is acting as a first responder must relinquish all decision authority to the coach of the team.

Program administration instructs and reminds students how their role changes and how to handle those situations in the annual program orientation meeting at the beginning of the academic year. The program administration also reminds the clinical sites and clinical preceptors annually at the beginning of each semester prior to student placement. Ultimately it is the responsibility of each clinical site to instruct their employees about the student role in both supervised and unsupervised capacity.

## Clinical Competence Policy

The program requires that students and clinical preceptors follow the student competence policy in order to ensure a safe and efficient environment for the individuals involved in the clinical experience. The program evaluates student's competence of knowledge and clinical skills in didactic and lab courses in the curriculum. Students must master the skill in either the didactic or lab course prior to application in the clinical field experience. Students and preceptors are notified of this policy prior to clinical placements. The ATP examination is used every semester to determine cumulative didactic competence. A passing grade on this examination must be achieved each semester to remain in the clinical setting.

For students who fail to achieve a passing grade in ATP IV, a special topics course will be accepted to meet graduation requirement in place of ATP IV. The original grade for ATP IV will be retained. The focus of the special topics course will be to present an individual remediation plan. Students must complete the personalized remediation plan in its entirety to achieve course completion. This course will be in hybrid form to be offered as determined by the Program Director.

It is recommended that the student and preceptor sit down at the beginning of the clinical field experience and discuss their competence and confidence of the clinical skills. It is also the student's responsibility to inform their preceptors of any new clinical skills mastered. The clinical coordinator can verify information.

## **Other Helpful Information and Contacts**

Students in the Athletic Training and Rehabilitative Science Program have the following services made available by the University of the Incarnate Word. Faculty, Staff and clinical preceptors that recognize problems or potential problems of an ATHP student should contact the program director.

### **University Advising Center**

The purpose of the University Advising Center is to provide the student with general advising needs for coursework. The student will be assigned a primary advisor within their School/College that will handle most academic advising needs but the UAC can assist with choosing a major, explanation of requirements, student disability services, changing your major, early intervention notices, and withdrawing from the university.

### **Learning Assistance Center: Tutoring and Testing**

The Learning Assistance Center (LAC) serves the dual functions of providing both tutoring and testing to the University's students as well as the community at large. Our goal is to serve those who come to the LAC with respect, compassion, professionalism and the utmost level of confidentiality. LAC services are provided by appointment to afford those we serve with the optimum learning and testing conditions. Tutoring services include individual, group, and in-class assistance in various subjects as well as Conversation Hour for those wishing to improve their English in a relaxed and inviting setting. Testing services include administering CLEP, DANTES, Computer Literacy, Make-up, ADA Accommodation, and several National Entrance and Certification Exams. For tutoring appointments and information please call (210) 829-3870. For testing appointments and information please call (210) 829-3876.

### **Writing and Learning Center**

The Writing and Learning Center guides undergraduate students in improving their writing skills so that they will be prepared to succeed in writing-intensive college course an in their careers. The center offers writing consultations, tutors, workshops, and other writing resources to students at the university. The office location for the center is Administration Building Room 206. For appointments or information call (210) 805-5856.

### **Campus Ministry**

The University of the Incarnate Word, rooted in the Roman Catholic tradition, is committed to encouraging the personal faith life of all its members and affirms the spirituality of its faculty, students, and staff members of varying religious backgrounds and persuasions. Campus ministers and student peer ministers form a searching, believing, loving, worshipping presence on campus so that intellectual, moral, and spiritual growth can flourish. The UIW community fosters initiative and participation in the areas of spiritual development, self-realization, worship, ethics and social justice, and Christian service.

### **Counseling Service**

The services offered by the Counseling Center are designed to provide assistance in resolving problems encountered by students as they seek to grow intellectually, emotionally, and socially. It

is the Center's philosophy that each person should be encouraged and given the opportunity to take responsibility for his/her own decision-making process and lifestyle. The Counseling Center staff facilitates this process in an environment of understanding and confidentiality through personal and educational counseling. The staff is also available to provide a variety of small group workshops.

### Student Disabilities Services

The University is committed to providing a supportive, challenging, diverse, and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), the University offers a variety of services to assist students with documented disabilities to independently achieve their educational goals by providing reasonable and appropriate accommodations. To qualify for services, the student must provide the Student Disability Service Office with current verification of the disability at the time support services are requested. For information, contact Student Disability Services in the University Advising Center. The office location is the Administration Building Room 105.

### Health Services

The Campus Health Center provides basic health services that focus on primary prevention care, health education and counseling, emergency care, and the maintenance of health records and insurance. The University requires all full-time undergraduates to provide a health history and immunization records upon enrollment. Students enrolled in programs which require clinical experience in affiliated hospitals and clinics must comply with the health policy requirements of those institutions.

### Career Services and Professional Development

The staff of the Office of Career Education and Services provides assistance in both career counseling and placement assistance to students and alumni. Individual counseling, workshops, seminars, and software assistance are designed to assist students with decisions regarding career choices and life goals. Career interest and personality testing is utilized to assist students in the decision-making process. A comprehensive career library is also maintained. Informational brochures, career planning, and resume preparation information are available. The Office of Career Services provides placement assistance to help students secure employment through credential files, direct on-campus interviews, listings of job vacancies, and training in job-search skills. The Director monitors the employment needs of the San Antonio community, school districts, businesses, and social services agencies. Assistance is also provided to students who are seeking work off campus, internships, and no cooperative educational opportunities.

### The Student Center and Leadership Activities

Inherent in the development of each student is the opportunity to learn leadership skills and to participate in campus activities. The Office of the Student Center and Leadership Activities provides students with a wide range of opportunities to participate in campus life and manages the Student Center. There are numerous groups to join, including social, political, service, academic, honor, and Greek organizations. Other activities offered include leadership workshops, Leadership Institute, Distinguished Speaker Series, and Emerging Leaders Course.

## **Honors and Awards**

### Programmatic Honors and Awards

#### New Horizon Award

This award goes to the athletic training student nominated by the program peers and clinical staff. This award is voted upon by the athletic training faculty for overall clinical and didactic achievements over the course of the entire clinical component of the program. To qualify for the award, the student must be a senior that is eligible for licensure and certification at the end of the program.

#### Peer Award for Clinical Excellence

Student in the School of Nursing and Health Professions elect one of their peers for this award. This person is chosen as the student that other students prefer to be their athletic trainer, nuclear medicine technologist, or nurse, if they or a family member were ill and in need of care.

#### Dr. Robert "Bobby" Patton Leadership and Guidance in Athletic Training Award

Athletic Training students select the recipient of this award. The award is given to the clinical preceptor who shows outstanding dedication to teaching athletic training. This individual is dedicated to the hands-on process along with the didactic component of the education. The award was named in honor of Dr. Robert "Bobby" Patton, who has been instrumental in shaping the profession of athletic training in the State of Texas, as well as throughout the nation. He served as program director at Texas State University – San Marcos for over thirty years, shaping the minds of over 500 athletic training students.

#### Dr. William E. "Pinky" Newell Achievement Award

This award is named after Dr. William E. "Pinky" Newell, one of the pioneers of the athletic training profession. Newell guided the profession to recognition and footing in the health care world. He was also the first to develop and footprint educational standards for the profession. The award is given to athletic training education student(s) that obtain an institutional cumulative 3.5 or better grade point average and in the clinical aspect of the program at the University of the Incarnate Word.

### School and University Honors and Awards

#### Dr. Amy Freeman Lee Scholastic Achievement and Service Recognition Award

The Dr. Amy Freeman Lee Scholastic Achievement and Service Recognition Award honors long-time Board President, Dr. Amy Freeman Lee. The most prestigious student award at UIW, this award is given to one student in each academic school at the university. The award recognizes academic excellence, service to church, and service to the community. The names of the awardees are placed on a plaque located in the office of the Provost.

## APPENDIX A: UIW POLICY ON ACADEMIC INTEGRITY

The University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The university expects its students to pursue and maintain truth, honesty and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word.

### **Forms of Academic Dishonesty (these include, but are not limited to: )**

- A. Cheating on tests, examinations, or other class or laboratory work.
- B. Involvement in plagiarism (appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit).
- C. Counterfeit work - including turning in as one's own, work that was created, researched, or produced by someone else.
- D. Falsification of Academic Records - knowingly and improperly changing grades on transcripts, grade sheets, electronic data sheets, class reports, projects, or other academically related documents.
- E. Unauthorized Reuse of Work - the turning in of the same work to more than one class without consent of the instructor involved constitutes academic dishonesty.
- F. Theft - unauthorized use or circulation of tests or answer sheets specifically prepared for a given course and as yet not used or publicly released by the instructor of a course, or theft of completed tests.
- G. Collusion - unauthorized collaboration with another person in preparing course work.
- H. Facilitating Academic Dishonesty - intentionally or knowingly helping or attempting to help another to violate a provision of the code of academic integrity. Instructors who are concerned that some form of academic dishonesty has occurred shall confront the student directly and may take the matter to the dean of their college/school. Any member on the student body or the staff of the University of the Incarnate Word who is concerned that a student has engaged in some form of academic dishonesty should report the incident to the dean of the college/school which oversees the course in question. The college/school dean will then convene the college/school's Academic Honor Board and initiate the process of investigation outlined in II.B. below.

### **Procedures for Investigating Claims of Academic Dishonesty and Assessing Sanctions**

#### **I. Sanctions Assessed by Faculty**

Before any sanction by a faculty member is assigned, the instructor must meet with the student about the violation. Sanctions must be confirmed in writing to the student, copied to the dean of the college/school which the instructor is a member and to the provost. These records are NOT placed in the student's permanent academic file and will be destroyed when the student graduates or otherwise ceases his/her relationship with the university.

1. When Guilt Is Admitted: If a student who is confronted by a faculty member for engaging in academic dishonesty openly admits to wrongdoing, the instructor will:
  - a. give the student an F for the assignment in question, and may
  - b. forward the case to the Academic Honor Board of the college/school to consider

additional sanctions.

2. **When Guilt Is Not Admitted:** If a student accused by a faculty member of academic dishonesty does not admit wrongdoing, his or her appeal should be made directly to the dean of the college/school with course responsibility so that the Academic Honor Board can formally investigate the allegation and decide which appropriate action should be taken.

J. Sanctions Assessed by the Academic Honor Board

When cases alleging academic dishonesty are forwarded to a college/school dean, he or she will convene an Academic Honor Board. The board will be comprised of two faculty from the college/school selected by the academic dean and two students selected from a list of students previously identified by the college/school faculty. The college/school dean will serve as chairperson of the board; however, he/she will only vote in cases where the board is split on any given decision.

The accused may request that a student or faculty member not sit in judgment if he/she feels that the vote may be biased or prejudiced as a consequence. Some substantiation of the claim may be required, and the final decision shall rest with the college/school dean.

The college/school dean is responsible for any substitution to the board in order to obtain a quorum of five members.

A student is presumed innocent until proven guilty by the preponderance of evidence, or until guilt is admitted or a simple majority vote of the board members is reached.

Sanctions such as receiving an F for the assignment in question, receiving an F for the course, academic suspension, and dismissal from the university or other action deemed appropriate, will be assessed by the Academic Honor Board presiding over the case. The decision of the Board will be communicated in writing to the student, as described in II. A.

In order to assure a student's right to due-process, the procedure of formal inquiry by the Academic Honor Board will include:

1. securing a written statement describing the nature and circumstances of the alleged offense from the student, faculty, or staff member making the allegation,
2. securing a written statement describing the incident from the accused student,
3. interviewing separately the accused student, and the faculty/staff member alleging the dishonesty in order to clarify and to expand the written statements,
4. interviewing any witnesses or other persons claiming knowledge of the incident,
5. securing, examining, and retaining any physical evidence related to the incident.

Using written statements, interviews, and available physical evidence, the Academic Honor Board will decide the validity of the alleged incident of academic dishonesty.

If the academic dishonesty has been verified, the Academic Honor Board will make a determination of appropriate sanctions to be imposed and, in a written statement, inform the student in question of the decision.

Pending the final action of the Academic Honor Board, the status of the student shall not be altered, nor his/her right to be present on campus, to attend classes, and to participate in university-sponsored activities.

## **Appeals of Disciplinary Sanctions Assessed by the Academic Honor Board**

Any student who feels he/she has not been accorded justice by the Academic Honor Board may appeal to the provost for review of the decision. If the provost determines that there should be a review, he/she convenes a Committee on Academic Integrity which is comprised of two senior tenured faculty members (or faculty with multi-year renewable-term appointments in schools without tenure) and an elected member of the Student Government Association. The Committee shall determine whether the process followed by the Academic Honor Board was fair and impartial and that adequate consideration was given to evidence and information presented.

- K. Timetable - Appeals to Academic Honor Board decisions must be submitted in writing to the Committee on Academic Integrity within ten working days of the board's decision.
- L. Following a review of the appeal, the Committee on Academic Integrity will determine whether to uphold or modify the decision of the Academic Honor Board.
- M. The decisions of the Committee on Academic Integrity shall be considered FINAL. A written statement shall be sent to the student in question no later than three days after the committee's final decision is reached.