Athletic Training Program
Student Handbook
Rules, Guidelines and Directives
(Revision 2 7/2018)

Editors: Cliff Pawley Ed.D., ATC
Jasmine Anderson M.Ed., ATC
# Concordia University Irvine
## Athletic Training Education Program

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Introduction

This handbook provides useful information about matters of special interest to students enrolled in the Athletic Training Program at Concordia University Irvine. The information contained in this handbook explains the policies, procedures, student expectations, and academic and behavior guidelines that are specific to the program. It is the responsibility of each student to become familiar with the policies appropriate to CUI and the Athletic Training Program.

Concordia University Irvine is proud to offer an educational foundation for an exciting and rewarding career in Athletic Training and Sports Medicine with the Bachelor or Master of Science Athletic Training degree (BSAT/MSAT). A career as a certified athletic trainer offers a dynamic and rewarding working environment with exposure to a variety of athletic and allied health care settings. Certified Athletic Trainers interact daily with athletes, coaches, physicians, physical therapists, exercise physiologists and other allied health care professionals in their daily involvement in the realm of sports medicine. This BSAT/MSAT program offers a great opportunity for Athletic Training Students to grow professionally in the medical, technical, and practical knowledge and psychomotor skills of the sports medicine industry. The National Athletic Trainer's Association defines a Certified Athletic Trainer as "a highly educated and skilled professional specializing in athletic health care. In cooperation with physicians, and other allied health personnel, the athletic trainer functions as an integral member of the athletic health care team in secondary schools, colleges and universities, sports medicine clinics, professional sports programs, and other athletic health care settings." The Bachelor and Master of Science in Athletic Training Program at Concordia University Irvine offers to its students an academic environment that fuses the elements of sports medicine, allied health care, the dynamics of intercollegiate athletics, with the holistic values and spiritual enlightenment of Christian higher education. The BSAT/MSAT program seeks accreditation by the Commission on Accreditation of Athletic Training Education (CAATE) and consists of a two year, accelerated, sequential cohort education process that demands didactic achievement and clinical involvement as the Athletic Training Student matriculates through the curriculum. The Bachelor and Master of Science in Athletic Training also accommodates incoming freshman and transfer students with a 3+2 track that allows undergraduates to complete a master’s degree in five years. All are welcome to apply for acceptance in the curriculum when they have completed the pre-requisites for admission. Upon completion, the student will be eligible for certification, credentialing, and licensure via the Board of Certification and state medical boards that require licensure for certified athletic trainers to meet the standards of state practice or title protection acts.
A Certified Athletic Trainer is a person, who, upon advice, consent and oral or written prescription or referrals of a physician carries out the practice of prevention, recognition, evaluation, management, disposition, treatment, or rehabilitation of athletic injuries.

www.nata.org

A career as a Certified Athletic Trainer (AT) offers a dynamic working environment with a variety of health care settings. Certified athletic trainers interact daily with patients, coaches, doctors, therapists and other medical professionals who are involved in the dynamic field of sports medicine. Athletic Trainers are healthcare professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis and intervention of emergency, acute and chronic medical conditions involving impairment, functional limitations and disabilities. Athletic Training is recognized by the American Medical Association (AMA) as a healthcare profession. Concordia University Irvine offers an outstanding entry level opportunity to those who wish to explore the possibilities of a career in Athletic Training. This program offers a great opportunity to grow professionally in the medical, technical, and practical knowledge of the sports medicine industry. Concordia University Irvine’s Athletic Training Education Program is fully accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Statement of Non-Discrimination

As a matter of policy, Concordia University Irvine admits students of any age, race, color, gender, and national and ethnic origin. Admitted students enjoy the rights, privileges, programs and activities generally offered to all Concordia students. Except to the extent that religious freedom exemptions under existing and future laws apply, Concordia University Irvine does not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other protected class in administering admissions and educational policies, scholarship and loan programs, and athletic and other school-administered programs.

Revisions (Revision 2)

This AT Program Student Handbook was approved by the Chair of the Exercise and Sports Science, the Dean of the School of Arts and Sciences, the Program Director of Athletic Training Education, the associated program faculty, and the Medical Director. The Board of Regents, University administrators, the Executive and Academic Councils entrust the above mentioned with the appropriate authority to approve and ensure the BSAT/MSAT Student Handbook is articulated fairly and appropriately. The Student Handbook will be evaluated and revised yearly using feedback of staff, students, preceptors, and the AT Program Advisory Board and re-approved if substantive changes are made. All Athletic Training Students are required to sign and document their acknowledgement of the contents of this Student Handbook. The signature acknowledgement is attached in (Appendix A).
Mission Statement

The MISSION of Concordia University Irvine
Concordia University, guided by the Great Commission of Christ Jesus and the Lutheran Confessions, empowers students through the liberal arts and professional studies for lives of learning, service and leadership.

Program Mission
The mission of Concordia University Irvine’s Athletic Training Education Program is to challenge its students to become highly effective allied health care professionals and leaders in the Christian community, incorporating academic excellence, professional and relational proficiency, and growth in their spiritual walk with Christ as these components are interjected in their career goals and life plans. Concordia University Irvine’s Athletic Training Education Program incorporates into its Christ-centered foundation of education the equally important components of intellectual, professional, and spiritual growth. The desired outcome of the curriculum is to allow the students to study in a Christ centered atmosphere that challenges students to develop spiritually and intellectually so they can serve professionally in their community and become spiritual leaders in the community. Concordia University Irvine’s Athletic Training Students are exposed to a dynamic scholastic environment that fuses the sciences of allied health care with faith, ethics, and Christian accountability.

Program Objectives
The objectives of Concordia University Irvine’s Athletic Training Education Program are clearly identified in the Athletic Training Educational Competencies, 5th Edition (2011), published by the National Athletic Trainers’ Association in accordance with the Joint Review Committee on Educational Programs and the Commission on Accreditation of Athletic Training Education (CAATE). These competencies serve as guidelines for the development of educational programs and learning experiences to a student’s eligibility to challenge the Board of Certification, Inc. (BOC) certification examination. The primary objective of this and any entry-level athletic training education curriculum is to fully prepare each student to achieve success on the certification examination that credentials Certified Athletic Trainers, creating an opportunity for success in the profession. The objectives embrace the following domains listed below as printed in the 2011 Board of Certification Role Delineation Study/Practice Analysis (6th Edition) for professional practice of Certified Athletic Trainers.

Institutional Learning Outcomes for Undergraduate Students (ULOs)

- **Written Communication (WC):** Students will compose focused and coherent written content; organize and logically develop their ideas; find, analyze and integrate appropriate sources; and demonstrate facility in discipline or genre-specific conventions of writing.

- **Oral Communication (OC):** Students will make verbal presentations in which they articulate a central message, organize main ideas, integrate appropriate supporting
information, employ language appropriate for the topic and audience, and utilize delivery techniques that enhance the presentation.

- Systematic Inquiry (SI) - Critical Thinking & Information Literacy: Students will explain a problem, articulate a hypothesis, investigate using appropriate sources, analyze the information, and craft logical conclusions and creative solutions to the problem.

- Quantitative Reasoning (QR): Students will demonstrate understanding of quantitative facts and concepts, perform calculations successfully, and apply problem solving strategies to analyze quantitative data and to draw appropriate conclusions.

- Christian Literacy and Faith (CLF): Students will describe the contents and contexts of the Bible, Christianity’s major teachings, how the Christian faith connects to their academic discipline(s) and vocations in life, and have many opportunities to receive instruction in the Christian faith.

- Service to Society and Church (SSC): Students will serve society in ethical and merciful ways, examining benefits gained and challenges encountered. Christian students also have many opportunities to serve the church.

- Informed and Responsive Citizenship (IRC): Students will explain how political and economic systems have influenced citizenship in the United States and the world; interact effectively and ethically with people of various cultural/global contexts; engage with and analyze the arts; articulate how the culture of scientific knowledge relates to other disciplines; and describe healthy lifestyles.

- Specialized Knowledge (SK): Students will apply knowledge in a specific field that draws on current research, scholarship, and/or techniques in the field.

Institutional Learning Outcomes for Graduate Students (GLOs)

CUI graduates will be able to demonstrate the following:

- Scholarly Research (SR): Generate scholarly research on problems and issues in their field of study.

- Integrated Learning (IL): Integrate knowledge and skills from current research, scholarship, and/or techniques in their field with other disciplines.

- Ethical Leadership (EL): Apply standards of ethics informed by Christian teachings as they fulfill their vocations as leaders within society.

- Effective Communication (EC): Elucidate disciplinary knowledge and findings in professional and academic contexts through written, oral, and digital media.

- Reflective Practice (RP): Balance evidence-based decision making, logical thinking, and consideration of human potential to take appropriate actions that advance their field.

- Community Engagement (CE): Assess and develop cogent positions on significant issues in their field to respond to diverse needs in their respective communities.
Program Learning Outcomes

- Concordia University Irvine Athletic Training Students will have marked success on the Board of Certification (BOC) national certification examination in order to become credentialed as an Athletic Trainer.
- Concordia University Irvine Athletic Training Students will progress through a sequential and progressive didactic curriculum that presents them the necessary knowledge and psychomotor skills to graduate with a Bachelor of Science in Athletic Training.
- Concordia University Irvine Athletic Training Students will perform field experiences in a dynamic clinical environment in which they will combine basic and complex knowledge with valuable practical opportunities.

Concordia University Athletic Training Students will demonstrate entry-level athletic training knowledge, skills, and abilities consistent to practice in the following capacities:

- **Prevention and Health Promotion:** The student will administer testing procedures to obtain baseline data regarding a client’s/patient’s level of general health (including nutritional habits, physical activity status, and body composition), utilize protective equipment and develop prevention strategies for patient health.
- **Clinical Examination and Diagnosis:** The student will perform a comprehensive clinical examination incorporating clinical reasoning in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions.
- **Acute and Immediate Care:** Clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (e.g., CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding).
- **Therapeutic Intervention:** Students will implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures.
- **Healthcare Administration and Professional Responsibility:** The student will apply skills in patient care which are critically refined in the Foundational Behaviors of Professional Practice.
- **Professional Credentialing:** The student will apply cognitive, psychomotor and affective proficiency in obtaining the ATC credential, effectively passing the Board of Certification Examination.

Program Objectives

- **Program Objective 1 (Instructional):** Concordia University Irvine Athletic Training Education will employ an exemplary faculty and staff which deliver the highest level of
didactic instruction using the best available technology and tools available to ensure quality student outcomes.

- **Program Objective 2 (Instructional):** Concordia University Irvine Athletic Training Education will afford to its students a variety of field experiences in a dynamic clinical environment where they may combine basic and complex knowledge with valuable practical opportunities.

- **Program Objective 3 (Outcome Initiative):** Concordia University Irvine Athletic Training Students will become highly effective allied health care professionals and leaders in the Christian community, incorporating both professional and spiritual growth in their life plans.

- **Program Objective 4 (Outcome Initiative):** Concordia University Irvine Athletic Training Students will be a marketable and employable commodity in pursuit of employment or continued education.

### Athletic Training Education Overview

The following is a brief overview of the education and credentialing process for entry-level athletic trainers. Athletic Training is an academic major or graduate equivalent major program that is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The minimum entry point into the profession of Athletic Training is at the master’s level; by 2022, all accredited education programs in Athletic Training will lead to a Master’s Degree in Athletic Training. Upon completion of a CAATE-accredited Athletic Training Education Program, students become eligible to obtain national certification granted by the NATA Board of Certification, Inc. (BOC).

Entry-level athletic training education uses a competency-based approach in both the classroom and clinical settings. Using a medical-based education model, Athletic Training Students are educated to provide comprehensive preventive services and care in six domains of clinical practice, which include the following: prevention, clinical evaluation and diagnosis, immediate care, treatment, rehabilitation, and reconditioning; organization and administration; and professional responsibility. The educational requirements for CAATE-accredited Athletic Training Education Programs include not only cognitive (knowledge) and psychomotor (skill) content, but also a broad scope of foundational behaviors of professional practice, as well as a comprehensive clinical learning requirements that are embodied in the clinical proficiencies (professional, practice-oriented outcomes) as identified in the *Athletic Training Educational Competencies and Clinical Proficiencies*.

### The ATC® Credential

The ATC® credential and the BOC requirements are currently recognized by 49 states for eligibility and/or regulation of the practice of athletic trainers. The credibility of the BOC program and the ATC® credential it awards are supported by three pillars: (1) the BOC certification examination; (2) the BOC Standards of Professional Practice, and Disciplinary Guidelines and Procedures; and (3) continuing competence (education) requirements. BOC certification is recognized by the National Commission for Certifying Agencies and is the only
accredited certification program for athletic trainers. To be certified, an individual must demonstrate that he/she is an athletic trainer capable of performing the required duties without threat of harm to the public. The BOC traditionally conducts annual examination development meetings during which certified athletic trainers and recognized experts in the science of athletic training develop, review and validate examination items and problems. The knowledge, skills, and abilities required for competent performance as an entry-level athletic trainer fall into three categories:

**Athletic Training Performance Categories and Practice Domains**

The athletic trainer’s professional preparation is based on the development of the current knowledge, skills, and abilities, as determined by the Commission (currently the 5th Edition of the NATA Athletic Training Education Competencies). The knowledge and skills identified in the Educational Competencies consist of 8 Content 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

For more information, visit the National Athletic Trainers’ Association at [www.nata.org](http://www.nata.org) and the Board of Certification, Inc. at [www.bocatc.org](http://www.bocatc.org).

**Directory of Faculty**

**Program Director:** Cliff Pawley Ed.D., ATC

- Southern Illinois University (1990) Bachelor of Science in Physical Education with Specialization in Athletic Training.
- University of Louisiana - Monroe (1992) Master of Education in Exercise Physiology
- Union University (2014). Doctor of Education in Higher Education

Cliff Pawley enters his fifth year as full time faculty at Concordia University Irvine following 13 years in athletic training administration at Union University in Jackson, Tennessee. He is appointed as the Program Director of Athletic Training Education at Concordia, a position that he previously held at Union for nine years. He also served as the Associate Head Athletic Trainer for Union University's men's basketball team and served four years as the athletic training program’s Clinical Education Coordinator. Cliff holds current memberships in good standing with the National Athletic Trainer's Association (NATA), the Southeast Athletic Trainer’s Association (FWATA), and the California Athletic Trainers Association (CATA). He was certified by the National Athletic Trainer's Association Board of Certification in 1990 and been licensed to practice in the states of Alabama, Mississippi, Louisiana, and Tennessee. He was appointed to the State of Tennessee Board of Athletic Trainers in 2011 and also served as a
liaison to the TATS Education Committee. In 2014 he received the Jerry Robertson Educator Award by the membership of the Tennessee Athletic Trainer Society for service to promoting athletic training education in the State of Tennessee. He also received the SEATA Education/Administration Athletic Trainer Award in 2015.

Cliff is originally from Elkville, Illinois where he graduated from Elverado High School in 1980. Following four years of service in the United States Navy, Cliff pursued degrees from Southern Illinois University - Carbondale (Bachelor of Science, 1990), University of Louisiana - Monroe (Master of Education, 1992), and Union University (Doctor of Education, 2014, with an emphasis in athletic training, exercise physiology, and higher education respectively). His background of professional practice includes ten years of service at three private physical therapy practices in Pascagoula, Mississippi, Fairhope, Alabama and Bay Minette, Alabama in which he was responsible for coordinating outreach sports medicine programs for Pascagoula, Moss Point, Daphne and Baldwin County High Schools. Cliff began his teaching career as an adjunct instructor at the University of Mobile and Faulkner State Community College before accepting a faculty appointment at Union in 2001.

Cliff is married to the former Sherrie Cossey of Senatobia, Mississippi. They share their home in San Juan Capistrano with their dogs, Beau and Chevy. Cliff has one daughter, Bethany, who is 20. Sherrie has three children, Caty, Courtney, and Codi Lyn, ages 25, 23, and 18 respectively.

His interests include missions, church, cycling, body boarding, paddle boarding, roller coasters, basketball, softball, golf, physical fitness, watching college football, and spending time with his family.

Coordinator of Clinical Education:  Jasmine Anderson, M.Ed., ATC

- Concordia University, Irvine, CA – Bachelor of Arts in Exercise Sport Science with an emphasis in Athletic Training
- Concordia University, Irvine, CA – California Single Subject Teaching Credential
- Concordia University, Irvine, CA – Master of Education with an emphasis in Curriculum, Instruction, and Assessment
- CUEnet, Bend, OR - Lutheran Church Missouri Synod Colloquy Certificate

Jasmine Anderson is excited and blessed to be serving as an instructor and Coordinator of Clinical Education for the Athletic Training Education Program at Concordia University, Irvine.

Jasmine is an alumni of Concordia University, Irvine where she earned her bachelor’s degree in exercise sport science with an emphasis in athletic training. After graduation she worked as an athletic trainer with the football and baseball programs at Saddleback College, while she pursued her single subject California teaching credential. At the completion of her teaching credential program Jasmine began working as a science teacher and athletic trainer at JSerra Catholic High School in San Juan Capistrano, CA. Jasmine then went on to complete her master’s degree in education with an emphasis in curriculum, instruction, and assessment. Upon finishing her master’s degree, she then took a teaching and athletic training position at Crean Lutheran High School in Irvine, CA. During her nearly ten-year tenure at Crean Lutheran, Jasmine served as
the Head Athletic Trainer, a science teacher, the Science Department Chair, a WASC leadership team member, the Director of Cohort Programming, and the Director of Faculty.

Outside of her passion for teaching and educational experiences, Jasmine has had many opportunities to grow in her sports medicine profession. Prior to teaching, she worked in physical therapy for six years and completed an extensive summer medical rotation with a local orthopedic surgeon. At JSerra, she helped to further the development of the sports medicine program by adding more of an emphasis on the importance of rehabilitating injuries and educating athletes and coaches about preventative care. At Crean Lutheran, she built the athletic training program from the ground up and developed an extensive concussion management program that has been recognized by many concussion experts in the area.

Jasmine is also a certified athletic trainer through the Board of Certification (BOC) and holds current memberships in good standing with the National Athletic Trainers’ Association (NATA), the Far West Athletic Trainers’ Association (FWATA), and the California Athletic Trainers’ Association (CATA).

When Jasmine is not on campus serving in one of her roles at Concordia, she is at home spending time with her family. She is married to a wonderful man, who is also an athletic trainer, and they have 6 children together. Their household is very busy as their kids range from the ages of 7 years old to 1 years old (the youngest 2 are twins), but they have a lot of fun together and could not be more blessed!

Dean of School of Professional Studies/Department Chair: Mike Shurance EdD, ABD
Bio coming soon!

Associated Faculty: Terry Olson Ph.D.

- University of New Mexico, Ph.D in Physical Education, Sports and Exercise Science 2009
- University of New Mexico, M.S. in Physical Education Pedagogy 2005
- New Mexico State University, B.S. in Physical Education 2000

Dr. Terry Olson serves as Assistant Professor and Co-Chair of Exercise and Sport Science at Concordia University in Irvine. Terry received his Ph.D from the University of New Mexico where he held positions of both research and teaching assistant in the Physical Education Teacher Education (PETE) Program. Dr. Olson’s current research emphasis is on self-regulation and critical thinking of pre-service teachers in physical education. Prior to accepting the call to teach at Concordia University, Terry was a Clinical Assistant Professor at the University of Texas-Arlington and began his educational career as an elementary physical education teacher in both Las Cruces, NM and Mansfield, TX.

Terry continues to work closely with the community as an advocate for health and wellness. Terry currently provides health and leadership education for numerous local non-profit organizations on their wellness initiatives and is a founder of the BREATH Foundation offering health and wellness support to the underserved population in Orange County as well as our military members at Camp Pendleton.
Prior to Terry’s academic career, he served in the U.S. Navy as an aircraft structural mechanic on FA 18 Hornets aboard the USS Independence aircraft carrier stationed in Atsugi, Japan.

When Terry is not working, he enjoys spending time with his wife Michele and two children Tyler (10) and Macey (8).

Associated Faculty: Vance Tammen Ph.D.
- B.S. University of Illinois, Urbana, IL
- M.S. Kansas State University, Manhattan, KS
- PhD University of Illinois, Urbana, IL

Dr. Tammen teaches motor learning, sport psychology and historical and socio-cultural foundations of sport and physical education. His research specialty is the social psychology of sport and physical activity. He has two main areas of research 1) motivation of coaches and athletes, 2) wellness across the lifespan. He has written 3 book chapters, 6 refereed journal publications, over 30 refereed publications in conference proceeding, over 30 original service publications, has conducted over 65 refereed scholarly presentations, conducted over 40 sport psychology service presentations, and has done thousands of hours of sport psychology service to athletes, coaches, & organizations. Dr. Tammen also helped found the Concordia University Masters Degree Program in Coaching and Athletic Administration.

Prior to God’s call to Concordia University, Dr. Tammen was an Assistant Professor at Ball State University in Muncie, Indiana, and prior to that he was a lecturer of sport psychology at Victoria University in Melbourne, Australia. He also taught at the University of Illinois-Urbana and at Kansas State University. He did his sport psychology internship at the United States Olympic Training Center at Colorado Springs.

Dr. Tammen played football into his early 30s, but he now enjoys all forms of sport and physical activity.

Program Medical Director: Scott Graham M.D.
- B.S. University of Southern California
- M.D. University of Southern California School of Medicine

Dr. Graham is a native of Santa Barbara where at Dos Pueblos High School, he competed on their waterpolo, basketball, volleyball and tennis teams as a multi-team Varsity Letterman earning All CIF 4A Honors in the 1980’s. After obtaining his BS from USC and graduating from USC School of Medicine, he completed a residency in Orthopedics at UC Irvine Medical Center; one of the premiere “Hands On” training centers for orthopedic surgeons. During his residency, Dr. Graham worked at the Kerlan-Jobe Orthopedic Clinic as an assistant team physician with the Los Angeles Lakers and Anaheim Angels. Dr. Graham then traveled to the prestigious Cleveland Clinic for further training with a Fellowship in Sports Medicine. During his Fellowship, he was the Team Physician and Orthopedic Consultant for the NFL’s Cleveland Browns, NBA’s Cleveland Cavaliers and the WNBA’s Cleveland Rockers. He worked at the
NFL Combines evaluating players for the NFL Draft process along with Rookie and Veterans Camps.
During his training, Dr. Graham has published many research articles in peer reviewed journals, has presented his work nationally and internationally, and has received notable awards for his work in Sports Medicine research. Dr. Graham has been the team physician for Santa Margarita Catholic High School Athletics for many years and continues to care for and treat athlete’s as a Sports Medicine Specialist for nearly all the regional high schools and colleges in both North and South Orange County. He is the Medical Director of Athletics at Concordia University and for the Athletic Training Education Program at the Concordia as well. Dr. Graham is our Sports Medicine specialist, providing advanced and minimally invasive care for all sports medicine injuries. He specializes in knee and shoulder arthroscopy, minimally invasive surgery, PRP (Platelet Rich Plasma) treatments and Cartilage Restoration and Reconstruction.

Dr. Graham recently added to his credentials by receiving Subspecialty Certification in Orthopedic Sports Medicine. This certification means he is one of the few Sports Medicine Orthopedic Surgeons who has achieved the highest level of proficiency in Sports Medicine as defined by the American Board of Orthopedic Surgery. The requirements to take the rigorous Orthopedic Sports Medicine Certification examination are submission of surgical and nonsurgical cases of specific sports injuries in addition to peer recommendations. The nationwide examination was given last November, and Dr. Graham was recently notified that he has successfully passed the test. “Board certification is an important yardstick to determine the quality of a practicing physician, and I have been board certified in Orthopedic Surgery since 2003. This Subspecialty Certification denotes proficiency in the specialized area of Sports Medicine within Orthopedics. Becoming Subspecialty Boarded was a natural extension of my 10+ years of working with professional, Olympic, collegiate and high school athletes.”

Adjunct Faculty/Assistant Athletic Trainer: Chris Cooper MBA, ATC
- B.S. Azusa Pacific University 2010
- MBA Concordia University Irvine

Chris Cooper has been with Concordia University since 2010. He works with the aquatics programs. His responsibilities include medical coverage for men's and women's swimming and diving along with men's and women's water polo. He is an Azusa Pacific University alum where he earned a bachelor's in athletic training. Before that, he received his associate's degree from Butte College (Oroville, CA) in social and behavioral science. Cooper went on to obtain his master's in business administration. In 2011, he began teaching in CUI’s exercise and sport science program.

Cooper has spent time working in the settings of physical therapy, Major League Soccer, and Baseball Factory Camps. He enjoys working with athletes in the area of rehabilitation and sports performance. He is a certified CPR & AED as a Professional Rescuer. He also holds his certification in Standard First Aid.

Cooper played baseball at Azusa Pacific from 2007-2010. He enjoys playing basketball and currently plays golf competitively.
Adjunct Faculty/Head Athletic Trainer Glory Fung ATC

- B.A. Azusa Pacific University
- M.A. San Jose State University

Glory Fung came to Concordia in 2012 to become the new Head Athletic Trainer. Fung comes most recently from Azusa Pacific, where he was an assistant athletic trainer from 2007-2012. Other than overseeing the entire Concordia Athletic Training Department, he will work directly with women's basketball and women's lacrosse.

Fung earned his B.A. from Azusa Pacific University and his M.A. from San Jose State University. He worked with football and track & field at APU. He also spent time at California Baptist and Cal State Monterey Bay. He was NABOC certified in 2003.

Fung lives with his wife Jackie, and their children Kierra and Selah. He enjoys watching ESPN, working with a junior high ministry, mission trips, and family time.

Adjunct Faculty: Mike Martinez MS, ATC

- B.S. California State University Fullerton
- M.S. University of Maryland

Preceptor/Assistant Athletic Trainer: Jeff Brown MS, ATC

- Concordia University, Irvine, CA – Bachelor of Science in Athletic Training

Jeff Brown recently joined the Concordia Athletic Training staff as an assistant athletic trainer.

Preceptor/Assistant Athletic Trainer: Jasmin Dresser, ATC

- Concordia University, Irvine, CA – Bachelor of Science in Athletic Training

Jasmin Dresser recently joined the Concordia Athletic Training staff as an assistant athletic trainer.

Advisory Board

The advisory board for CUI’s Athletic Training Program consists of the Program Director, Coordinator of Clinical Education, the Medical Director, the Chair of Exercise and Sports Science, the Head Athletic Trainer, and on consultation, the preceptors who serve in the program. These individuals serve to continue the advancement of CUI’s AT Program and help guide the process of programmatic change.

Accreditation

The AT Program at Concordia University Irvine is fully accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and has entered into a probationary status with the CAATE as it transitions the degree to a Master of Science in Athletic Training. CUI’s AT Program most recently received a five year accreditation by the CAATE in December
Instructional Design

In connection with the mission, purpose, and strategic plan of the institution, Concordia University Irvine’s Athletic Training Education Program seeks to challenge its students to become highly effective allied health care professionals and leaders in the Christian community, incorporating academic excellence, professional and relational proficiency, and growth in their spiritual walk with Christ as these components are interjected in their career goals and life plans. Concordia University Irvine’s Athletic Training Education Program incorporates into its Christ-centered foundation of education the equally important components of intellectual, professional, and spiritual growth. The desired outcome of the curriculum is to allow the student to study in a Christ centered atmosphere that challenges students to develop spiritually and intellectually so they can serve professionally in their community and become spiritual leaders in the community. Concordia University Irvine’s Athletic Training Students are exposed to a dynamic scholastic environment that fuses the sciences of allied health care with faith, ethics and Christian accountability. The program learning outcomes are integrated into the University’s graduate learning outcomes (GLO’s), which include the following: Scholarly Research (SR): Generate scholarly research on problems and issues in their field of study; Integrated Learning (IL): Integrate knowledge and skills from current research, scholarship, and/or techniques in their field with other disciplines; Ethical Leadership (EL): Apply standards of ethics informed by Christian teachings as they fulfill their vocations as leaders within society; Effective Communication (EC): Elucidate disciplinary knowledge and findings in professional and academic contexts through written, oral, and digital media; Reflective Practice (RP): Balance evidence-based decision making, logical thinking, and consideration of human potential to take appropriate actions that advance their field; and Community Engagement (CE): Assess and develop cogent positions on significant issues in their field to respond to diverse needs in their respective communities. CUI’s Athletic Training Program is designed to enable students to demonstrate, in the classroom, and in clinical rotations, that they have achieved levels of comprehension, competency and proficiency expected of entry-level certified athletic trainers. The information presented in the course sequence is designed to expose students to information through multiple didactic, laboratory and clinical experiences. These courses incorporate the content required to establish the foundational behaviors of professional practice and the content set forth by the 5th Edition of the Athletic Training Educational Competencies. The purpose of clinical education is to provide Athletic Training Students the opportunity to develop their knowledge, skills, and attitudes in direct care of athletic injuries; to establish the foundational behaviors of professional practice; to understand the medical delivery system in a variety of settings; and to understand the legal and ethical aspects of practicing athletic training. The institutional mission and strategic goals of the University are equally addressed in this degree plan. The BSAT/MSAT degree plan will offer an avenue to a respected and rewarding allied health care career which serves the academic, medical, athletic and physically active...
communities at large. The ability to couple our current and prospective student’s intellectual and professional development with their spiritual walk in becoming wise, honorable, and cultivated citizens is vital to Christian higher education’s representation in the allied health care arena. The presence of Concordia University Irvine’s scriptural Lutheran mission and Great Commission philosophy is necessary to sustain representation in the professional membership of Certified Athletic Trainers.

The BSAT/MSAT program is designed to accommodate the rigors of standardized education. All athletic training education programs are designed around the central premise of the following standards: 1) Introducing the educational competencies in the classroom; 2) Instructing appropriate psychomotor skills in controlled laboratory settings; 3) Providing supervised clinical opportunities where cognitive, affective and psychomotor skills may be performed in laboratory or legitimate patient settings alongside an approved preceptor; 4) Assessing the students ability to utilize their knowledge, skills, and experiences to think critically in the provision of care in patient interventions; and 5) Incorporating the professional behaviors of professional practice (research, ethics, accountability, cultural competence, evidence based practice etc.) with their clinical mastery of cognitive and psychomotor skills to demonstrate clinical integration proficiency in all domains of the educational competencies. This is a rough sequential description of athletic training education. The curriculum design is built around the projected needs of the target audience, competency scaffolding, multiple sequential clinical levels of field experiences and targeted learning outcomes. The curriculum design focuses on application of theory to practice. The pedagogical approach includes problem-based learning, teamwork, case studies, applied research, mentorship, evidence based practice, and learning over time. The educational domains and the NATA Educational Competencies (5th Edition, 2012) are available for your review on the link provided below.


As per the 5th Edition NATA Educational Competencies, the following is the list of educational domains that must be presented, assessed, and documented in the curriculum. Each domain expands to a list of specific educational competencies that must be presented in the coursework. CUI’s BSAT/MSAT program will demonstrate compliance in presenting these competencies in the didactic levels of coursework, revisiting and re-evaluating them in each subsequent clinical course, and further re-evaluating the student for proficiency in the capstone assessment. A list of courses is provided in section three (3) below, each indicating the educational domain of the course.

<table>
<thead>
<tr>
<th>Educational Domain</th>
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<tbody>
<tr>
<td>Foundational Behaviors of Professional Practice</td>
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<tr>
<td>Evidence-Based Practice</td>
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<tr>
<td>Prevention and Health Promotion</td>
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<td>Clinical Examination and Diagnosis</td>
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<tr>
<td>Acute Care of Injury and Illness</td>
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<td>Therapeutic Interventions</td>
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Psychosocial Strategies and Referral

Healthcare Administration

Professional Development and Responsibility

Clinical Integration Proficiencies

Listed below, are the courses required for the Master of Science in Athletic Training including the instructional modality and the course description. There are no substitution courses at this time. General Education requirements are met as prerequisite coursework. The degree plan for the MSAT curriculum is strictly a professional educational component to prepare students for the BOC exam and the ATC credential.

Master of Science in Athletic Training
Effective 2018-19

Prerequisites:
BIO 246  Human Anatomy and Physiology I (4)  
BIO 247  Human Anatomy and Physiology II (4)  
ESS 110  CPR/First Aid (1)  
ESS 245  Medical Terminology (3)  
ESS 306  Nutritional Sciences (3)  
ESS 308  Care and Prevention of Athletic Injuries (3)  
ESS 406  Exercise Physiology (4)  
ESS 403  Biomechanics (4)  
or ESS 407  Kinesiology (Structural) (4)  
PSY 101  Introduction to Psychology (3)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>MSAA 586</td>
<td>Advanced Speed, Strength and Conditioning</td>
<td>4</td>
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<tr>
<td>MSAA 589</td>
<td>Nutrition for Sport</td>
<td>4</td>
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<tr>
<td>MSAT 501</td>
<td>Athletic Training Clinical I</td>
<td>3</td>
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<tr>
<td>MSAT 502</td>
<td>Athletic Training Clinical II</td>
<td>3</td>
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<tr>
<td>MSN/MSAT 533</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
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<tr>
<td>MSAT 548</td>
<td>Evaluation I: Lower Extremities and Spine</td>
<td>3</td>
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<tr>
<td>MSAT 549</td>
<td>Evaluation II: Upper Extremities and Spine</td>
<td>3</td>
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<tr>
<td>MSAT 550</td>
<td>Foundations of Athletic Training</td>
<td>3</td>
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<tr>
<td>MSAT 551</td>
<td>Risk Management, Taping and Injury Prevention</td>
<td>3</td>
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<tr>
<td>MSAT 552</td>
<td>Injury Nomenclature</td>
<td>3</td>
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<tr>
<td>MSAT 558</td>
<td>Therapeutic Exercise</td>
<td>3</td>
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<tr>
<td>MSAT 568</td>
<td>Therapeutic Modalities</td>
<td>3</td>
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<tr>
<td>MSAA/MSAT 583</td>
<td>General Medicine/Pharmacology</td>
<td>4</td>
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<tr>
<td>MSAT 603</td>
<td>Athletic Training Clinical III</td>
<td>3</td>
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<tr>
<td>MSAT 604</td>
<td>Athletic Training Clinical IV</td>
<td>3</td>
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<tr>
<td>MSAT 605</td>
<td>Administrative and Management Strategies in Athletic Training</td>
<td>3</td>
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<tr>
<td>MSAT 606</td>
<td>Medical Ethics and Professional Practice</td>
<td>3</td>
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<tr>
<td>MSAT 607</td>
<td>Advanced Injury Management</td>
<td>3</td>
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<tr>
<td>MSAT 650</td>
<td>Research Methods in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>MSAT 695</td>
<td>Athletic Training Capstone</td>
<td>4</td>
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Total Units: 64
Codes of Ethical and Professional Behaviors
In great respect to the ethical codes of conduct that guides the behavioral constructs of western medical professionals, CUI’s Athletic Training Students are expected to adhere to the The Code of Ethics that guide the students in their actions in the classroom and during their practicum experiences. Students must make the AT Program Director aware of any violations to the Code of Ethics that are made by other students, faculty members, or preceptors of the program. The NATA Code of Ethics is published in this [link](https://www.nata.org/files/CodeOfEthics.pdf).

Foundational Behaviors of Practice
The professional scope of the allied health care professional expands well beyond becoming proficient in a set of cognitive, affective, and psychomotor skills. Many characteristics and behaviors enhance the skill set of the Certified Athletic Trainer who has a large and diverse patient population. The Foundational Behaviors of Professional Practice and inset list of professional behaviors, which are included in the 2016 NATA Educational Competencies, serve as a guide for these behaviors. These behaviors should guide the students in their actions in the classroom, in their clinical field experiences, and in their development in becoming a certified allied health care professional who is prepared to serve the public. These foundational behaviors are accessible in the 2012 NATA Educational Competencies (5th Edition) in the link below.


Standards of Professional Practice/Code of Professional Responsibility
In addition to the Code of Ethics and the Foundational Behaviors of Professional Practice, CUI’s Athletic Training Students are expected to adhere to the Board of Certification Standards of Professional Practice and the Code of Professional Responsibility published in 2016. Although Athletic Training Students are not bound by these guidelines until they receive the ATC credential, it is the position of CUI’s AT program that students will take into account and learn these behaviors and integrate them into their preceptor supervised field experiences. Students must make the AT Program Director aware of any violations of these behaviors by other students, faculty members, or preceptors. The 2016 Standards of Professional Practice and Code of Professional Responsibility is published on the Board of Certification website in the link below.

[Board of Certification](https://www.boardofcertification.com/)

ADMISSIONS POLICIES
The Athletic Training Program at Concordia University Irvine is designed to educate undergraduate students who are interested in pursuing a career in the field of Athletic Training. The mission is to provide a didactic and clinical education program that will prepare students for professional careers as Certified Athletic Trainers.

The Athletic Training Program at Concordia University Irvine is a selective admissions program, which culminates in a Bachelor or Master of Science Degree. After completing the Observation Period, students then have the opportunity to apply to the program. Students are admitted to the program on an annual basis at the end of each academic year in April. This process admits
students into the program for the following academic term. The application date will be set by the Program Director.

Acceptance into Concordia University Irvine’s Bachelor of Science in Athletic Training Education requires a selective process of program admission. Candidates must meet all criteria for acceptance into the program. Prospective candidates must also submit the formal application to the Program Director of athletic training education by March 1 of each year to be considered for summer/1st semester enrollment.

Acceptance in Concordia University Irvine’s Athletic Training Program involves a selective process of competitive program admission. Prospective students may declare their major to be pre-athletic training upon entrance to Concordia University Irvine, but each student must still be formally admitted to the AT Program before entering into the clinical phases of the sequential curriculum. Candidates must meet all criteria for acceptance into the program.

A student may complete all criteria for admission but that does not guarantee acceptance into the program. Prospective candidates must submit the formal application to the Program Director of athletic training education by March 1 of each year to be considered for fall enrollment. All applicants will be ranked in accordance with their performance in the following categories:

- Academic potential
- Success in prerequisite coursework
- Standardized scores (GRE - optional for consideration)
- Recommendation/references
- A formal interview with the AT Program Selection Committee

During the interview, each member of the BSAT/MSAT Selection Committee will complete a scoring scale. Candidates will be evaluated on intellectual, social, and technical skills relative to the athletic training profession. All components of the application process are individually weighted and scored. Individual scores are incorporated into cumulative score that determines the candidate's rank. Final admission into the program rests with the decision of the BSAT/MSAT Selection Committee. All student candidates will receive the admission decision in writing by March 1. Student candidates who were denied admission into the BSAT/MSAT program will have the opportunity to reapply for admission for future enrollment.

The application form can be obtained from the Program Director of Athletic Training. The application and all materials must be turned in to the Program Director.

Transfer and Late Entry Students

Transfer students need to meet the same admission criteria as entering freshman. Transfer students should plan on completing the program in three years regardless of their academic status upon admission to the program. Each transfer student will be evaluated on an individual basis according to the amount of college level athletic training coursework and clinical field experience he/she has taken from the previous institution(s). A transfer student who has no athletic training clinical experience will be required to follow the entrance requirements for traditional students as documented. A transfer student with prior athletic training clinical
experience from another institution must have their clinical experience and coursework validated by the Program Director of Athletic Training Education and the Director of Academic Services. A student may be admitted on a probationary basis if space is available in the Athletic Training Education Program.

PROGRESSION AND RETENTION POLICIES

Appropriate Progress
Once accepted in the BSAT/MSAT program, the student must maintain academic progress and adhere to all program requirements. The list below are the program requirements.

All Athletic Training Students who are accepted in the curriculum must:

- Maintain a 3.0 grade point average
- Achieve a C or better in all program coursework
- Complete a physical examination from a licensed medical practitioner
- Maintain appropriate course completion, grades, and GPA, according to the CUI Graduate Catalog and all program probation and/or dismissal policies
- Submit a complete health history and record of immunizations
- Demonstrate compliance to the Athletic Training Program Technical Standards
- Adherence to the ethics and professional practice expectations outlined in this Student Handbook
- Sign a form acknowledging the technical standards of the BSAT/MSAT program
- Sign an acknowledgment of the Concordia University Irvine Athletic Training Student Handbook (program policies and procedures)
- Sign an acknowledgement of their rights to accept or refuse the Hepatitis B vaccination
- Maintain a current CPR certification (Professional Rescuer or equivalent) for the duration of the program
- Attend an annual OSHA training session before beginning their clinical field experiences

Failure to comply with the above, will result in a termination of program involvement until the minimum criteria for retention and advancement is met.

Progression and Retention
It is the responsibility of CUI’s Program Director to ensure that each Athletic Training Student is meeting the minimal standards for program advancement and retention. In the instance that a student fails to adhere to academic or behavior standards that are set forth in this program, the Program Director, the Clinical Education Coordinator, and the Chair of Exercise and Sports Science will convene to address the given issue. These individuals are responsible for taking action on any student who fails to meet all criteria for advancement and retention in CUI’s AT program as outlined in the Athletic Training Student Handbook, the CUI Student Handbook, and the CUI Student Code of Conduct. Committee members will investigate the issue, consult with appropriate parties, allow the student to present information in their defense, and come to a reasonable conclusion and subsequent action in a timely manner.
All Athletic Training Students must sign agreements in reference to the technical standards of the program, acknowledgment of the CUI Athletic Training Student Handbook, and the Hepatitis B Vaccination Election Form.

All Athletic Training Students must maintain CPR/First Aid Certification (professional rescuer with AED training) for the duration of the program. This certification is also mandatory to complete the application process for the Board of Certification Examination.

All Athletic Training Students must present behavioral characteristics that are consistent with the student expectations of Concordia University Irvine and the CUI Student Code of Conduct.

DISCIPLINARY PROCESS

There are two primary purposes of the disciplinary process at Concordia University Irvine. The first is to ensure the safety of the University community and its members. The second is to promote the moral and ethical development and personal growth of each individual student. In addition to these, Concordia supports the laws of the state and nation, and in cases where a student is found in violation of the law, the University reserves the right to take disciplinary action. Collectively, these purposes are best achieved in a learning environment that carefully balances the importance of student rights with student responsibilities. Disciplinary regulations are set forth in writing in order to give students general notice of University policy regulating student conduct. These regulations should be interpreted broadly and are not designed to define misconduct in exhaustive terms. Though the University disciplinary process may, at times, work collaboratively with University Campus Safety or local law enforcement authorities, the University disciplinary system should not be understood as analogous to the justice system used by criminal and civil courts. The disciplinary system at Concordia University Irvine serves to promote the personal and spiritual growth of students while protecting the needs of the academic community. Disciplinary action at the University will normally proceed notwithstanding any civil or criminal proceedings. Policies and procedures, including appeal procedures, are detailed in the CUI Student Handbook or CUI Code of Student Conduct. CUI’s AT Program reserves the right to impose appropriate sanctions if the student is found in violation of academic misconduct.

Academic Misconduct (excerpted from CUI’s Student Code of Conduct 2016-17)
The AT Program takes academic misconduct very seriously. Breaches of these standards warrant academic and disciplinary consequences. Students who are accused of academic dishonesty are subject to the disciplinary processes as directed by CUI’s Student Code of Conduct. Academic misconduct includes, but is not limited to; plagiarism, misuse of sources, and cheating. Breaches of these standards warrant academic and disciplinary consequences.

- **Academic Dishonesty**: Academic dishonesty includes all forms of cheating on any course-related activity, including (but not limited to) tests, quizzes, and other assigned work, as well as all forms of plagiarism, misuse of internet resources, multiple submissions of student work, falsification and false statements, and unauthorized aid. Academic dishonesty may occur in courses offered by Concordia University, in courses
transferred into the University while the student is enrolled at Concordia University, or in other academic work done while the student is enrolled at Concordia University (e.g., the President’s Showcase of Academic Research); the provisions of this policy cover all such instances.

- **Plagiarism**: Plagiarism is the submission of material from one or more sources without citing those sources, or by citing sources inaccurately or incompletely. It may consist of direct quotation of sources (uncited, inaccurately or incompletely cited), or it may consist of indirect quotation (i.e., paraphrasing) or summarizing of such sources without proper attribution. Plagiarism may be unintentional or intentional. Both forms are serious academic violations.

- **Internet Plagiarism**: The Scott Foresman Handbook for Writers by M. Hairston, J Ruszkiewicz and C. Friend, has some specific advice for using the internet. The basic rules of scholastic honesty still apply in electronic environments. [Students] may not copy and paste information from a Web site, listserv, newsgroup, or other electronic source to [their] own project without fully documenting that material. Nor may [they] call it [their] own because [they] have altered it in some minor way. (748).

- **Multiple Submission**: Multiple submission is the submission of work a student has completed in one course to meet requirements in another course. Students must always obtain permission from their instructor before using work completed in one course to meet requirements in another.

- **Falsification**: Falsification is the submission of another student’s work as one’s own. The same applies to purchasing essays or other academic materials in order to submit them as one’s own work.

- **Unauthorized Aid**: Unauthorized aid is any type of assistance that is not permitted by the University or its faculty. Examples include (but are not limited to) receiving answers to a quiz or test from another student or some other source; having one student complete a homework assignment or sign a course attendance sheet on behalf of another; having one student take a quiz or test on behalf of another; aid issued by any University constituent (paid or unpaid by the University) which is unauthorized or which falsifies a student’s personal academic work. Students who are unsure whether a particular type of aid is authorized or unauthorized must consult their instructor in advance before attempting to give or receive such aid. The giving, receiving, and knowing toleration of unauthorized aid are all considered to be academic dishonesty, and students who commit any of the three are liable to the consequences of this policy and its attendant procedures. Any unauthorized aid which creates an academic exception to improve a grade, earn course credit, or meet an admission, financial aid, eligibility or graduation requirement is a form of academic dishonesty.

**Procedure**

Violations of legal, moral, or academic codes of conduct that are acted upon, are dealt with in a case by case basis. The program administration's response to such violations are to be appropriate in measure. The procedures that guide the administrative response to these violations are published in the CUI Student Code of Conduct (2016-17).
Probation & Dismissal
The AT Program has probation and dismissal policies that are separate from Concordia University Irvine’s student code of conduct. It is the student’s responsibility to become aware of all University rules, guidelines, directives and policies on student expectations and behavior. The Athletic Training Program is not obligated to retain any student who has been suspended or dismissed by the University. If a University rule has been broken, appropriate discipline will be at the discretion of the University. The Program in Athletic Training is not obligated to retain any student who has been placed on probation, suspended, or dismissed by the University.

Dismissal Policy
Upon review and recommendation of the AT Program Progression and Retention Committee, the Program Director may dismiss a student if any of the following occurs:

- The student fails a course that is required in the curriculum.
- The student receives two or more grades in required coursework that is below a “C”.
- The student receives a combined semester grade point average of 2.0 or less
- The student demonstrates a failure to comply to the rules and guidelines published in the Athletic Training Program Student Handbook, the Concordia University Irvine Student Handbook, or the CUI Student Code of Conduct (two or more documented violations)
- The student demonstrates behavior that is unbecoming to representative of the profession of athletic training or the behavioral codes of Concordia University Irvine.

Appeal/Grievance Policy and Procedures
The appeal and grievance policies and procedures are clearly outlined in the CUI Student Handbook. The CUI Student Code of Conduct is available at the following web link: [CUI Student Code of Conduct]. Any Athletic Training Student or applicant for admission to the Athletic Training Education Program who feels he or she has been treated unfairly should report the incident immediately. Reports, complaints, problems, and grievances should be reported to the Chair of the Exercise and Sports Science Division. Upon receipt of the complaint, the chair shall prepare a written summary of the reported complaint based on discussions with the complainant and the Director of the Athletic Training Education Program. The complainant and Program Director will be asked, but not required to initial that summary as means of verifying the facts. The Division Chair will then take the complaint summary to the Faculty members in the Exercise and Sports Science Division at the next available meeting. The complaint will be discussed and an action will then be voted on and implemented.

If the complainant is not satisfied with the action on the findings of the Department, he or she may appeal the decision to the Dean of Arts and Sciences. The Dean shall then meet with the Provost and a final action will be implemented.

Readmission to the Athletic Training Education Program
An Athletic Training Student who wishes to re-enter the Athletic Training Education Program following a period of inactive status (e.g., due to academic suspension, withdrawing from the University, etc.) should submit a formal letter to the Program Director requesting readmission to the program well in advance of the semester in which he/she wishes to enroll. The request for readmission will be considered with all other applicants, and admission to the program will be based on the same guidelines as a new applicant who is seeking enrollment. Applicants who
seek re-entry will have to contend for enrollment vacancies alongside all other applicants who are seeking admission to the Athletic Training Education Program.

HEALTH, SAFETY, PRIVACY AND LIABILITY

In accordance with the guidelines set forth by the CAATE, the NATA, the BOC, and the local state and federal laws that apply, Concordia University Irvine takes every measure to ensure the safety, privacy, and respect of the Athletic Training Student.

Technical Standards

The Americans with Disabilities Act of 1990 provides comprehensive civil rights protection to people with disabilities. The ADA “prohibits all programs or activities receiving federal financial assistance from discrimination against individuals with disabilities who are ‘otherwise qualified’ to participate in those programs”. The Athletic Training Program at Concordia University Irvine is a rigorous and intense program that places specific requirements and demands on students. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the physical, cognitive, and attitudinal abilities considered necessary for an entry level athletic trainer.

The AT Program at Concordia University Irvine places specific requirements that challenge the student intellectually, physically, and psychologically. The technical standards are set forth to establish the abilities that an athletic trainer must have to practice safely. They are described by the National Athletic Trainer's Association and meet the expectations of the program's accrediting agency (CAATE). The following abilities and expectations must be met by all students admitted to the ATEP. In the event that a student is unable to fulfill these technical standards, with or without reasonable accommodations, compliance with the programs technical standards does not guarantee a student’s eligibility for the BOC certification exam.

- **Observation:** The student must have the ability to use vision, hearing, and somatic sensations. A student must be able to participate in lectures and laboratory demonstrations. The student must be able to observe and palpate a patient accurately.

- **Communication:** The student must have the ability to communicate effectively and sensitively with patients and colleagues. This includes members of the health care and athletic communities as well as individuals from different cultural, social, and religious backgrounds. Students must be able to convey information effectively. Students must be able to read, understand, and speak the English language at a level consistent with competent professional practice.

- **Motor and Sensory Function:** The student must have sufficient postural and neuromuscular control, sensory function, and coordination to perform and elicit information from the patient examination. The student must be able to safely and efficiently use equipment and materials during the assessment, treatment and rehabilitation of patients. The student must perform appropriate skills requiring the coordination of both fine and gross motor muscular movements and equilibrium.

- **Intellectual Abilities:** The student must be able to measure, calculate, reason, analyze and integrate information in a timely fashion. The student must be able to formulate
assessment and therapeutic judgment, and be able to distinguish deviations from the norm.

**Behavioral and Social Attributes:** The student must have the capacity to maintain composure and continue to function well during periods of high stress. The student must have the flexibility and the ability to adjust to changing situations and uncertainty in clinical situations. The student must have the perseverance, diligence, and commitment to complete the Athletic Training Program as outlined and sequenced.

**Reasonable Accommodations:**
A student must demonstrate the above skills and abilities, but may do so with or without reasonable accommodations. Concordia University will provide reasonable accommodations to students to enable them to meet these technical standards.

Program Applicants will be required to verify that they understand and meet the above technical standards or that they believe that, with certain accommodations, they can meet these standards. All students will first be evaluated with regards to their academic and program qualifications and all students will be evaluated using a rating systems in the competitive admissions process. To promote fairness and equality, the program seeks to identify a suitable candidate before discussing anyone’s disability status. Once a determination is made that a candidate is otherwise qualified, discussions will begin regarding whether the Athletic Training Program can make reasonable accommodations to a student who has identified that they require accommodations. Compliance with the Program’s technical standards does not guarantee a student’s eligibility for the BOC© certification exam. Students with a concern, should contact the BOC© for the specific technical standards needed to take the certification examination (bocatc.org). Students seeking academic accommodations must provide medical documentation of their disability and comply with the procedures of Concordia University and the Disability and Learning Center (DLCR). Failure to give notice or provide detailed information to the DLCR, may result in your accommodations being delayed or your requests being denied. You may view the DLCR policies at the following: link.

**Health Standards and Policies**
Athletic Training Program students are required to complete a physical examination in light of the technical standards, which includes having immunizations reviewed by a physician or appropriate licensed medical professional (MD, DO, PA, or FNP). Students are required to submit a physical examination prior to beginning their clinical field experiences. Athletic Training Students are encouraged to obtain a Hepatitis B vaccine due to the inherent risk of exposure to blood and other bodily fluids. This series of three doses is available at most public health care facilities. Athletic Training Students are required to sign a vaccination declaration form (see Appendix B). All Athletic Training Students are trained annually in proper procedures for Bloodborne pathogens and must understand and sign the Communicable Disease and Bloodborne Pathogens Policy & Procedures (Appendix C).

**Safety and Security**
The Concordia University Irvine Campus Safety Dispatch can be reached by dialing 949-214-7233. Students should always be aware of their personal safety and security. Never study or sit alone in an unsecured area. The student should keep personal effects with them at all
times. If the student sees unfamiliar or suspicious persons, the student should not confront them personally, but should contact faculty or Safety and Security immediately.

**Alcohol and Recreational Drug Policies**
The CUI Student Handbook or CUI Code of Student Conduct provides clear rules regarding the use of alcohol and illegal substances. Concordia University Irvine will impose sanctions upon a student for conduct that violates a student code of conduct. In addition, any Athletic Training Student found to be under the influence of drugs and/or alcohol while performing duties (e.g., providing patient care, observing at a clinical site) in clinical field experiences will be immediately removed from the clinical rotation while the issue is evaluated by the program administration. If a University rule has been broken, appropriate discipline will be at the discretion of the University. The CUI Student Handbook or CUI Code of Student Conduct should be consulted for a complete list and explanation of University policies. The Athletic Training Program is not obligated to retain any student who has been placed on probation, suspended, or dismissed by the University and may include dismissal from the program. Students who are participating in a clinical rotation are required to abide by the policies of that location. Therefore, in some cases, an Athletic Training Student can be tested for illegal substances in the same manner as the staff or student-athletes are, and may be subject to additional sanctions.

**Sexual Misconduct Policies**
The University prohibits all forms of sexual misconduct. For the complete policy see the section on Sexual Misconduct/Title IX policy. Consensual sexual intimacy involving genital contact outside of marriage is prohibited. The Concordia community’s commitment to the authority of Scripture leads us to believe that a sexual relationship is to be understood and experienced within the context of that mutually acknowledged commitment to lifelong union known as marriage and that marriage is the lifelong union of one man and one woman.

**Sexual harassment is:**
- Unwelcome, sexual or gender-based verbal, written or physical conduct that is;
- Sufficiently severe, persistent or pervasive that it;
- Has the effect of unreasonably interfering with, denying or limiting employment opportunities or the ability to participate in or benefit from the University’s educational, social and/or residential program, and is based on real or reasonably perceived power differentials (quid pro quo), the creation of a hostile environment or retaliation.

**Non-consensual intercourse is defined as:**
- Any sexual penetration or intercourse (anal, oral or vaginal);
- However slight;
- With any object;
- By a person upon another person;
- That is without consent and/or by force.

Note: “Sexual penetration” includes vaginal or anal penetration by a penis, tongue, finger or object, or oral copulation by mouth to genital contact or genital to mouth contact.

**Non-consensual sexual contact is:**
- Any intentional sexual touching;
However slight;
- With any object;
- By a person upon another person;
- That is without consent and/or by force.

Note: “Sexual touching” includes any bodily contact with the breasts, groin, genitals, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.

**Sexual Exploitation:** Sexual Exploitation refers to a situation in which a person takes or attempts to take non-consensual or abusive sexual advantage of another, and situations in which the conduct does not fall within the definitions of Sexual Harassment, Non-Consensual Sexual Intercourse or Non-Consensual Sexual Contact. Examples of sexual exploitation include, but are not limited to:

- Sexual voyeurism (such as watching a person undressing, using the bathroom or engaged in sexual acts without the consent of the person observed).
- Taking pictures, video or audio recording another in a sexual act, or in any other private activity without the consent of all involved in the activity, or exceeding the boundaries of consent (such as allowing another person to hide in a closet and observe sexual activity, or disseminating sexual pictures without the photographed person’s consent).
- Prostitution.
- Engaging in sexual activity with another person while knowingly infected with human immunodeficiency virus (HIV) or other sexually transmitted disease (STD) and without informing the other person of the infection.
- Administering alcohol or drugs (such as “date rape” drugs) to another person without his or her knowledge or consent.

**Dating or Domestic Violence, and Stalking**

- Dating violence is defined as violence committed by an individual who is or has been in a social relationship of a romantic or intimate nature with the victim. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
- Domestic violence is abuse committed against an adult, or minor, who is a spouse, former spouse, cohabitant, former cohabitant, or person with whom the individual has a child, or is having or has had a dating or engagement relationship.
- Stalking is harassing or threatening another person to the point where that individual fears for his/her safety, safety of his/her family, or suffers substantial emotional distress. Stalking can occur in various forms including, but not limited to, in person and via electronic means (cyberstalking) and is characterized by more than one incident of the behavior described above.

**Statement on Consent**

Consent is affirmative, knowing, voluntary and clear permission by word or action, to engage in mutually agreed upon sexual activity. Since individuals may experience the same interaction in different ways, it is the responsibility of each party to make certain that the other has consented before engaging in each stage of the activity. For consent to
be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct.

A person cannot consent if he or she is unable to understand what is happening or is disoriented, helpless, asleep, or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know that the other person is physically or mentally incapacitated, has violated this policy. It is not an excuse that the individual respondent of sexual misconduct was intoxicated and, therefore, did not realize the incapacity of the other. Incapacitation is defined as a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the “who, what, when, where, why or how” of their sexual interaction). This policy also covers a person whose incapacity results from consumption of alcohol, mental disability, involuntary physical restraint, and/or from the taking of incapacitating drugs. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). It is the responsibility of each person to obtain affirmative consent for each act of sexual contact. A current or previous dating relationship is not sufficient to constitute consent. The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred and any similar previous patterns that may be evidenced. Silence or the absence of resistance alone is not consent. A person can withdraw consent at any time during sexual activity by expressing in words or actions that he or she no longer wants the act to continue and, if that happens, the other person must stop immediately. A minor below the age of consent according to state law cannot consent to sexual activity. This means that sexual contact by an adult with a person below the age of consent is a crime as well as a violation of this policy, even if the minor appeared to have wanted to engage in the act.

Consensual sexual intimacy involving genital contact outside of marriage is prohibited. The Concordia community’s commitment to the authority of Scripture leads us to believe that a sexual relationship is to be understood and experienced within the context of that mutually acknowledged commitment to lifelong union known as marriage and that marriage is the lifelong union of one man and one woman.

**Reporting**

The University will investigate any and all reports of alleged violations of the Student Code of Conduct or any University policy. The University is required to report all allegations of sexual assault, violent crimes, and hate crimes to local law enforcement. However, under state law, the complainant may request that the report not identify the complainant or respondent. For the full directive on reporting issues of CUI student conduct, please refer to the CUI Student Code of Conduct, on page 28 under “Procedures”.

**Privacy and Confidentiality Policy**

The Health Insurance Portability and Accountability Act (HIPAA) was enacted in 1996 to address the privacy and security of patients’ medical records. Simply put, no one should have access to a patient’s medical records unless the patient has given permission for that individual or agency to view them. This not only applies to physician offices but to athletic training and clinic facilities. Any record of injury, illness, treatment and/or rehabilitation should not be
visible to other athletes/patients and should not be shared with anyone unless the athlete/patient has given written permission to do so. You should ask about the HIPAA compliance forms that are used at the facility to which you are assigned.

Several laws require the AT Program and its clinical rotation affiliates to protect the confidentiality of health information and other confidential information pertaining to its patients and student-athletes. Examples of these laws include the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). Any medical or other private information gained by an Athletic Training Student must be kept confidential in accordance with professional ethics, accreditation standards and legal requirements.

Details on HIPAA and what is considered protected information can be found at the link below. [HIPAA](#)

Details on FERPA and what is considered protected information can be found at the link below. [FERPA](#)

The preceptor at the clinical rotation assignment will review specific privacy standards, and the student may be expected to sign a confidentiality statement. Students are required to understand and sign the Privacy and Confidentiality Policy (Appendix D). Failure to uphold these privacy and confidentiality policies may result in discipline by the AT Program, Concordia University Irvine, and the state/federal government.

**Social Networking Policy**

Concordia University Irvine Athletic Training Students are required to sign acknowledgments of federal laws protecting the privacy of student-athlete medical records (HIPAA) and student’s academic records (FERPA). CUI expects all students to adhere to all federal laws and guidelines designed to protect the privacy of each and every student. In the classroom and in clinical field experiences, Athletic Training Students are exposed to a wide range of protected information regarding the student-athlete and pertinent HIPAA/FERPA guidelines. Students should not post any information, language or photos on a social networking site that would reveal patient information or which may tarnish the reputation of Concordia University Irvine, CUI athletics, CUI Athletic Training Program, or its faculty, staff, preceptors, students and/or student-athletes. Students should understand that anything posted online could become publicly visible and unretreactable. In many cases, text or photos placed online becomes the property of the site or sites in which they are posted. Also, students should keep in mind that many social media websites are regularly monitored by potential employers, internship supervisors, graduate programs and scholarship committees as a way of screening applicants. Please use restraint in what you post so you may maintain the privacy and dignity of any others who may be involved.

**Student Liability Insurance**

It is a requirement of all Athletic Training Students accepted into the Athletic Training Education Program to purchase professional liability insurance upon being admitted to the program. The cost of purchasing liability insurance is the student’s responsibility. The insurance will cover the ATS for all supervised activities related to his/her athletic training education. The student may purchase liability insurance through HPSO or the NATA. If the student is covered by any other
plan, it must be approved by the ATEP Program Director. HPSO can be purchased online at [http://www.hpso.com](http://www.hpso.com). A sample policy is attached as **Appendix E**.

### Direct Supervision Policy

All Athletic Training Students working at an approved clinical education site must be under direct supervision of a qualified preceptor according to the CAATE Standards. Direct supervision is defined as “constant visual and auditory interaction between the student and the preceptor”. Therefore, students cannot be assigned to provide medical care at practices, games and/or other athletic activities without proper supervision. If a student believes that he or she is not being properly supervised according to this policy, they must notify the Coordinator of Clinical Education. Further information on these standards can be found at [http://caate.net](http://caate.net). An ATS that has been officially admitted to the ATEP, and engages in clinical field experiences as assigned by the Program Director must be under the direct supervision and instruction of a clinical instructor at all times. This requires the clinical instructor to be physically present (auditory and visual communication) with the capacity to intervene on behalf of the student in all clinical situations, which includes but is not limited to the following: practices, competitions, and direct patient contact. The lack of direct supervision will not be tolerated by the program and reassignment of the ATS to another clinical rotation may be necessary if direct supervision cannot be maintained and ensured. In the event that direct supervision is not maintained for any period of time, the student is no longer permitted to function as an “Athletic Training Student”.

### Transportation Policy

In clinical education, which involves multiple affiliated clinical sites for field experiences to occur, it is sometimes necessary for the student to attend classes and clinical affiliations outside of Concordia University Irvine’s main campus. In all cases, it is the student’s responsibility to arrange transportation, and assume the cost and time associated with travel. Example travel costs include gas, tolls, and vehicle maintenance. Students are NOT permitted to provide patients with transportation to medical appointments. Students who choose to attend patient medical appointments by driving themselves or riding with another, do so at their own risk. Students may be invited to travel with teams. In these cases, liability rests with the organization traveling and not with the AT Program. The program does not require travel. It is considered an extra benefit to the student and the host organization, which is extended by the practicum site.

### Equipment Safety Policy

All therapeutic modalities in the Athletic Training Laboratory and at all clinical affiliation sites will be calibrated and safety checked on an annual basis. Proof of calibration and electrical grounding/safety checks of equipment will be kept in the AT Program Director and Clinical Education Coordinator’s offices respectively. Students are not permitted to use therapeutic modalities unless they have been trained to do so.

### ADMINISTRATION: POLICIES, PROCEDURES, AND COMPLIANCE

#### Student Files

The student records, pertaining to the AT Program, will be maintained and stored in a locked filing cabinet in the Program Director’s office and the Clinical Education Coordinator’s office.
Academic records will be stored in the Registrar’s Office. Records pertaining to the AT Program will include but are not limited to:

- Official letter of acceptance
- Program application forms
- Transcripts/audits
- Letters of recommendation
- Test scores (GRE)
- Interview score/results
- Student clinical performance evaluations (Affective)
- Clinical Competency evaluations (Cognitive and psychomotor)
- Exit interview form
- Exit examination
- BOC practice test documentation
- Student progress forms
- Absence documentation
- Student health information
- Advising forms and notes

**Preceptor Files/Clinical Site Files**

The student records, pertaining to the AT Program, will be maintained and stored in a locked filing cabinet in the Program Director’s office and the Clinical Education Coordinator’s office. Preceptor files and clinical site files will be stored in the Registrar’s Office. Records pertaining to the Program will include but are not limited to:

- Resume'/curriculum vita
- CAATE Form A-1
- NATA card
- BOC card with date of certification
- Copy of state licensure
- Preceptor evaluations
- Clinical site evaluations
- Verification of equipment/electrical safety checks
- Site/venue emergency action plan
- Facility accreditation (if accredited)

**Expenses**

Current expenses for tuition fees, vehicle registration, health fee, and laboratory fees are listed in the Concordia University Irvine Graduate Catalog. Other expenses specific to the AT Program can include the following:

In accordance with the CAATE Standards for Accreditation, the additional fees listed below are disclosed. These fees will be applied upon acceptance and entrance into Concordia University Irvine’s Bachelor and Master of Science in Athletic Training Program.
Each Athletic Training Student will be billed a clinical laboratory fee of $50.00 per semester for each clinical courses. These fees are used to pay for the cost of teaching aids and expendable supplies.

Each Athletic Training Student will be billed an additional fee of $25.00 per year for liability insurance.

Each Athletic Training Student will be required to invest in professional attire in order to meet the standards of professional practice in clinical education field experiences.

Each Athletic Training Student will be subject to drug screening and a criminal background check before beginning their clinical field experiences. Upon completion of all admission requirements, the applicant will be notified by the graduate admission office regarding program acceptance.

Books (variable)

Students are required to join professional organizations (NATA - $60.00 per year) by their final year in the curriculum.

Registration to conferences (optional)

Certification in CPR, First Aid, and AED ($35-$50)

Transportation to clinical facilities (variable, but can be significant). The AT Program attempts to keep students local for at least one semester each year.

Board of Certification (BOC ®) Application Fee - $35 (if NATA member) Exam Fee - $300 (last semester only)

**Outside Employment Policy**

CUI’s AT Program is rigorous and time demanding. AT students are challenged in their ability to manage time in balancing the rigors of the academic demands of the curriculum coupled with a minimum of 900 hours of supervised clinical field experiences for the BSAT program and 800 hours for the MSAT program. Failure to meet the minimum required hours will result in an incomplete grade for each clinical sequence. Athletic Training Students will not use work as an excuse for failure to meet the minimum clinical requirements of the program. Outside employment is very difficult to manage with the demands and requirements of the AT Program. If a student must be employed, they should maintain excellent communication with their preceptor and the Clinical Education Coordinator.

**Monetary Remuneration Policy**

Students may not receive any monetary remuneration during their educational experiences. Travel stipends, scholarships, clothing, and meal payments are acceptable. It is a conflict of interests for a student who may be employed at a licensed medical facility (e.g., a physical therapy clinic) to log clinical hours and internship documentation at the place of employment.

**Sports Participation Policy**

Concordia University student-athletes (SA) will be granted permission to participate in the AT Program with the same requirements as all other AT Program students. The SA must realize that extra effort is necessary on their part to complete the required athletic training experience hours associated with each clinical course. This may include completing clinical hours during double day practice schedules, and during University holidays. Sports participation can at times conflict with AT Program requirements. Sports participation is very difficult to manage with the demands
and requirements of the AT Program. Students who wish to enter the AT Program and remain on their sports team need to schedule an appointment with the Program Director, Clinical Education Coordinator, and their sport coach to determine the feasibility of such a request. In many cases, sports participation will require an adjustment of the Athletic Training Student’s clinical schedule and may delay graduation.

**Classroom – Dress Code Policy**
For guest lectures and student presentations, students may be asked to dress in professional attire for selected announced presentations. In most cases, professional attire means wearing a collared shirt and khaki pants or black pants. For laboratory settings, student attire must allow complete exposure of the body part being taught. Laboratory dress consists of elastic shorts of sufficient length to protect modesty, short sleeve tee shirt or tank top, and tennis shoes. Students should consider that they will often be in athletic positions (e.g., stretching and squatting) and that what may be considered modest in one position may not be modest in another position. Females may be asked to attend selected laboratory sessions in a sports bra or a bathing suit top and shorts. Males may be asked to take off their shirt for selected laboratory sessions. Professional conduct will strictly be adhered to with no exceptions.

**Class Attendance Policy**
Class attendance is regarded as an obligation as well as a privilege. Absences seriously disrupt a student's progress of knowledge throughout the prescribed coursework, and will diminish the quality of class interaction. Although an occasional absence may be unavoidable, it will not excuse a student from meeting the requirements of the course. Students are responsible for completing all coursework missed due to absences, as well as completing all coursework that may be assigned on the days of absence in a timely manner that is deemed reasonable and prudent.

**Excused Absences.** Students will be excused from class if they have been delayed by reason of circumstances beyond their control or if they have been required to attend an activity sponsored by the University. Faculty and staff members who sponsor activities that require class absences must send a list of student names to the class instructor to authorize such absences.

**Unexcused Absences.** Permission will not be granted to miss classes and/or examinations in order to attend functions not sponsored by Concordia University Irvine. More than three (3) unexcused absences will result in the reduction of one letter grade from your total accumulated grade following course completion. Three tardies (1-5 minutes late) will result in one unexcused absence. If you are more than five minutes late for class, you will be recorded as absent.

Class attendance is mandatory, unless otherwise specified by the instructor. If a student needs to be absent from class, the student must notify the instructor prior to the start of class and/or must consult with the instructor immediately upon return. The student is responsible for arranging with the instructor the necessary make-up work and/or securing class notes from other classmates. Class attendance may be factored into a student’s grade at the instructor’s discretion. A student may have excessive absences due to foreseen or unforeseen events. If a student has excessive absences in a semester, the student may be requested, at the option of the Program Director, to take a leave of absence from the program. The student would then have to wait one year and rejoin the program at the appropriate position in the curriculum.
Missed Examinations
Students are expected to take all examinations at the scheduled time and place. If a student misses an examination due to illness, a note from a physician is required. An unexcused absence from an examination may not be made up.

Tardiness and Preparedness
Athletic Training Students are expected to be on time for all classes, laboratory sessions, exams, and clinical requirements. Punctuality reflects on the seriousness of the student and is a direct reflection of the student’s professionalism. The Athletic Training Student may be graded on punctuality.

Athletic Training Students are expected to come prepared with the materials necessary for all classes, laboratory sessions, exams, and clinical requirements.

Classroom and Laboratory Use Policies
Students in the AT Program are able to utilize the AT laboratory for academic purposes when there is not a scheduled activity. Athletic Training Students should also review the room class schedule posted on the door to ensure they will not be there while there is a class in progress.

AT Program students are provided with a door access code. This code is for AT Program students only and should not be given to anyone who is not associated with the program. There are no exceptions. Students are expected to keep the room clean and organized at all times. Students are not permitted to use equipment in the room unless they are engaged in academic activity (study or skills practice).

Graduation Requirements
In order to graduate from the Concordia University Irvine Athletic Training Education Program, the following requirements must be met:

- Complete all athletic training major requirements
- Complete all athletic training major course work
- Maintain a cumulative GPA of 3.0
- Complete all clinical education requirements
- Complete all hours required for each clinical coursework class
- Complete equipment intensive rotation and allied health rotation
- Complete all clinical education competencies, which demonstrates the ability to perform as an entry-level athletic trainer
- Complete all other University requirements for graduation

CLINICAL EDUCATION POLICIES AND PROCEDURES

Student Responsibilities
Before each semester, every student will be assigned a clinical affiliation destination. It is the student’s responsibility to get in contact with the supervising clinical instructor to secure the following information:

- Start date
- Normal athletic training room hours of operation
It is the responsibility of the student and preceptor to review Athletic Training Student responsibilities at the start of the clinical rotation. Students should be made aware of any rule, regulation, and/or responsibility that is different from what is stated in this Student Handbook.

Clinical Attendance Policy
Athletic Training Students are expected to be in attendance at every assigned clinical site function unless the Clinical Education Coordinator and/or the preceptor excuse the student. The student will follow facility procedures to notify the preceptor of an impending absence. All modifications of standard athletic training hours need to be approved by the Clinical Education Coordinator. Clinical site experience activities take precedence over any and all personal employment, club, intramural/recreation, and/or personal activities but they do not supersede classroom attendance. In many cases, practicum course assignments require attendance at the clinical site during times that are outside of the CUI academic calendar. In other words, most students, depending on clinical assignment, could be required to participate in a clinical assignment for several weeks before the semester officially begins, during official university breaks and holidays, weekends, early and late hours, and/or after a semester has officially concluded. It is important to recognize that one of the strengths of the program lies in the experiences gained from real-world exposure. In addition, the preceptor dedicates a great amount of time to the education of our students, and they deserve to be assigned a reliable and responsible student who values the experience they are gaining from their placement. The program feels that a balance can be reached between creating a reasonable schedule for Athletic Training Students and exposure to critical experiences. This balance can be found using good communication between the student, the preceptor, and the Clinical Education Coordinator. The three parties will work together to ensure that the schedule is reasonable for all parties and presents a learning opportunity for the student. Assignments to practicum sites are made by the Clinical Education Coordinator well in advance. Students have ample time to plan on meeting the time requirements set by their practicum preceptor. Students entering the program should not schedule themselves to be gone from the CUI area during any school breaks until they consult with the Clinical Education Coordinator regarding their requirements. Failure to meet the expectations set forth by the clinical assignment will result in disciplinary action by the AT Program.

Practicum Workload and Schedule Policies
Students must complete a minimum of 900 hours for the BSAT program and a minimum for 800 hours for the MSAT program prior to completion of the Athletic Training Education
Program. This time requirement is divided according to the student’s clinical education level in the program:

- MSAT Clinicals I, II, III, and IV require the minimum of 200 hours of clinical field experiences per semester.

**Documentation Policy**
Athletic Training Students are obligated to have all clinical hours documented, signed by their preceptors, and submitted to the Coordinator of Clinical Education. Under no circumstance will forgery or falsification of clinical timesheets be tolerated. Any student who is found to falsify a document that requires signature authority for validation will be expelled from the clinical course and receive a failing grade.

**Recording clinical hours:**
Students should average 10-20 hours per week during each clinical rotation. A minimum of 10 hours/week (the only exceptions to this rule are Fall Break, Thanksgiving Break, Spring Break, and Finals Week) is required.

Students who average less than the 10 required hours/week will be deemed as not participating fully in the clinical assignment. Students who do not participate fully in their practicum assignment will not receive partial credit, and will fail that portion of the practicum grade. Students are expected to maintain weekly hours throughout the entire semester, even if their overall hour requirement has been fulfilled prior to the end of the semester.

Preceptors are expected to schedule students during times when learning is most likely to occur. Schedules should be made 1-2 weeks in advance in anticipation of the schedule at the practicum site. Preceptors are required to allow for at least one unscheduled day each (7 day) week. Students are expected to maintain communication with their preceptor and Clinical Education Coordinator to ensure that the hour requirements are met. Students may participate in their clinical rotation in excess of the scheduled hours; however, it must be with the understanding that they are not required to be there. Under no circumstances will a penalty be applied to a student who does not participate in excess of scheduled hours. Under no circumstances should students be scheduled for hours that violate the AT Program policy on direct supervision.

**Personal Relationships Policies**
It is strongly recommended that Athletic Training Students not engage in romantic or intensely personal (e.g., close friends, business partners) relationships with student-athletes, patients, faculty, preceptors, or other clinical placement staff. Any Athletic Training Student who is involved in a prior or new romantic or intensely personal relationship with anyone defined above must proactively inform the Program Director or Clinical Education Coordinator. The student will be assigned to another clinical site to protect the integrity of all parties and maintain the educational environment.

In addition, students engaged in romantic or intensely personal relationships with other AT Program students must proactively inform the Program Director or Clinical Education Coordinator. The Clinical Education Coordinator will consider whether adjustments to current or
future clinical sites are necessary in order to protect the integrity of all parties and maintain the educational environment.

Students should refrain from discussing their personal lives with patients. This is especially important in the case of patients who are minors. It is inappropriate to discuss mature subject matter of a personal nature with minors. The policies above are program specific and based on the idea that a relationship with a healthcare provider must be founded on trust and mutual respect. Personal relationships like these are damaging to the learning experience and undermine the trust between patient and healthcare provider. Students who do not inform the AT Program of such a relationship will be dismissed from their clinical rotation and sanctions regarding inappropriate professional behavior will be considered. Further action, including probation or dismissal, will be at the discretion of the Program Director and Coordinator of Clinical Education.

**Formal Instruction Policy**

Students may not be assigned any task or responsibility which has not been formally addressed in the classroom or through instruction by a preceptor. For example, students should not be performing therapeutic interventions by direction of supervised autonomy until they have completed appropriated coursework (e.g., Therapeutic Modalities, Therapeutic Exercise, etc.). If instruction is given and understanding is assessed by the preceptor, a student who has not completed this course may perform the treatment, provided that the preceptor has initiated the treatment policies/procedures with the patient (including assessment of contraindications/precautions) and set the parameters.

**Program Clinical Expectations**

The Athletic Training Student is chosen on quality of character and performance. Each student will be held to a high standard and expected to perform honorably and exceptionally, both in the classroom and the clinical setting. During clinical rotations, the ATS will be learning from and functioning alongside health care professionals, therefore students are expected to act, dress and carry themselves in a professional manner.

Time spent in the athletic training clinic is viewed as an enriching education experience. While we do not view our students as part of the “clinical staff”, due to the nature of clinical rotations, the student’s clinical experience schedules will coincide with that of the professional athletic trainer. These schedules do not follow traditional University schedules and will often require that a student be present in the clinic on weekends or holidays, when the University would otherwise be closed. All students must also adhere to the NATA Code of Ethics. As a student of Concordia University, the ATS is also required to uphold the mission of the University and pursue learning, service, and leadership.

- ATS must follow the policies and procedures of the affiliate clinical sites.
ATS must request time off at least 24 hours in advance. If time off is greater than one week, written request and approval must be given by the Program Director.

ATS must follow hour policies for clinical experiences. Each level has a specified number of hours that must be completed within the semester of 15 weeks.

ATS will be required to commit to time outside of the normal undergraduate academic calendar such as August, December and May.

ATS must dress according to the Concordia University ATEP Policy and Procedure Handbook. This dress will be followed at affiliate sites unless given a specific dress code.

ATS must maintain patient confidentiality and athlete privacy policy.

### Clinical Rotation Policies

- ATS’s are required to complete each clinical rotation as assigned.
- ATS’s must communicate with the Program Director regarding any decision that may affect the completion of their clinical rotation.
- ATS’s must notify and receive approval from the Program Director prior to participating in additional clinical experiences outside the current clinical rotation.
- ATS’s must be under the direct supervision and instruction of a preceptor during all clinical education experiences. Unsupervised hours will not count toward requirements.
- ATS are required to receive a minimum collective score of 70% on each student clinical performance evaluation. Students who fail to do so may be placed on performance review and probationary status in the program. Failure to demonstrate the minimum acceptable performance standards may result in program removal.
- Each student clinical performance evaluation must be completed by the assigned preceptor, and 85% of all clinical hours per assignment must be performed with your assigned preceptor. The assigned preceptor will conduct your student clinical performance evaluation, which makes up 33% of your clinical grade.

### Dress Code Policy

Students are expected to dress professionally at clinical rotation assignments. Students are expected to adhere to the dress code standards of their assigned practicum. Some locations may have very strict regulations regarding jewelry, hair length and color, tattoos, and logo restrictions. Failure to abide by these codes may result in reassignment to a different clinical location. At all clinical locations, shorts should be sufficient length to protect modesty. The clinical rotation site may issue uniforms. Sneakers should be worn. Under no circumstances should the following be worn: other university clothing, clothing advertising alcohol and/or drugs, cut-offs, open-toed shoes and excessively tight/revealing and/or torn/ripped clothing. Athletic Training Students should cover any exposed tattoos and remove any obvious body piercings (other than earrings).

### ATS Dress Code

- CUI Athletic Training t-shirts or polo’s are required while working in the athletic training clinic or with your assigned clinical rotation.
- All collared shirts must be tucked in unless they are too short to do so. T-shirts must be tucked in if they are baggy or loose fitting.
The midsection must be covered at all times. If you are wearing a shirt that can potentially show your midsection during certain movements, then you must wear an undershirt.

Shorts and pants must be khaki or black, jeans of any color are not acceptable. Belts are also required.

Sweatshirts need to be CUI or plain

Closed toed shoes need to be worn. Shoes should be practical for the athletic training environment.

Hats must have the CUI logo, not worn backwards, and only worn for outdoor sports.

Hair should be clean and neatly trimmed/kept, and of appropriate color.

Facial hair should be clean shaven and neatly bearded

Student may be asked to purchase shirts or other garments for use as a “uniform”

Preceptors may send ATSs home to change clothes if these conditions are not met. Student then must return promptly with appropriate attire.

Jewelry must be kept to a minimum at all times and not present a danger or distraction during your clinical assignment

Tattoos must be covered by clothing during clinical hours

Sunglasses may be worn for outdoor assignments only

Game Day Attire

- Dress should reflect the sport and setting
- Ironed khakis or dress slacks are appropriate for indoor sports. Khakis or dress shorts are appropriate for outdoor sports.
- Pants should be of regular length
- Sweat pants and wind pants are not encouraged for any sporting event except for inclement weather
- Prepare for any type of weather
- Wear official CUI athletic training polo (no t-shirts for games)
- For indoor events, MEN may wear a dress shirt and slacks as an alternative to the polo
- For indoor events, WOMEN may wear a dress slacks, modest blouse and flat dress shoes

PROGRAM ASSESSMENT – STUDENT LEARNING

Curriculum Coursework – Didactic (Cognitive)

The current curriculum map and catalog descriptions of the BSAT/MSAT are enclosed in Appendix E.

Curriculum Coursework – Clinical (Cognitive and Psychomotor)

The process by which professional knowledge and skills are learned, integrated and evaluated. The process involves initial formal instruction and evaluation of knowledge and skills as defined by the NATA educational competencies, followed by a time of sufficient length to allow for practice and integration of discrete knowledge and skills into a demonstration of comprehensive clinic (actual or simulated) proficiency. (CAATE 2012). The plan for clinical competency and proficiency learning over time will occur throughout both the didactic and clinical education.
Clinical education competencies will be introduced, integrated, and evaluated in the following manner:

1. Presentation through didactic instruction in the classroom and laboratory setting. Competencies can also be formally introduced through the following:
   a. Weekly clinical class meetings: Clinical coursework classes are held one day per week. Attendance of clinical class is mandatory. This time will be dedicated to the introduction, demonstration, and explanation of new competencies. Evaluation of competencies may be done through practical examinations during class time and preceptors. Topics evaluated in the clinical courses are taught didactically in previous semesters. See graduation plan for course sequence.
   b. Monthly AT seminars: Monthly seminars will be held for the purpose of educating the Athletic Training Students on certain designated topics of interest. This time will be dedicated to formal learning through allied health and medical doctor presentations. Competencies may be introduced, demonstrated, and explained by guest speakers during seminar meetings.
   c. Introduction of educational competencies is documented through the AT Program competency listed in each course syllabus. Students have access to competencies on Blackboard via the AT Program portfolio.

2. Athletic Training Students are encouraged to integrate and practice clinical education competencies taught in clinical courses on other student-athletes and peers under the direct supervision of a preceptor. This is an opportunity for preceptors to observe ATS performance and provide feedback.

3. Evaluated by:
   a. Written exams
   b. Laboratory practical exams
   c. Competency assessments. All psychomotor and cognitive skills introduced in the classroom will be signed off as competent/proficient in the ATEP clinical courses and in the clinical setting under the direct supervision of the preceptor.

**Competency vs. Proficiency**
Competence will be accomplished when the student is able to demonstrate the skill accurately with minor verbal prompting. Proficiency is accomplished when the student is above average, performing the skill with no prompting or rehearsal, showing the ability to perform skills as an entry level athletic trainer. A sample of the module based competency assessment is attached as *Appendix D*.
Once the student enters into the final year and capstone level, the student will be presented with nine clinical integration proficiencies. These CIPs are designed to assess the students’ ability to integrate all of the cognitive, psychomotor, and behaviors objectives into an effective model of patient care. The Clinical Integration Proficiencies are attached as Appendix D.

Student Clinical Performance Evaluations
Each student is evaluated by his/her preceptor twice per semester at mid-term and final. These evaluations are designed to assess the student’s willingness to engage in clinical education and assess the behavioral attributes that are represented in the Foundational Behaviors of Professional Practice. These evaluations are performance driven, and constitute 1/3 of the student’s clinical course grade. The performance attributes that are assessed in the field include:

1) Respectful - Demonstrates respect for preceptor and adheres to established rules and guidelines
2) Professional - Dresses and acts professionally appropriate
3) Dependable - Is reliable and punctual
4) Rapport - Has good relationships with staff/team members
5) Inquisitive - Exhibits professional curiosity
6) Committed - Demonstrates a work ethic; willing to get involved
7) Attentive - Demonstrates attention to detail
8) Teachable - Accepts constructive criticism
9) Adaptive - Adapts to changing situations in the clinical environment
10) Confident - Exudes confidence in approach to practice
11) Holistic - Demonstrates a teamed approach to practice
12) Integrity - Takes responsibility for his/her actions and decisions
13) Conscientious - Adheres to ethical and legal practice standards
14) Assertive - Takes ownership and initiative in clinical assignments
15) Articulate - Communicates effectively

These evaluations are graded by your preceptor with the given rubric values:
Using the scale provided below, please rate the student's professional performance using the following criteria as demonstrated to you during this clinical rotation/field experience. (5) Superior - The student performs duties/exhibits qualities at a high level all of the time (4) Good - Above average; the student's performance exceeds an acceptable level the majority of the time, but not always (3) Competent - The student performs duties/exhibits qualities at an acceptable level (2) Marginal - Below average; the student performs duties/exhibits qualities below an acceptable level (1) Deficient - Well below average; the student rarely performs duties/exhibits qualities at an acceptable level (0) Insufficient Data - Not enough data to support evaluation. A sample student clinical performance evaluation is attached in Appendix F.
Students will in turn, have the requirement to evaluate their preceptors. This allows the students to give the program administration feedback on the strengths and weaknesses of their clinical field experiences. A sample preceptor evaluation is enclosed as Appendix G.

Skill Acquisition Policy
Students will be allowed to perform clinical skills on patients only after they have been formally instructed on the skill and formally assessed by their clinical course instructor or preceptor as being competent in that skill. Students who have not been formally instructed and assessed on a clinical skill are not allowed to perform these skills on patients in the clinical setting. Students not enrolled in the professional phase of the AT Program are not allowed to perform clinical skills on patients. The Program Director and Clinical Education Coordinator will be responsible for informing preceptors of the clinical skills each student can and cannot perform in regards to patient care.
APPENDIX A

Technical Standards
Concordia University Irvine Athletic Training Program

Technical Standards for Program Admission

The Athletic Training Program at Concordia University Irvine is a rigorous and intense program that places specific requirements and demands on students. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the physical, cognitive, and attitudinal abilities considered necessary for an entry-level athletic trainer.

The AT Program at Concordia University Irvine places specific requirements that challenge the student intellectually, physically, and psychologically. The technical standards are set forth to establish the abilities that an athletic trainer must have to practice safely. They are described by the National Athletic Trainer's Association and meet the expectations of the program's accrediting agency (CAATE). The following abilities and expectations must be met by all students admitted to the ATEP. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodations, compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

- **Observation:** The student must have the ability to use vision, hearing, and somatic sensations. A student must be able to participate in lectures and laboratory demonstrations. The student must be able to observe and palpate a patient accurately.

- **Communication:** The student must have the ability to communicate effectively and sensitively with patients and colleagues. This includes interactions with health care and athletic communities as well as individuals from different cultural, social, and religious backgrounds. Students must be able to convey information effectively. Students must be able to read, understand, and speak the English language at a level consistent with competent professional practice.

- **Motor and Sensory Function:** The student must have sufficient postural and neuromuscular control, sensory function, and coordination to perform and elicit information from the patient examination. The student must be able to safely and efficiently use equipment and materials during the assessment, treatment, and rehabilitation of patients. The student must perform appropriate skills requiring the coordination of both fine and gross motor, muscular movement, and equilibrium.

- **Intellectual Abilities:** The student must be able to measure, calculate, reason, analyze, and integrate information in a timely fashion. The student must be able to formulate assessment and therapeutic judgment and be able to distinguish deviations from the norm.

- **Behavioral and Social Attributes:** The student must have the capacity to maintain composure and continue to function well during periods of high stress. The student must have the flexibility and the ability to adjust to changing situations and uncertainty in clinical situations. The student must have the perseverance, diligence, and commitment to complete the athletic training program as outlined and sequenced.

**Reasonable Accommodations:** The Americans with Disabilities Act (ADA) of 1990 provides comprehensive civil rights protection to people with disabilities. The ADA "prohibits all programs or activities receiving federal financial assistance from discrimination against individuals with disabilities who are 'otherwise qualified' to participate in those programs". A student must demonstrate the above skills and abilities with or without reasonable accommodations. Concordia University will provide reasonable accommodations to provide those students the
opportunity to meet these technical standards. Program Applicants will be required to verify that they understand and meet the above technical standards or that they believe with certain accommodations, they can meet these standards. All students will be evaluated first with regard to their academic and program qualifications and all students will be evaluated using a rating system in the competitive admissions process. Compliance with the Program’s technical standards does not guarantee a student's eligibility for the BOC© certification exam. Students with a concern, should contact the BOC© for the specific technical standards needed to take the certification examination (bocatc.org). Students seeking academic accommodations must provide medical documentation of their disability and comply with the procedures of Concordia University and the Disability and Learning Resource Center (DLRC). Failure to give notice or provide detailed information to the DLRC may result in your accommodations being delayed or your requests being denied. You may view the DLRC policies at www.cui.edu/dlrc.

<table>
<thead>
<tr>
<th>I, ____________________________________________, have read and understand the technical standards set forth by Concordia University Irvine's Athletic Training Program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Signature</td>
</tr>
<tr>
<td>Program Director Signature</td>
</tr>
</tbody>
</table>

This document was reviewed, edited, and is approved by Terilyn Jackson Ed.D, Dean of Equity, Diversity and Inclusion and Director of the Disability and Learning Resource Center.

Date: 3/2/17  Initials
APPENDIX B

Vaccination Policy
Concordia University Irvine

HEPATITIS B VACCINATION ACCEPTANCE OR DECLINATION

I have attended a training session on bloodborne pathogens and have received information about the hepatitis B virus. I understand that in my clinical education field experiences there is a potential for bloodborne pathogen exposure, and that I could contract hepatitis B from such exposure.

I have received written educational material about hepatitis B and the vaccination and have been given the opportunity to ask questions related to each. I understand the risks and benefits of taking this vaccination series. I understand that I must have all three doses of vaccine to protect me from becoming infected should I be exposed to the hepatitis B virus.

I understand that, as with all medical treatment, there is no guarantee that I will become immune, that the vaccine will prevent me from developing hepatitis B, or that I will not experience an adverse effect from the vaccine. I understand that my decision to accept or decline the vaccination series will have no effect on my work or student status at Concordia University Irvine.

**ACCEPT:** I accept the opportunity to have the hepatitis B vaccination series.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed name</td>
<td></td>
</tr>
</tbody>
</table>

Witness signature and position

**DECLINE:** I decline the hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B. If I decide at a later date, while still attending Concordia University Irvine, to have the hepatitis B vaccination series.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed name</td>
<td></td>
</tr>
</tbody>
</table>

Witness signature and position

**I HAVE ALREADY BEEN VACCINATED for hepatitis B. I will provide written documentation verifying vaccination to the Athletic Training Program Directory and ESS liaison to the Safety Control Officer at Concordia University Irvine.**

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed name</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C
Communicable Disease and BBP Policies
Concordia University Irvine
Athletic Training Education Program
Communicable Disease Policy

The purpose of the Concordia University Irvine Athletic Training Program Communicable Disease Policy is to protect the health and safety of the students enrolled in the ATP. It is designed to provide Athletic Training Students (ATS), Preceptors and athletic training faculty with a plan to assist in the management of students with infectious diseases as defined by the Centers for Disease Control and Prevention (CDC). This policy was developed using the recommendations established by the CDC for health care workers (www.cdc.gov).

What are Communicable Diseases?
A communicable disease is a disease that can be transmitted from one person to another. There are four main types of transmission including direct physical contact, air (through a cough, sneeze, or other particle inhaled), a vehicle (ingested or injected), and a vector (via animals or insects).

Communicable Diseases Cited by the CDC:

<table>
<thead>
<tr>
<th>Bloodborne Pathogens</th>
<th>Conjunctivitis</th>
<th>Cytomegalovirus infections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diarrheal diseases</td>
<td>Diphtheria</td>
<td>Enteroviral infections</td>
</tr>
<tr>
<td>Hepatitis viruses</td>
<td>Herpes simplex</td>
<td>Human immunodeficiency virus (HIV)</td>
</tr>
<tr>
<td>Measles</td>
<td>Meningococcal infections</td>
<td>Mumps</td>
</tr>
<tr>
<td>Pediculosis</td>
<td>Pertussis</td>
<td>Rubella</td>
</tr>
<tr>
<td>Scabies</td>
<td>Streptococcal infection</td>
<td>Tuberculosis</td>
</tr>
<tr>
<td>Varicella</td>
<td>Zoster</td>
<td>Viral respiratory infections</td>
</tr>
</tbody>
</table>

Guidelines for Prevention of Exposure and Infection
1. ATS must successfully complete annual Bloodborne pathogen training.
2. ATS are required to use proper hand washing techniques and practice good hygiene at all times.
3. ATS are required to use Universal Precautions at all times when functioning as an ATS. This applies to all clinical sites.
4. ATS are not to provide patient care if they have active signs or symptoms of a communicable disease.

Guidelines for Managing Potential Infection
1. An ATS who has been exposed to a potential infection before, during, or after a clinical experience should report that exposure to his / her preceptor immediately.
2. Any ATS, who demonstrates signs or symptoms of infection or disease that may place him / her and/or his / her patients at risk, should report that potential infection or disease immediately to the Student Health Center.
3. The ATS is responsible for keeping the Clinical Coordinator informed of his / her conditions that require extended care and / or missed class / clinical time. ATS may be required to provide written documentation from a physician to return to class and / or clinical site.
4. If an ATS feels ill enough to miss ANY class that ATS should notify the appropriate instructor immediately.
5. If an ATS feels ill enough to miss ANY clinical experience that ATS should notify the Clinical Coordinator and Preceptor immediately.

By signing below, you indicate you understand and will abide by the Concordia University Irvine Athletic Training Education Program Communicable Disease Policy. Any breach of the Communicable Disease Policy will result in disciplinary action determined by the Concordia University Irvine Athletic Training Education Program Director.

Athletic Training Student Name (Print): ________________________________ Date: __________

Athletic Training Student Signature: ________________________________ Date: __________
Concordia University, Irvine
Athletic Training Education Program
Blood and Body Fluid Exposure Control Plan

It is a goal of Concordia University (CUI) to provide all staff, healthcare workers, including Athletic Training Students (ATSs), a safe work environment. The following guidelines have been established for the protection of the athletic training staff that may encounter potential risks of exposure to various blood and body fluid-borne pathogens (e.g., Hepatitis B and C, HIV). Exposures may occur through needle sticks or cuts from other sharp instruments contaminated with an infected patient's blood or through contact of the eye, nose, mouth, or skin with a patient's blood. All ATSs and others who may come in contact with blood-borne pathogens are required to know and follow universal precautions, as described by the Center for Disease Control and adopted by CUI.

**Prevention**

Many needle sticks and other cuts can be prevented by using safe techniques (e.g., not recapping needles by hand), disposing of used needles and scalpel blades in appropriate sharps disposal containers, and using medical devices with safety features designed to prevent injuries. Using appropriate barriers such as gloves, eye and face protection, or gowns when contact with blood and/or body fluid is expected can prevent many exposures to the eyes, nose, mouth, or skin.

**Policy**

The purpose of the Athletic Training Education Program’s blood and body fluid exposure plan is to establish roles, responsibilities, and consistent procedures for reporting, treating, and follow-up care for Concordia University’s Athletic Training Students accidentally exposed to the blood or other body fluids while performing patient care duties at their clinical rotations. This plan complies with guidelines established by the Occupational Safety & Health Administration (OSHA) and the Centers for Disease Control (CDC).

All ATSs must complete blood borne pathogen training before entry into the program and before participating in the clinical observation portion of the clinical education experience. Concordia University’s Athletic Training Students are trained annually regarding blood borne pathogens, Universal Precautions, and prevention of transmission. ATSs are required to complete a certification program that can be found at [http://www.freetrainingpower.com/](http://www.freetrainingpower.com/).

**Procedures:**

**Blood/Body Fluid Exposure Response**

1. If a blood/body fluid exposure occurs, the Athletic Training Student should do the following:
• Wash needle sticks and cuts with soap and water
• Flush splashes to the nose, mouth, or skin with water
• Irrigate eyes with clean water, saline, or sterile irrigates

2. The Athletic Training Student should promptly notify his/her CI of the exposure.

3. The CI should obtain a detailed history of the exposure and obtain the patient’s medical information, including blood borne pathogen status and possible health risk concerns involved with the exposure. He/she should then promptly notify the university’s Athletic Training Education Program Director.

4. The AT Program Director should instruct the ATS to report to Concordia University Student Health and contact the center to alert clinical staff that the student is being referred for an exposure evaluation. Additionally, the program director should provide pertinent medical information regarding the source patient to Student Health staff.

5. Concordia University’s student health staff will evaluate and fully document the incident per university protocol. Nursing staff will clean the wound/irrigate the affected site as appropriate and refer the ATS to a physician to initiate testing and/or appropriate post-exposure prophylaxis and treatment in accordance with current CDC guidelines.

Concordia University Student Health:
Staff will evaluate and fully document the incident per university protocol. Nursing staff will clean the wound/irrigate the affected site as appropriate and refer the ATS to a physician to initiate testing and/or appropriate post-exposure prophylaxis and treatment in accordance with current CDC guidelines.

Post-Exposure Care
1. All post-exposure testing and follow-up care is directed by a physician.

2. Post-exposure care should follow current CDC guidelines and varies per the involved pathogen, along with other factors (e.g., ATS’s Hepatitis B vaccine status).

3. During post-exposure care, the ATS should refrain from donating blood or sperm and should act appropriately to prevent transmission of blood/body fluid-borne pathogens.

By signing below, I acknowledge that I have read, understand, and agree to follow the above Blood and Body Fluid Exposure Control Plan.

ATS name: ____________________________
ATS Signature: _________________________ Date: ___________________
APPENDIX D

Sample Module Based Competency

Assessment
This athletic training student clinical evaluation tool is based on Concordia University Irvine’s Athletic Training Program mission statement and program outcomes. This tool is coordinated to the text “Assessing Clinical Proficiencies in Athletic Training – A Modular Approach”, 4th Edition (Kenneth Knight, 2010) which reflects the competencies listed in the National Athletic Trainers’ Association Athletic Training Educational Competencies (2012).

**Purpose.**
The purpose of this tool is to provide a mechanism for students and faculty to reflect on and evaluate the student’s competency of the assigned clinical proficiencies. This collaborative evaluation process is designed to be formative in nature, allowing for and reflecting growth through knowledge acquisition, experiential learning, and critical thinking. It also provides an opportunity for the student to think critically about his/her interventions, interactions, and interpersonal relationships. In this way, concepts, principles, theories, and skills, which are learned in the classroom, are further reinforced in the clinical education. This evaluation tool will be used by the student and faculty for each clinical course and will become a part of the student’s permanent record. Students will be evaluated on a progressively higher level from one clinical course to another.

**Grading.**
Each behavior will be graded as follows: Exceptional (E) – 5 points, Satisfactory (S) – 3-4 points, Needs Improvement (NI) – 1-2 points, Unsatisfactory (U) – 0 points. The athletic training student is required to achieve a minimal satisfactory mark in each of the behaviors which is required for passing the clinical component of each course. Two “Needs Improvement” marks on the same behavior will be entered into computation as one “Unsatisfactory”. If the student demonstrates more than three (3) “Unsatisfactory” marks in the same clinical semester, the athletic training student will fail the clinical component of the course. In discrepancies between student and faculty evaluation, the faculty evaluation will take precedence after the discrepancies have been fully discussed by the student and faculty. At the end of the demonstration, students and faculty will review the evaluation tool together to reflect on the athletic training student’s performance.

<table>
<thead>
<tr>
<th>Exceptional (E) 5 points</th>
<th>Above average in quality and ability. The student performs skills and presents knowledge and understanding of the subject content that is accurate and complete without prompting from the Approved Preceptor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory (S) 3-4 points</td>
<td>Defined as data that indicates safety, accuracy, and accountability in athlete/patient care. The athletic training student performs skills adequately and presents knowledge and understanding of the subject content that is complete and accurate, but requires some prompting during the evaluation process.</td>
</tr>
<tr>
<td>Needs improvement (NI) 1-2 points</td>
<td>A “Needs Improvement” mark indicates a beginning understanding of outcome criteria, but shows a need to make improvement before a satisfactory mark is earned. This mark indicates inconsistency in safety, accuracy, or accountability which does not jeopardize the athlete/patient. The athletic training student on evaluation demonstrates knowledge of the subject content that is incomplete but accurate. The athletic training student’s skill demonstrations require a marked improvement for that skill to be safe and functional in the field.</td>
</tr>
<tr>
<td>Unsatisfactory (U) 0 points</td>
<td>An “Unsatisfactory” mark indicates a lack of safety and/or accuracy and/or accountability. The athletic training student demonstrates a negligible knowledge base that lacks progressively higher independent and critical thinking and/or inconsistencies that would jeopardize the athlete or patient in the field. The athletic training student’s skill demonstrations are incomplete, inaccurate and would be deemed unsatisfactory in the professional arena of athletic training. The athletic training student requires frequent feedback and prompting from the approved Preceptor to complete the task.</td>
</tr>
</tbody>
</table>
## Preceptor evaluation of athletic training student

<table>
<thead>
<tr>
<th>Comp</th>
<th>Athletic Training Clinical VI – Module Q2</th>
<th>Date</th>
<th>Exc</th>
<th>Sat</th>
<th>NI</th>
<th>Unsat</th>
<th>PRECEPTOR</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2-1</td>
<td>Professional Roles and Settings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q2-2/3</td>
<td>Education Strategies and Current Issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q2-4/5</td>
<td>Athletic Trainer Scope of Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q2-6/7</td>
<td>Healthcare Communication and promotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scale:** Exc – 5 points  Sat - 3 points  NI – 1 point  Unsat – 0 points  Total:

## Student Self Evaluation

<table>
<thead>
<tr>
<th>Comp</th>
<th>Athletic Training Clinical VI – Modules Q2</th>
<th>Date</th>
<th>Exc</th>
<th>Sat</th>
<th>NI</th>
<th>Unsat</th>
<th>Student Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2-1</td>
<td>Professional Roles and Settings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q2-2/3</td>
<td>Education Strategies and Current Issues</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q2-4/5</td>
<td>Athletic Trainer Scope of Practice</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Q2-6/7</td>
<td>Healthcare Communication and promotion</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

## Evaluation Criteria

1. The athletic training student demonstrates a knowledge and comprehension of the different roles and profession setting in which certified athletic trainers are employed.
2. The athletic training student demonstrates a knowledge and comprehension of current issues in athletic training including insurance, PR, continuing education and workplace regulations.
3. The athletic training student demonstrates a knowledge and comprehension the scope of practice for the athletic trainer and other health care professionals.
4. The athletic training student demonstrates a clear understanding of the importance of communication amongst allied health care professionals and the promotion of the Athletic training profession.

## Overall Assessment – Preceptor Endorsement

*This student is competent to perform advanced skills under the condition of supervised autonomy in clinical field experiences.*

*This student is not competent in this module's content and can only perform clinical skills under close supervision until further evaluated.*

**Preceptor Comments:**

**Preceptor Signature**  **Date**

**Student Comments:**

**Student Signature**  **Date**
Student Name: _________________________________

Please mark the appropriate box indicating your rating of the ATS. Please rate the ATS according to the expectations of the grading rubric provided below. Please indicate if the proficiency was a "mock" situation.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Clinical Proficiency</th>
<th>Mock</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Behaviors or Professional Practice</td>
<td>Demonstrates the basic behaviors that permeate every aspect of professional practice and should be incorporated into instruction in every part of the educational program. The behaviors in this section comprise the application of the common values of the athletic training profession.</td>
<td>Y/N</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Maintain patient confidentiality while using standardized record-keeping methods</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Establish effective lines of communication with appropriate medical professionals</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Establish effective lines of communication with patient/athlete</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Demonstrate confidence appropriate to academic level</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Efficient in decision-making skills</td>
<td>N/A</td>
<td>0</td>
</tr>
</tbody>
</table>

Dates and Signatures

Preceptor Signature

ATS Signature
Administer testing procedures to obtain baseline data regarding a client’s/patient’s level of general health (including nutritional habits, physical activity status, and body composition). Use this data to design, implement, evaluate, and modify a program specific to the performance and health goals of the patient. This will include instructing the patient in the proper performance of the activities, recognizing the warning signs and symptoms of potential injuries and illnesses that may occur, and explaining the role of exercise in maintaining overall health and the prevention of diseases. Incorporate contemporary behavioral change theory when educating clients/patients and associated individuals to effect health-related change. Refer to other medical and health professionals when appropriate.

<table>
<thead>
<tr>
<th>Prevention and Health Promotion</th>
<th>CIP1.0</th>
<th>Y/N</th>
<th>N/A</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain patient confidentiality while using standardized record-keeping methods</td>
<td>N/A</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish effective lines of communication with appropriate medical professionals</td>
<td>N/A</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish effective lines of communication with patient/athlete</td>
<td>N/A</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate confidence appropriate to academic level</td>
<td>N/A</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efficient in decision-making skills</td>
<td>N/A</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date and Signatures

Preceptor Signature

ATS Signature

Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity.

<table>
<thead>
<tr>
<th>Prevention and Health Promotion</th>
<th>CIP2.0</th>
<th>Y/N</th>
<th>N/A</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
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Date and Signatures

Preceptor Signature

ATS Signature
### Prevention and Health Promotion

**CP-3.0**

Develop, implement, and monitor prevention strategies for at-risk individuals (e.g., persons with asthma or diabetes, persons with a previous history of heat illness, persons with sickle cell trait) and large groups to allow safe physical activity in a variety of conditions. This includes interpreting data related to potentially hazardous environmental conditions, monitoring body functions (e.g., blood glucose, peak expiratory flow, hydration status), and making the appropriate recommendations for individual safety and activity status.

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### Clinical Assessment and Diagnosis

**CIP 4.0**

Perform a comprehensive clinical examination of a patient with an upper extremity, lower extremity, head, neck, thorax, and/or spine injury or condition. This exam should incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential dx and/or dx, determine underlying impairments, and identify activity limitations and participation restrictions. Provide the appropriate initial care and establish overall treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.

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### Date and Signatures

**Preceptor Signature**

**ATS Signature**
### Psychsocial Strategies and Referral

#### CIP 7.0

Select and integrate appropriate psychosocial techniques into a patient’s treatment or rehabilitation program to enhance rehabilitation adherence, return to play, and overall outcomes. This includes, but is not limited to, verbal motivation, goal setting, imagery, pain management, self-talk, and/or relaxation.

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### Psychsocial Strategies and Referral

#### CIP 8.0

Demonstrate the ability to recognize and refer at-risk individuals and individuals with psychosocial disorders and/or mental health emergencies. As a member of the management team, develop an appropriate management plan (including recommendations for patient safety and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer’s role of informed patient advocate in a manner consistent with current practice guidelines.

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### Dates and Signatures

**Preceptor Signature**

**ATS Signature**
### Clinical Assessment and Diagnosis

#### CP 5.0

Perform a comprehensive clinical examination of a patient with a common illness/condition that includes appropriate clinical reasoning in the selection of assessment procedures and interpretation of history and physical examination findings in order to formulate a differential diagnosis and/or diagnosis. Based on the history, physical examination, and patient goals, implement the appropriate treatment strategy to include medications (with physician involvement as necessary). Determine whether patient referral is needed, and identify potential restrictions in activities and participation. Formulate and communicate the appropriate return to activity protocol.

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**Dates and Signatures**

**Preceptor Signature**

**ATS Signature**

### Clinical Assessment and Diagnosis

#### CP 6.0

Clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (eg, CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding).

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**Dates and Signatures**

**Preceptor Signature**

**ATS Signature**
Utilize documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members while using appropriate terminology and complying with statues that regulate privacy of medical records. This includes using a comprehensive patient-file management system (including diagnostic and procedural codes) for appropriate chart documentation, risk management, outcomes, and billing.

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***Please attach supporting documentation, including injury report, treatment plan, rehabilitation protocol, etc.

ATS Signature_________________________ PD Signature_________________________

Print Name_________________________ Date_________________________  
Print Name_________________________ Date_________________________
HEALTHCARE PROVIDERS SERVICE
ORGANIZATION PURCHASING GROUP

Certificate of Insurance

OCCURRENCE POLICY FORM

PRODUCER | BRANCH | PREFIX | POLICY NUMBER
--- | --- | --- | ---
018098 | 970 | HPG | 0619647372-8

Policy Period:
From 08/29/16 to 08/29/17 at 12:01 AM Standard Time

Program Administered by:
Healthcare Providers Service Organization
159 E. County Line Road
Hatboro, PA 19040-1218
1-800-982-9491
www.hpso.com

Insurance is provided by:
American Casualty Company of Reading, Pennsylvania
333 South Wabash Avenue Chicago, Illinois 60604

Named Insured

Student Name
Student Address
City State

Medical Specialty Code
Athletic Trainer Student

Professional Liability
$1,000,000 each claim $3,000,000 aggregate
Your professional liability limits shown above include the following:
• Good Samaritan Liability
• Malplacement Liability
• Personal Injury Liability
• Sexual Misconduct included in the PL Limit shown above subject to $25,000 aggregate sublimit

Coverage Extensions
Defendant Expense Benefit $ 1,000 per day limit $ 25,000 aggregate
Deposition Representation $ 10,000 per deposition $ 10,000 aggregate
Assault $ 25,000 per incident $ 25,000 aggregate

Includes Workplace Violence Counseling
First Aid $ 10,000 per incident $ 10,000 aggregate
Damage to Property of Others $ 10,000 per incident $ 10,000 aggregate
Information Privacy (HIPAA) Fines & Penalties $ 25,000 per incident $ 25,000 aggregate

Total: $20.00
Premium reflects student rate.

Policy Forms & Endorsements (Please see attached list for a general description of many common policy forms and endorsements)
G-121500-D G-121501-C1 GSL13424 GSL15563 GSL15564 GSL15565 GSL17101 CNA80052 CNA80051 G-123846-D04 GSL-6720

Chairman of the Board
Secretary

Keep this Certificate of Insurance in a safe place. This Certificate of Insurance and proof of payment are your proof of coverage. There is no coverage in force unless the premium is paid in full. In order to activate your coverage, please remit premium in full by the effective date of this Certificate of Insurance.

HEALTHCARE PROVIDERS SERVICE ORGANIZATION PURCHASING GROUP
Certificate of Insurance
OCCURRENCE POLICY FORM

Producer Branch Prefix Policy Number
018098 970 HPG 0619615943

Policy Period
from 08/25/16 to 08/25/17 at 12:01 AM Standard Time

Named Insured and Address:
Shawn S Freeman
585 Bucknell Way
Corona, CA 92881-8466

Medical Specialty: Athletic Trainer Student

Program Administered by:
Healthcare Providers Service Organization
159 E. County Line Road
Hatboro, PA 19040-1218
1-800-982-9491
www.hpsco.com

Insurance is provided by:
American Casualty Company of Reading, Pennsylvania
333 S. Wabash Avenue, Chicago, IL 60604

Professional Liability $1,000,000 each claim $3,000,000 aggregate
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First Aid $10,000 per incident $10,000 aggregate
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Total: $ 20.00
Base Premium $20.00

Policy Forms & Endorsements (Please see attached list for a general description of many common policy forms and endorsements.)

G-121500-D G-121501-C1 GSL15563 GSL15564 GSL15565 GSL17101
GSL13424 CNA80051 CNA80052 G-123846-D04

Chairman of the Board
Secretary

G-141241-B (03/2010) Coverage Change Date: Endorsement Change Date:

Keep this document in a safe place. It and proof of payment are your proof of coverage. There is no coverage in force unless the premium is paid in full. In order to activate your coverage, please remit premium in full by the effective date of this Certificate of Insurance.
Master Policy # 188711433
APPENDIX F

Student
Clinical Performance Evaluation
## CUI Athletic Training Student Clinical Performance Evaluation

### #188

**Collector:** Web Link 1 (Web Link)
**Started:** Thursday, March 02, 2017 4:03:37 PM
**Last Modified:** Thursday, March 02, 2017 4:08:32 PM
**Time Spent:** 00:04:55
**IP Address:** 70.167.155.42

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### PAGE 2: Section 1: Demographics

**Q1:** Please state the name of the Athletic Training Student that you are evaluating and the Clinical Site that he/she was located at during this rotation.

<table>
<thead>
<tr>
<th>Athletic Training Student</th>
<th>Clinical Site</th>
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<tbody>
<tr>
<td>Athletic Training Student and Clinical Site</td>
<td>Student</td>
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**Q2:** Please state your name and the type of clinical setting in which you are employed.

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</thead>
<tbody>
<tr>
<td>Intercollegiate Athletics</td>
<td>Jessina Manio</td>
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### PAGE 3: Professional Peformance
Q3: Student Clinical Performance Using the scale provided below, please rate the student's professional performance using the following criteria as demonstrated to you during this clinical rotation/field experience.

(5) Superior - the student performs duties/exhibits qualities at a high level all of the time (4) Good - above average; the student's performance exceeds an acceptable level the majority of the time, but not always (3) Competent - the student performs duties/exhibits qualities at an acceptable level (2) Marginal - below average; the student performs duties/exhibits qualities below an acceptable level (1) Deficient - well below average; the student rarely performs duties/exhibits qualities at an acceptable level (0) Insufficient Data - not enough data to support evaluation

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Respectful - Demonstrates respect for preceptor - adheres to established rules and guidelines</td>
<td>(4) Good</td>
</tr>
<tr>
<td>2) Professional - dresses and acts professionally appropriate</td>
<td>(4) Good</td>
</tr>
<tr>
<td>3) Dependable - is reliable and punctual</td>
<td>(4) Good</td>
</tr>
<tr>
<td>4) Rapport - has good relationship with staff/team members</td>
<td>(4) Good</td>
</tr>
<tr>
<td>5) Inquisitive - exhibits professional curiosity</td>
<td>(5) Superior</td>
</tr>
<tr>
<td>6) Commited - demonstrates a work ethic, willing to get involved</td>
<td>(5) Superior</td>
</tr>
<tr>
<td>7) Attentive - demonstrates attention to detail</td>
<td>(4) Good</td>
</tr>
<tr>
<td>8) Teachable - accepts constructive criticism</td>
<td>(5) Superior</td>
</tr>
<tr>
<td>9) Adaptive - adapts to changing situations in clinical environment</td>
<td>(5) Superior</td>
</tr>
<tr>
<td>10) Confident - exudes confidence in approach to practice</td>
<td>(5) Superior</td>
</tr>
<tr>
<td>11) Holistic - demonstrates a teamed approach to practice</td>
<td>(5) Superior</td>
</tr>
<tr>
<td>12) Integrity - takes responsibility for his/her actions and decisions</td>
<td>(5) Superior</td>
</tr>
<tr>
<td>13) Conscientious - adheres to ethical and legal practice standards</td>
<td>(5) Superior</td>
</tr>
<tr>
<td>14) Assertive - takes ownership and initiative in clinical assignment</td>
<td>(5) Superior</td>
</tr>
<tr>
<td>15) Articulate - communicates effectively</td>
<td>(5) Superior</td>
</tr>
</tbody>
</table>
Q4: Using the scale provided below, please answer the following criteria questions based on the Athletic Training Student’s performance of their psychomotor skills as demonstrated to you during this clinical rotation/field experience. (5) Excellent - the student performs duties/exhibits qualities at a high level all of the time (4) Good - above average; the student's performance exceeds an acceptable level the majority of the time, but not always (3) Average - the student performs duties/exhibits qualities at an acceptable level (2) Poor - below average; the student performs duties/exhibits qualities below an acceptable level (1) Unacceptable - well below average; the student rarely performs duties/exhibits qualities at an acceptable level (0) Insufficient Data - not enough data to support evaluation

<table>
<thead>
<tr>
<th>Psychomotor skills</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Skills</td>
<td>Superior</td>
</tr>
<tr>
<td>Primacy of the Patient</td>
<td>Superior</td>
</tr>
<tr>
<td>Teamed Approach to Practice</td>
<td>Superior</td>
</tr>
<tr>
<td>Culturally Competent</td>
<td>Superior</td>
</tr>
</tbody>
</table>

Q5: Comments or Suggestions:

Student has improved in responsibility of being on time and communicating since his last rotation. I have no complaints. He is helpful and willing to take initiative and the players trust him.
APPENDIX G

Sample Preceptor Evaluation
PAGE 1: Section 1: Demographics

Q1: Please identify your preceptor and the clinical site location of your most recently completed clinical assignment.

<table>
<thead>
<tr>
<th>Preceptor/Site</th>
<th>Preceptor</th>
<th>Clinical Site</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q2: Please indicate your current clinical level in athletic training education.

<table>
<thead>
<tr>
<th>Clinical Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Clinical II (339)</td>
</tr>
</tbody>
</table>

PAGE 2: Professional

Q3: Using the scale provided below, please answer the following questions regarding the level of professionalism that your preceptor exhibited during your clinical assignment. (5) Excellent - High level(4) Good - Exceeds acceptable level/above average(3) Average - Average of acceptable level(2) Poor - Below average or below acceptable level(1) Unacceptable - Poor, well below an acceptable level(0) Insufficient data - Not enough data to make assessment

1. The preceptor dresses professionally and projected a respectful image of a health care professional. (5) Excellent

2. The preceptor projected confidence in his/her skills and presented a professional demeanor. (5) Excellent

3. The preceptor practiced within the boundaries of the NATA code of ethics and acknowledged all ethical boundaries of practice. (5) Excellent

4. The preceptor treated students/athletes/peers with professional respect and courtesy. (5) Excellent

5. The preceptor exemplifies a positive role model for the athletic training or other allied health care profession. (5) Excellent

6. The preceptor garners respect from his/her peers, coaches, athletes, and students. (5) Excellent
Q4: Using the scale provided below, please answer the following questions regarding interpersonal skills that your ACI exhibited during your clinical assignment. (5) Excellent - High level (4) Good - Exceeds acceptable level/above average (3) Average - Average of acceptable level (2) Poor - Below average or below acceptable level (1) Unacceptable - Poor, well below an acceptable level (0) Insufficient data - Not enough data to make assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. The preceptor demonstrated excellent verbal and communications skills.</td>
<td>(5) Excellent</td>
</tr>
<tr>
<td>8. The preceptor communicated prompt feedback to me in a constructive manner.</td>
<td>(5) Excellent</td>
</tr>
<tr>
<td>9. The preceptor provided clear objectives/instructions for my clinical assignment.</td>
<td>(5) Excellent</td>
</tr>
<tr>
<td>10. The preceptor clearly stated his/her expectations of me during my clinical assignment.</td>
<td>(5) Excellent</td>
</tr>
<tr>
<td>11. The preceptor was approachable and accessible during my clinical assignment.</td>
<td>(5) Excellent</td>
</tr>
</tbody>
</table>

Q5: Using the scale provided below, please answer the following questions regarding the ACI's teaching ability that was exhibited during your clinical assignment. (5) Excellent - High level (4) Good - Exceeds acceptable level/above average (3) Average - Average of acceptable level (2) Poor - Below average or below acceptable level (1) Unacceptable - Poor, well below an acceptable level (0) Insufficient data - Not enough data to make assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. The preceptor sought out methods to allow me to participate in practical applications of the clinical assignment.</td>
<td>(5) Excellent</td>
</tr>
<tr>
<td>13. The preceptor provided me with structured learning opportunities.</td>
<td>(5) Excellent</td>
</tr>
<tr>
<td>14. The preceptor is knowledgeable in subject matter of sports medicine.</td>
<td>(5) Excellent</td>
</tr>
<tr>
<td>15. The preceptor explained and demonstrated how to perform clinical skills appropriate to my level of instruction.</td>
<td>(5) Excellent</td>
</tr>
<tr>
<td>16. The preceptor provided daily directions and supervision of the ATS.</td>
<td>(5) Excellent</td>
</tr>
<tr>
<td>17. The preceptor had knowledge of my learning style.</td>
<td>(5) Excellent</td>
</tr>
<tr>
<td>18. The preceptor provided time to discuss course materials taught appropriately to match my learning style.</td>
<td>(5) Excellent</td>
</tr>
<tr>
<td>19. The preceptor was attentive to me and kept me interested and involved</td>
<td>(5) Excellent</td>
</tr>
<tr>
<td>20. The preceptor provided challenging scenarios of learning situations.</td>
<td>(5) Excellent</td>
</tr>
</tbody>
</table>

Q6: List the major "strengths" of the preceptor:  
She was very friendly and relatable to both me and the athletes. The time I spent there helped me to learn more about the profession and especially the day-to-day work.

Q7: List the major "weaknesses" of the preceptor:
She was spread thin with all the sports.
Q8: Would you highly recommend this clinical instructor for further instruction in CUI's Athletic Training Education Program? If no, please explain:

YES

Q9: Comments or Suggestions:

She was awesome. Let me get hands and was very helpful.
APPENDIX H

MSAT Graduate Plan/Curriculum Map
CUI • MSAT Graduation Plan

DATE:          PROG/MAJOR: Master of Science Athletic Training

FALL                      SPRING

### Pre-requisite Coursework – Required
- Anatomy and Physiology (8 hours with lab)
- Medical Terminology
- Care and Prevention of Athletic Injuries
- General Psychology
- Kinesiology or Biomechanics
- Exercise Physiology
- General Nutrition
- CPR/First Aid

### Recommended Coursework
- Physics
- Statistics

### Summer 1 (Professional - Transition to Entry Level Masters)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAT 550</td>
<td><strong>Foundations of Athletic Training</strong></td>
<td>3</td>
</tr>
<tr>
<td>MSAT 551</td>
<td>Risk Management, Taping, &amp; Injury Prevention</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

### Fall I and Spring I (Professional), 1st and 2nd clinical sequences

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>units</th>
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<tbody>
<tr>
<td>18-</td>
<td>MSAT 552 Injury Nomenclature</td>
<td>3</td>
</tr>
<tr>
<td>19</td>
<td>MSAT 549 Eval II: Upper Extremities and Spine (8 weeks)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MSAT 548 Eval I: Lower Extremities and Spine (8 weeks)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MSAT 501 AT Clinical I (Injury Nomenclature)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MSAA/MSAT 583 ** General Medicine/Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MSAT 558 Therapeutic Exercise</td>
<td>3</td>
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<td></td>
<td>MSAT 568 Therapeutic Modalities</td>
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</tr>
<tr>
<td></td>
<td>MSAT 502 AT Clinical II (Ortho/Clinical Diagnosis)</td>
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</table>

### Summer II (Professional)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>units</th>
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</thead>
<tbody>
<tr>
<td>MSAA 589</td>
<td>** Nutrition for Sport**</td>
<td>4</td>
</tr>
<tr>
<td>MSAT 650</td>
<td>** Research Methods in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>MSAT 606</td>
<td>** Medical Ethics and Professional Practice</td>
<td>3</td>
</tr>
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<td></td>
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<td>10/41</td>
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</tbody>
</table>

### (Professional) 3rd and 4th clinical sequences, Capstone Assignment

<table>
<thead>
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<th>Course #</th>
<th>Course Title</th>
<th>units</th>
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</thead>
<tbody>
<tr>
<td>19-</td>
<td>MSAT 603 AT Clinical III (Acute care/PHP)</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>MSAT 605 Management Strategies in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MSAT 607 ** Advanced Injury Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MSN 533 ** Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MSAT 604 AT Clin IV (Professional Responsibility)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MSAA 586 * Advanced Speed, Strength &amp; Conditioning (CSCS prep)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MSAT 695 Athletic Training Capstone</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MSAT 650 Management Strategies in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MSAT 607 ** Advanced Injury Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MSN 533 ** Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MSAT 604 AT Clin IV (Professional Responsibility)</td>
<td>3</td>
</tr>
</tbody>
</table>

* Hybrid course delivery – schedules residency required
**Course delivered online, residency not required
**CORE COURSES AND ELECTIVES**

1. Please use the blank form below for each course proposed, duplicating as necessary.

### CORE COURSES

<table>
<thead>
<tr>
<th>Tentative course #</th>
<th>Course Title: Foundations of Athletic Training</th>
<th>Semester credit hours: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAT 450/550</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brief course description: Emphasis on the global approach to the sports medicine community, the role the certified athletic trainer plays in the allied health care community, and contemporary topics with attention to the basis of sports medicine, athletic <em>training</em> and the physiology of activity.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tentative course #</th>
<th>Course Title: Risk Management, Taping, &amp; Injury Prevention</th>
<th>Semester credit hours: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAT 451/551</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brief course description: An introduction to basic taping, preparation, wrapping and casting techniques that are common practice in athletic training and sports medicine. Content is based upon the 4th Edition Nation Athletic Trainer's Association Educational Competencies/Risk Management and Injury Prevention domain.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tentative course #</th>
<th>Course Title: Research Methods in Athletic Training</th>
<th>Semester credit hours: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAT 650</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brief course description: This class introduces the student to evidence based practice and educational research methodology in allied health care and higher education.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tentative course #</th>
<th>Course Title: Injury Nomenclature</th>
<th>Semester credit hours: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAT 452/552</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brief course description: The theory and practice of the principles and techniques pertaining to the prevention and treatment of athletic injuries will be covered in this course along with the techniques of preventative athletic taping and strapping being incorporated into the laboratory component. A lab fee may be required.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tentative course #</th>
<th>Course Title: Evaluation I: Lower Extremities and Spine</th>
<th>Semester credit hours: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAT 448/548</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brief course description: A theoretical and practical approach to injury assessment for the lower body, this course will use the systematic evaluation format, as governed by the National Athletic Trainers Association (NATA), is utilized with an emphasis placed on the evaluation of the lumbar spine, hip, thigh, knee, lower leg, ankle, foot, and gait analysis. Lab time is included in the schedule.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tentative course #</th>
<th>Course Title: Evaluation II: Upper Extremities and Spine</th>
<th>Semester credit hours: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAT 449/549</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brief course description: A theoretical and practical approach to injury assessment for the lower body, this course will use the systematic evaluation format, as governed by the NATA, is utilized with an emphasis placed on the evaluation of the head/face, cervical/thoracic spine, shoulder, elbow, forearm, wrist, hand, and abdominal viscera. Lab time is included in the schedule.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tentative course #</th>
<th>Course Title: Therapeutic Modalities</th>
<th>Semester credit hours: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAT 468/568</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brief course description: A theoretical and practical approach to therapeutic modalities in exercise and rehabilitation are discussed and explored in this course. Lab time is included in the schedule. This course introduces the student to the various thermal, mechanical and electrical agents/modalities that are used in athletic health care and physical therapy to promote healing and rehabilitation. The class consists of lecture and lab based instruction of the use the electrical stimulation, cryo/thermotherapy, hydrotherapy, ultrasound, traction, therapeutic massage, biofeedback, and compression therapy.</td>
<td></td>
</tr>
</tbody>
</table>
**CORE COURSES AND ELECTIVES**

1. Please use the blank form below for each course proposed, duplicating as necessary.

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<table>
<thead>
<tr>
<th>Tentative course #</th>
<th>Course Title: Foundations of Athletic Training</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MSAT 450/550</td>
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Brief course description: Emphasis on the global approach to the sports medicine community, the role the certified athletic trainer plays in the allied health care community, and contemporary topics with attention to the basis of sports medicine, athletic training and the physiology of activity.

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<th>Course Title: Research Methods in Athletic Training</th>
<th>Semester credit hours: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAT 650</td>
<td></td>
<td></td>
</tr>
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</table>

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<th>Course Title: Injury Nomenclature</th>
<th>Semester credit hours: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAT 452/552</td>
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<td></td>
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</table>

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<table>
<thead>
<tr>
<th>Tentative course #</th>
<th>Course Title: Evaluation I: Lower Extremities and Spine</th>
<th>Semester credit hours: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAT 448/548</td>
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</table>

Brief course description: A theoretical and practical approach to injury assessment for the lower body, this course will use the systematic evaluation format, as governed by the National Athletic Trainers Association (NATA), is utilized with an emphasis placed on the evaluation of the lumbar spine, hip, thigh, knee, lower leg, ankle, foot, and gait analysis. Lab time is included in the schedule.

<table>
<thead>
<tr>
<th>Tentative course #</th>
<th>Course Title: Evaluation II: Upper Extremities and Spine</th>
<th>Semester credit hours: 3</th>
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</thead>
<tbody>
<tr>
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