

SALISBURY UNIVERSITY

Athletic Training Program

Policy & Procedure Manual

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I. Introduction

A. Mission Statement

The Athletic Training Program is dedicated to preparing students that are capable of high-level critical thinking and decision-making that enable them to deliver quality health care through an autonomous yet collaborative approach. Dedicated faculty are committed to supporting an inclusive environment. The Athletic Training Program expects and promotes behaviors that value and respect patient advocacy and shared decision-making.

Salisbury University's Mission and Values can be found at <https://www.salisbury.edu/discover-su/mission-values.aspx>

B. Program Goals

1. The Athletic Training Program (ATP) seeks to foster students' growth and development as qualified health care professionals that are part of a collaborative and inter-professional health care team dedicated to improving patient care.
2. The Athletic Training Program offers an innovative curriculum design that incorporates a variety of instructional modalities.
3. The Athletic Training Program is committed to providing a diverse and immersive clinical education experience with credentialed and licensed preceptors that have a vested interest in student success.
4. The Athletic Training Program is committed to develop professionals that adhere to the ideals of the [NATA Code of Professional Ethics](#) and the [Board of Certification's Standards of Professional Practice](#).
5. Upon completion of the Athletic Training Program and entrance into the profession, students will be recognized as competent practitioners that value life-long learning.

C. Program Learning Objectives

1. Students will consistently demonstrate foundational behaviors in clinical practice.
2. Students will demonstrate knowledge and skills in athletic training educational competencies.
3. Students will demonstrate clinical proficiency (decision-making and clinical reasoning skills).
4. Students will demonstrate effective written and verbal communication.
5. Students will critically read and evaluate relevant research.

D. Athletic Training Program Procedure Manual

The Athletic Training Program (ATP) Procedure Manual serves as a guide for the graduate athletic training student (ATS) in the procedures, responsibilities and expectations of an ATS at Salisbury University. The Procedure Manual provides the ATS with general academic information, educational procedures, ATP policies and addresses the specific role of the ATS in the provision of medical services in the clinical settings. It is the responsibility of the ATS to read and adhere to the procedures contained in the Athletic Training Program Procedure Manual. The Faculty and preceptor will use the procedure manual as a structured guide in all administrative decisions that affect the athletic training student.

E. Resources

The Salisbury University web site is the main link for students in obtaining the most up-to-date information regarding admissions and retention. The main web site can be accessed at <http://www.salisbury.edu>.

The Athletic Training Program Policy and Procedure Manual and additional information pertaining to the ATP can be accessed through the ATP's main web site: <https://www.salisbury.edu/academic-offices/health-and-human-services/health-sciences/athletic-training/index.aspx>

F. Terminology

1. **Approved Clinical Education Site:** An Athletic Health Care or Allied Health Care Setting that has been approved by Salisbury University to serve as a site for completion of the Athletic Training Student's Clinical Education.
2. **Preceptor:** An Athletic Trainer who has been approved by Salisbury University to serve as a clinical instructor for students completing the clinical education experience of the Athletic Training Program. The Preceptor is responsible for assisting the ATP Faculty in the education of the Student. The Preceptor plays a crucial role in providing mentoring and clinical education of the ATS to the profession of Athletic Training.
3. **Athletic Training Program (ATP):** The professional portion of the athletic training major. The ATP and the athletic training major are housed within the School of Health Sciences in the College of Health and Human Services and approved by Commission on Accreditation of Athletic Training Education.
4. **Athletic Training Students (ATS):** Students or possible candidates for application to the Athletic Training Program.
5. **Blood Borne Pathogens:** Pathogens found in blood and blood products. Blood Borne Pathogens include, but are not limited to, Hepatitis B, HIV and the AIDS Virus.

6. **Athletic Trainer (AT):** Athletic Trainers are health care professionals who specialize in preventing, recognizing, managing and rehabilitating injuries. As part of a complete health care team, the Athletic Trainer works under the direction of a licensed physician and in cooperation with other health care professionals, athletics administrators, coaches and parents.

7. **Clinical Education:** These are the formalized clinical experiences completed at approved clinical sites while a student in the ATP. Athletic Training Students will complete their clinical education experiences in a minimum of five semesters upon acceptance to the ATP. All clinical experiences must be approved by the Clinical Coordinator of Athletic Training.

8. **Clinical Proficiencies:** These are a list of psychomotor skills that must be mastered by each athletic training student during his/her progression through the ATP. Clinical Proficiencies are taught in academic courses and reinforced during laboratory and clinical experiences throughout the program.

9. **Clinical Supervision:** This is the constant and direct supervision of the athletic training student during completion of Clinical Education Experiences.

10. **Commission on Accreditation of Athletic Training Education (CAATE):** Agency responsible for Accreditation of Athletic Training Programs. Salisbury University is [CAATE](#) Accredited through the 2020-2021 academic year.

11. **Competencies in Athletic Training:** Serves as a guide in the development of ATP's learning experiences. Competencies include cognitive, affective and psychomotor domains.

12. **Clinical Education Coordinator (CEC):** The Athletic Trainer who directs the clinical education of athletic training students at all clinical sites. This individual is responsible for maintaining clinical site contracts, scheduling clinical education experiences and seeking out new opportunities for clinical education opportunities for athletic training student at Salisbury University.

13. **Disciplinary Procedure:** Procedure for formal review of disciplinary actions in the Athletic Training Program. This procedure also allows for appropriate appeals of action taken by the Athletic Training Staff.

14. **Maryland Athletic Trainers' Association (MATA):** Organization of athletic trainers who promote the profession of athletic training in the state of Maryland.

15. **Medical Director:** Maryland Licensed Physician who oversees the ATP. The Medical Director provides recommendations regarding academic program content and the safety and welfare of students enrolled in the ATP.

16. **Mid-Atlantic Athletic Trainers' Association (MAATA):** Organization of athletic trainers from NATA District III who promote the field of athletic training in the Mid-Atlantic portion of the United States. Additional information on this organization can be accessed at <http://www.maata.org/>

17. **National Athletic Trainers' Association (NATA):** This is a professional membership association for certified and other professionals that support the athletic training profession. The mission of the National Athletic Trainers' Association is to enhance the quality of health care provided by certified athletic trainers and to advance the athletic training profession. Additional information on this organization can be accessed at <http://www.nata.org/>

18. **Board of Certification (BOC):** The Board of Certification Inc. (BOC) is an independent non-profit corporation responsible for the certification of athletic trainers. The Mission of the Board of Certification is to certify athletic trainers and to identify for the public, quality healthcare professionals through a system of certification, adjudication, standards of practice and continuing competency programs. Additional information on this organization can be accessed at <http://www.bocatc.org>.

19. **Occupational Safety and Health Administration (OSHA) Guidelines:** Federal regulations for employees whose jobs may put them at risk to blood borne pathogens. These guidelines can be accessed at: <http://www.osha.gov/SLTC/bloodbornepathogens/index.html>

20. **Chair of Athletic Training Program (PC):** Faculty member of the School of Health Sciences who has been designated to oversee the athletic training program.

21. **Role Delineation Study:** Study conducted by the Board of Certification for athletic training and is designed to develop the competencies necessary for the effective functioning of an entry-level certified athletic trainer.

22. **SOAP Note:** Universal medical procedure for recording, documenting, assessing and discharging patients. Subjective, objective, assessment, plan are the words that make this acronym.

II. Athletic Training Faculty

A. Organizational Chart

The Athletic Training Program is located in the School of Health Sciences in the College of Health and Human Services. Athletic training students with personal academic issues should schedule a meeting with the respective instructor. If the matter is left unresolved with this meeting, or the academic issue is not specific to a class, then an appointment should be

scheduled with the PC. The Director, School of Health Sciences supervises the ATP Instructors and the PC and is the next link in the School of Education's academic organizational structure. The complete organizational chart is found in [Appendix A](#).

B. Contact Information

Laura Kelley, MD

443-614-2510

lauramkelley2@gmail.com

Kelly Fiala, PhD, ATC, CSCS

Transitional Dean, College of Health and Human Services

Professor, Athletic Training Program

220 Maggs Physical Activity Center

Salisbury, MD 21801

410-543-6335

kfiala@salisbury.edu

Donna M Ritenour, EdD, ATC

Professor, Athletic Training Program

221 Maggs Physical Activity Center

Salisbury, MD 21801

410-543-6348

dmritenour@salisbury.edu

Laura Marinaro, PhD, RD, ATC, CSCS

Program Chair

Assistant Professor, Athletic Training Program

237E Maggs Physical Activity Center

Salisbury, MD 21801

410-548-3529

Immarinaro@salisbury.edu

Matthew Campbell, MS, ATC

Clinical Education Coordinator

Clinical Assistant Professor, Athletic Training Program

237E Maggs Physical Activity Center

Salisbury, MD 21801

410-543-6354

mjcampbell@salisbury.edu

C. Academic Advising

Academic Advising services are provided to the students by full-time faculty. The advising staff assists the students with outlining requirements, courses, and career opportunities. Athletic Training students are required to meet with their designated advisor (listed below) each semester prior to the registration date.

The student's role is to take primary responsibility for the development for their academic program and for meeting all graduation requirements. In the advisor-advisee relationship, student responsibilities include the following:

- To make appointments with the advisor in a timely manner that ensures the advisor is kept informed about the student's progress and performance,
- To seek sources of information that can assist the student in making course selections and meeting graduation requirements,
- To become knowledgeable about University policies, programs and procedures.

D. Academic Support Services

Salisbury University provides the following Support Services to graduate students. Any student needing assistance in these areas should contact the following departments.

1. Disability Resource Center
2. Career Services
3. Center for Student Achievement
4. University Writing Center
5. Counseling Center
6. Multicultural Student Services
7. Off-Campus Housing services
8. University Technology Services

Descriptions of these services can be found in the [Salisbury University Graduate Student Handbook](#).

III. Educational Process

Salisbury University's School of Health Sciences offers an entry-level program leading to Master of Science degree in Athletic Training (MSAT). This program seeks to prepare students for certification by the Board of Certification.

A goal of the Athletic Training Program (ATP) is to develop thoughtful health care professionals who possess the skills, knowledge, and values necessary to deliver quality health care.

Comprised of classroom and clinical experiences, the ATP emphasizes the development of skills, knowledge, and competencies essential for the practice of an Athletic Trainer.

An athletic training student must complete all of the required courses, including clinical education experiences within the MSAT at Salisbury University. A Salisbury University Catalog may be obtained from the Salisbury University Bookstore or accessed [online](#).

A. Accreditation

Salisbury University developed the ATP based on accreditation standards by the Commission on Accreditation of Athletic Training Education (CAATE). The ATP has maintained program accreditation since 1998. Graduates of CAATE accredited programs are eligible to sit for the Board of Certification Examination for Athletic Trainers. Re-accreditation for Salisbury University's ATP is scheduled for the 2020-2021 academic year.

B. Admission Standards

To be eligible for admissions to the MSAT prospective students must first obtain admission to Salisbury University and complete all pre-requisite requirements. Admission into the Athletic Training Program is selective. Due to the competitive nature of this program, the criteria listed below should be regarded as minimum standards for admittance.

Pre-requisite Requirements:

1. Students must demonstrate completion of the following courses, with a grade of "C" or better:
 - a. Introduction to Psychology
 - b. Introduction to Biology
 - c. Statistics
 - d. Basic Athletic Training Course
 - e. Health and Wellness
 - f. Anatomy and Physiology (8 credits)
 - g. Chemistry (4 credits)
 - h. General Physics (4 credits)
 - i. Kinesiology with Lab
 - j. Exercise Physiology with Lab

2. Additional Admissions Requirements:
 - a. Bachelor's Degree from an accredited institution of higher learning with a minimum grade point average (GPA) of 3.0.
 - b. Two letters of recommendation (one must be from an Athletic Trainer who provided clinical supervision within the past two years).
 - c. Completion of an essay that addresses a current health-related topic. Rating on this essay will be based on critical thinking and writing ability.

3. Clinical Education Requirements: the following items must be completed PRIOR to beginning your clinical education experiences:
 - a. Criminal background check and fingerprinting (site-specific).
 - b. Physical examination, including immunization records.
 - c. Proof of student membership in the National Athletic Trainers' Association (NATA).
 - d. HIPAA/FERPA confidentiality training.
 - e. BBP/OSHA Training
 - f. The student must acknowledge their ability to fulfill the technical standards that are required of an athletic training student. ([Appendix B](#)).

For additional information on Graduate Studies at Salisbury University, including graduate admissions requirements, please visit the [Graduate School website](#).

International students are referred to additional [guidelines](#) described in the current Salisbury University catalog.

Once an applicant submits a completed application, the Athletic Training Program Selection Committee will consider the students based upon the above academic criteria, pre-requisites, letters of recommendation, writing sample, formal interview with the committee, and personal and professional traits.

Acceptance into the ATP at Salisbury University will fall under the following categories:

1. Accepted: A student is unconditionally admitted into the Athletic Training Program. Students must maintain all eligibility requirements as stated in the most recent edition of the Salisbury University Athletic Training Program Policy & Procedure Manual to remain in good standing.
2. Conditional Admittance: A student is admitted into the Athletic Training Program on a conditional basis. The student will be give a specific date to rectify any deficiencies to obtain the minimum eligibility standards. During the conditional admittance period the student must maintain all other eligibility requirements as stated in the most recent edition of the Salisbury University Athletic Training Program Policy & Procedure Manual to remain in good standing.
3. Wait-Listed: A student is not accepted or denied admission at this point due to extenuating circumstances or circumstances beyond the student's control. Wait- listing of a student will be on a discretionary basis as determined by the Athletic Training Program Selection Committee.
4. Not Accepted: The student has been denied admission into the Athletic Training Program. Students may opt to reapply for admission during the next application period provided they meet all appropriate admissions criterion at that time.

C. Program Requirements

1. Academic Requirements

The Athletic Training Program follows a cohort model that requires all students to be enrolled full time for two academic years. Matriculation of a cohort begins during the first summer session with introductory courses and continues for the next five semesters (fall, spring, summer, fall, spring). The curriculum features 42 credit hours of coursework specifically devoted to the athletic training domains. Students must maintain a minimum GPA of 3.0, with grades no lower than C, and no more than 6 credit hours of C or C+ in the program. Once formally admitted to the ATP, students are required to complete two years of clinical experiences and demonstrate mastery of clinical proficiencies through four successive clinical proficiency courses: ATTR 505, 555, 605, and 655. Students are required to complete a minimum of 180 (300 maximum) clinical experience hours under direct supervision as part of each proficiency course. Upon admission to the ATP, the student is required to adhere to technical standards.

Graduation requirements are consistent with Salisbury University standards for graduation:

1. A minimum of 3.0 overall grade point average.
2. No grades lower than a C
3. No more than 6 credit hours of C or C+ in the program.
4. Completion of the following coursework:
 - ATTR 500: Advanced Strategies for Physical Wellness
 - ATTR 501: Injury/Illness Prevention
 - ATTR 505: Risk Management Strategies
 - ATTR 510: Acute Care of Injury/Illness
 - ATTR 520: Orthopedic Assessment and Diagnosis
 - ATTR 555: Pathology and Assessment
 - ATTR 560: Therapeutic Modalities
 - ATTR 570: Therapeutic Exercise
 - ATTR 600: Comprehensive Approach to Health
 - ATTR 605: Therapeutic Interventions
 - ATTR 610: Research Methods for Clinical Practice
 - ATTR 620: Healthcare Administration
 - ATTR 655: Administration and Professional Development
 - ATTR 660: Applied Research

To remain in good standing, students must maintain a grade point average of 3.0 for all courses. Students may graduate with no grade lower than a C, and no more than six credits of C or C+. Students who receive more than six credits of C or C+ and have utilized their allowable course repeat options will be dismissed from the program, regardless of their GPA. Students whose cumulative grade point average falls below 3.0 will be placed on academic probation for a

maximum of one calendar year and must complete nine semester hours, which may include a repeated course, to return their grade point average to 3.0. During probation, students will be dismissed if they do not improve their grade point average following each term they complete a class or if it is determined they cannot return their grade point average to at least 3.0 by the conclusion of the nine semester hours or one calendar year, whichever comes first. All students who return their grade point average to at least 3.0 during the probationary period will be returned to good academic standing. Students will be informed of probationary status or dismissal by the Program Chair. While students may not receive credit more than once for courses that cover the same content, it may be possible for students to repeat two courses in order to improve their grade point average. However, the last grade received for a course (whether the grade is higher or lower than the original grade) is used to compute a student's cumulative grade point average.

Students dismissed for academic deficiency may be considered for readmission to the MSAT program. Students seeking readmission must complete the online Readmission Form found on the Registrar's website with an accompanying letter that provides reasons for lack of previous academic success and indicate why acceptable academic performance should be expected in the future. The Readmission Application and accompanying letter should be forwarded to the Program Chair for review and authorization. The Program Chair will review the Readmission Application and accompanying letter and make a final readmission decision. In no case will such readmission be granted prior to one year following the term of dismissal for academic deficiency. If the student is readmitted to the MSAT program, the Program Chair will forward the Readmission Application to the Office of the Registrar. Once the Readmission Application has been received by the Office of the Registrar, the student must complete the following:

1. Have official transcript sent to the SU Office of Graduate Studies and Research from all institutions attended since leaving SU.
2. If a resident of Maryland, complete the Residency Form and submit it to the Office of the Registrar.

2. Clinical Education Requirements

a. Documentation Tracking

Students must maintain all required documentation necessary to begin their clinical education experiences. This documentation includes their physical examination, immunization records, proof of student membership in the NATA, HIPAA/FERPA training, OSHA training, BLS and First Aid Certifications, and a completed copy of the MSAT

Technical Standards.

1. *Technical Standards*

Measures are in place to minimize the risk of injury or illness while an ATS is in the Athletic Training Program. The Technical Standards for Admission and Retention form ([Appendix B](#)) outlines the physical and mental capacities necessary for admission and retention in the Athletic Training Program. The ATS must read and sign this form upon acceptance to the ATP.

2. *Physical Examination*

A [physical examination](#) is required for all athletic training students enrolled at Salisbury University's Athletic Training Program. The ATS is also required to provide a record of vaccinations and immunizations. All medical documentation is maintained by Salisbury University's Student Health Services.

3. *Criminal Background Check and Fingerprinting*

Prior to the start of their clinical education, all students placed at a local high school must undergo and successfully pass a criminal background check and fingerprinting. Fingerprinting service can be completed on-campus and is available at the University Police Department (East Campus). Fingerprint services is open on Tuesday and Wednesdays between 1:00 p.m.-4:00 p.m. or by appointment by contacting 410-548-2900.

4. *NATA Membership*

Students must provide proof of membership of the NATA and state association of his/her choosing.

b. Transportation

Students must provide their own transportation to clinical education sites.

c. Medical Supplies and Uniform

All students are provided with four MSAT Athletic Training collared polo shirts. In addition, a fully-stocked fanny pack is required for both clinical and classroom responsibilities and is provided by the program. Students have the option to purchase additional supplies and/or uniforms at their own cost.

D. Clinical Education

The Clinical Education of the Athletic Training Student is completed through ATTR 505, 555, 605, and 655, courses. Successful completion of all clinical requirements shall be done during the assigned clinical experiences. This will consist of a minimum of 180 (300 maximum) hours under direct supervision as part of each proficiency course. Clinical observations and practical experiences are obtained through assignments with SU's Intercollegiate Athletics Athletic Training Department and affiliated sites. The Clinical Education Coordinator designates clinical rotations and specific assignments of preceptors to athletic training students in consultation with the staff athletic trainers.

1. Clinical Rotation Plan

Once formally admitted to the ATP, the student is required to complete four semesters during which they are engaged in clinical proficiencies under direct preceptor supervision. The student is assigned to clinical experiences at the primary clinical site or the affiliated sites based on the type of sport and clinical exposure provided. Athletic training students continue to obtain mastery of the clinical proficiencies while enrolled in the ATTR 505, 555, 605, & 655 courses.

A minimum of four clinical assignments is required within these two years. The student must obtain experience one season with an equipment intensive sport and one season with a women's sport program. These experiences are subject to change based on student availability, class schedule and any other circumstances as considered by the Clinical Education Coordinator.

The Clinical Education Coordinator will attempt to accommodate student requests when appropriate. Special requests for clinical assignments for the upcoming academic year must be discussed with the Clinical Education Coordinator. Decisions concerning these requests will be based upon the best interest of the student and the current needs of all students in the ATP.

2. Preceptors

The MSAT Program utilizes a wide variety of clinical settings. The student should report to their preceptor, who is the direct link to that organization. Athletic training students who have concerns with the clinical aspect of their education should schedule a meeting with their supervising Preceptor. If the matter is left unresolved with this meeting, or the clinical issue is not specific to their preceptor, then a meeting should be scheduled with the Clinical Education Coordinator.

3. Clinical Sites

The MSAT Program utilizes six clinical sites and more than 12 preceptors throughout the Eastern Shore during the first year. These sites include local public schools, a Division I Institution, and Salisbury University Intercollegiate Athletics. During the second year, students

complete clinical rotations outside of Salisbury while coursework is completed online. There are additional clinical sites in Maryland and Washington, D.C., including public and private high schools, community colleges, NCAA Division I and Division III institutions. These diverse clinical sites are designed to provide “real life” learning experiences for students in addition to classroom and laboratory experiences.

4. Clinical Education Policies

A. Clinical Supervision Policy

The following guidelines have been established to emphasize program policies concerning the supervision of students during clinical experiences. The clinical experience fulfills the requirements for eligibility for graduation from the ATP and for eligibility for the Board of Certification Examination.

- An AT who currently holds the title of Preceptor will supervise the student during all clinical experiences including practices, competitions, and rehabilitations.
- Athletic training students will be assigned to a Preceptor as his/her direct supervisor at the site where the student is gaining clinical experience. The student, under the direct supervision of the Preceptor, will be responsible for assisting with medical records, coaches’ athletic injury reports, injury management and care, and implementation of treatment, rehabilitation and maintenance programs.
- Athletic training students must be formally instructed and assessed on athletic training clinical skills prior to performing those skills on patients.
- In the event of illness, schedule conflicts, or other unforeseen changes in AT coverage, the student will be notified in advance which AT will be assigned to supervise.
- The student will not initiate, modify or change any prescribed treatment of any patient without the guidelines and permission of the supervising AT.
- Clinical Assignments will be determined by the Clinical Education Coordinator; all assignments are based on the requirements of the BOC & CAATE for entry-level athletic training education.
- Since ATS are only permitted to complete clinical experiences under the supervision of a AT with status as an Preceptor, the following athletic training experiences are unacceptable toward ATP requirements for program completion:
 - Indirect supervision by an AT.
 - While traveling (lodging, team travel, meals, etc.)

B. Indirect Clinical Supervision Policy

The purpose of this document is to clearly define the roles and responsibilities of Salisbury University’s athletic training students (ATS) during unsupervised clinical experiences.

CAATE Terminology

Ability to Intervene: The preceptor is within the immediate physical vicinity and interacts with the ATS on a regular and consistent basis in order to provide direction and correct inappropriate actions. The same as being “physically present.”

Clinical Education: Instruction of the athletic training student during clinical experience. The Preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.

Direct Supervision: Supervision of the athletic training student during clinical experience. The Preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.

Standard J6 (Clinical Education): At least 75% of the student’s clinical experiences must occur under the direct supervision of a preceptor who is a Licensed Athletic Trainer.

Below is a list of acceptable and unacceptable services that an ATS may/may not provide when acting without direct supervision:

Acceptable Services:

1. Conduct a primary and secondary survey to determine the need for referral, splinting, bracing, or crutch use.
2. Refer injured athlete to an appropriate medical facility or activate emergency medical services.
3. Use basic life support skills (CPR, AED, rescue breathing).
4. Apply necessary first-aid skills for the treatment of acute injuries including:
 - a. RICE
 - b. Blister or wound care
 - c. Wrapping (the use of elastic wraps to control swelling)
 - d. Splinting to stabilize acute injury
5. Assist with stretching programs, but not permitted to establish a new plan.
6. Apply tape or an elastic wrap to prevent injury or support an existing injury.
7. Apply a brace that has been previously fitted.
8. Apply cryotherapy or thermotherapy with pre-established protocols.
9. Document actions of care taken.

Unacceptable Services:

1. Initiate, change, or progress a rehabilitation plan.
2. Initiate the use of electrical or ultrasound modalities.
3. Conduct any initial clinical evaluation of an injury.
4. Make any return-to-participation decision.

C. Time Commitment & Attendance

The profession of athletic training is an enjoyable and rewarding career which will demand a great deal of time commitment. The ATS must be aware that the required clinical experiences may infringe on weekends, holidays and semester breaks. The ATS must be able to budget time, work, and study efficiently throughout the academic year. The Clinical Education Coordinator and preceptor are available for academic and personal consultation regarding the responsibilities and time commitments needed to complete the academic and clinical requirements of an ATS.

1. Attendance

Clinical education experiences complete a vital aspect of an athletic training student's education. Reasons for absence must be of an unavoidable nature. Valid reasons for absence from one's clinical experience includes, but are not limited to, personal illness; class & academic requirements (attendance); death of a family member. Athletic training students should be aware that excessive excuses such as non-professional commitments are not valid. Students are required to contact their Preceptor for prior approval of absences. Athletic Training Students who purposely miss clinical assignments are subject to disciplinary action (See Disciplinary Procedure).

Athletic training students assigned to a clinical experience within the Athletic Training Program may be required to return for or remain at a clinical experience during University vacation periods. These requirements are based on the activity of the team or individuals at the clinical education site to which the athletic training student is assigned. Vacation periods include, but are not limited to, pre-season fall sports season, Thanksgiving break, winter break, spring break and at the end of spring semester.

If an athletic training student cannot fulfill their respective assignment, it is the responsibility of the athletic training student to notify their Preceptor and the Clinical Education Coordinator at least one month prior to the conflict. Athletic training students will be excused from their clinical education experience only in extreme cases. In general, athletic training students should be prepared to be with their respective teams or clinical assignments during all pre-season, post-season and break periods.

2. Inclement Weather Policy

On days when the student's clinical site is delayed or closed due to inclement weather, athletic training students are not required to attend athletic practices or events. Students should use their best judgment in determining if travel to the clinical site is safe. In the event the student determines that it is unsafe to travel, the student should contact their Preceptor and understand that they will not be penalized in any manner for failure to attend.

3. Employment

The combination of a job with athletic training responsibilities is extremely difficult. Students must be available to perform clinical responsibilities as required. Having a job is acceptable provided that employment does not interfere with classroom or clinical requirements. Athletic Training Students are encouraged to discuss potential employment with the Clinical Education Coordinator prior to accepting.

4. Additional Mandatory Activities

There may be additional meetings or activities outside the confines of classroom and clinical responsibilities during. These meetings or activities are required and attendance is mandatory. Students should be punctual and should dress and act in a professional manner during these activities. Students who are unable to attend these meetings must notify the CEC/PC as soon as possible.

D. Travel Policy

The ATS is required to travel if the affiliate site is able to make appropriate accommodations for travel, if an Athletic Trainer (AT) and/or Preceptor from SU or an affiliated site is traveling to the event with the team, and if there are no class conflicts. The student is allowed to perform athletic training skills at the event while under the direct supervision of their Preceptor.

The ATS must recognize their role as a member of the assigned sports program. The ATS is representing oneself, the affiliate site, the Athletic Training Program, and Salisbury University. When traveling, the ATS must abide by the policies of the affiliate site and the ATP Policy & Procedure Manual.

E. Dress Code

As health care providers, the staff members for the Athletic Training Department and affiliated clinical sites must maintain a professional work environment. Your attire should identify you as a student in the MSAT Program. The athletic training student plays an important and visible role in the provision of medical services to patients. Proper attire is required for the health and safety of the athletic training students (ATS) and the patients. In addition, the ATS must respect the professional atmosphere in the spirit of public relations for the profession of athletic training and as a representative of Salisbury University.

Casual clothing is most practical for the practicing athletic trainer; however, jeans, cotton sweatpants, tank tops, or hats are not considered acceptable when in the Athletic Training Clinic and when associated with sports teams. Each sport may require a more specific dress code and the athletic training student should consult with staff members if further clarification is needed. The Dress Code should serve as a guide for the appropriate attire for the athletic training student.

1. To promote and increase a professional atmosphere, the following dress code is a minimum standard and will be strictly enforced. Some affiliate sites may have additional requirements (i.e. site specific clothing, dress clothes for indoor events, and jewelry restrictions). These variations to the dress code are permitted. All questions regarding the dress code and its interpretation should be directed to the Preceptor.

General Guidelines

- a. MSAT-issued polo shirts are worn at all times during clinical hours.
- b. All shirts must be tucked into the pants/shorts.
- c. A belt must be worn at all times.
- d. Pants/shorts must be of solid, neutral coloring (brown, black, tan, khaki, olive, gray, navy blue).
- e. Acceptable length of the shorts includes those that do not pass below the top of the knees or exceed above mid-thigh.
- f. Sweatshirts and hats are only permitted outside and, when worn, must be of a neutral color or Salisbury University color and logo (or affiliate site equivalent when relevant).
 1. If dress clothing is worn, it must be appropriate for administering appropriate medical care and must adhere to OSHA guidelines.
- g. During inclement weather, it is the discretion of the Preceptor as to what is acceptable regarding outer layers.
- h. Footwear and jewelry must adhere to OSHA guidelines.
- i. All Athletic Training Students are required to wear a wristwatch (with a second hand or digital seconds) during all athletic training duties.

The preceptor reserves the right to require a student to change clothes or remove jewelry before any event or practice if the student's attire does not meet the minimum standards.

E. Disciplinary Procedures

The following policy and procedures have been established to ensure the smooth operation of the Athletic Training Program (ATP). The ATP Policy & Procedure Manual serves as a guide for expected dispositions of the Athletic Training Student. A student who is found to be in violation of any of the policies outlined in this manual may be subject to disciplinary action.

Offenses are dealt with according to their severity. Classes of offenses include Troubling Behavior (Teaching Opportunity), Troubling Behavior (Professional Concerns Report), and Egregious, Unethical, or Unprofessional Behavior and are described below. This classification system will be used for offenses committed at any time while enrolled as a student in the Salisbury University Athletic Training Program.

Offense Classification System:

- Troubling Behavior (Teaching Opportunity): Behavior that is of concern but that may be remediated through a single discussion with the Preceptor, Faculty Member, or Clinical Education Coordinator.
- Troubling Behavior (Professional Concerns Report): Behavior that requires a formal process for remediation, for example, situations in which a student has exhibited significant and/or serious behavior problems that do not warrant suspension or dismissal, but need to be corrected.
- Egregious, Unethical, or Unprofessional Behavior: Behavior requiring immediate action by the Clinical Education Coordinator that may include, but is not limited to insubordination or failure to act in a manner consistent with the standards of the Athletic Training Program, Salisbury University, the National Athletic Trainers' Association, and state and federal laws (i.e. breach of confidentiality, fraternization, drug possession, DUI).

The disciplinary procedural process is as follows:

1. **Troubling Behavior (Teaching Opportunity)**: If a student displays Troubling Behavior, the Preceptor, Faculty Member, or Clinical Education Coordinator will contact the student directly to discuss the issue, provide feedback, and make suggestions for how the behavioral issue can be mitigated. The student will be expected to promptly rectify the behavior, to the extent possible. If the initiating individual believes an effective resolution resulted from the meeting with the student, no further action is required.
2. **Troubling Behavior (Professional Concerns Report)**: In the event that the Preceptor, Faculty Member, or Clinical Education Coordinator determines the feedback given to the student regarding the Troubling Behavior was not successful in resolving the issue or if the behavior is of a significant or serious nature, a formal report will be completed and forwarded to the Clinical Education Coordinator. The focus of the report is still educational with the goal of helping the student move forward successfully in coursework or clinical experiences.

The formal report must be filed with the Clinical Education Coordinator within two University business days from the time the behavior was observed or reported. A copy of the report will also be provided to the student, and the student will be encouraged to respond within three University business days to the formal report, either in writing or in person, to the Clinical Education Coordinator, discussing the circumstances that led up to the complaint and the nature of the complaint itself. Within three University business days of receipt of the formal report, and with the purpose of understanding the circumstances of the behavior, the Clinical Education Coordinator will conduct an interview of the student, interview witnesses to the event that led up to the complaint, review any pertinent documents, and take any other action deemed necessary to understand the circumstances that brought on the complaint. Based on the outcome of the review, the student's response and student interview, the Clinical Education Coordinator may decide that the formal report is unwarranted or may provide the

student with strategies to mitigate the identified unprofessional behavior.

During the Clinical Education Coordinator meeting with the student to discuss the findings of the review, the student will be provided with an opportunity for reflection on appropriate behavioral changes. The student will be asked to sign the formal report acknowledging the formal report has been reviewed. The Clinical Education Coordinator may require remedial action, which shall be noted on the formal report. If a corrective action plan or other remediation is required by the formal report, the plan shall include a timeline for this remediation. Troubling behavior that requires initiation of a formal report will result in a semester-long probation. At the conclusion of this timeline, the Clinical Education Coordinator will meet with the student to review the outcome of the remediation process. The Clinical Education Coordinator will place a concluding written statement in the formal report discussing the level of success of the remediation. The formal report is then filed with the student's departmental record. This student file will be separate from the student's academic file and kept solely in a secure location within the department; access to its contents would only be on a need-to-know basis. The student will be apprised of this record retention in writing by the involved faculty member or Clinical Education Coordinator.

- 3. Egregious, Unethical, or Unprofessional Behavior:** In the event that a student fails on multiple occasions to meet the expected standards of professional conduct as documented by the formal report, or if the student is accused of egregious, unethical, or unprofessional behavior, a formal report must be filed in writing to the Clinical Education Coordinator within two University business days. Examples of egregious behavior include, but are not limited to, patient endangerment, unacceptable patient management, inappropriate alteration of patient records, behavior posing a danger to persons or property, an ongoing threat of or disruption of the academic process, or certain acts of sexual misconduct.

Concurrent with the notification of egregious, unethical, or unprofessional behavior, the Clinical Education Coordinator will schedule a meeting of the Disciplinary Review Panel within seven University business days of receiving the complaint, for review of the accusation. The Disciplinary Review Panel will be composed of the Clinical Education Coordinator (Chair), a Preceptor not involved in the situation, a Faculty Member outside of Athletic Training, and two student representatives. All materials pertinent to the complaint and its consequences must be submitted to the Disciplinary Review Panel prior to the meeting. Removal from clinical assignments during this time will be determined on a case-by-case basis. During the Disciplinary Review Panel meeting, the student will have the opportunity to present his/her response or perspective on the alleged offense[s] and the panel will have the opportunity to solicit more information regarding the offense. Any other parties who have a contribution to the discussion will also be permitted to make a statement. At the end of the meeting, the student will be dismissed and the panel will discuss the matter. If the panel believes an egregious, unethical, or unprofessional behavior was committed, disciplinary action will be

instituted. Descriptions of potential disciplinary actions are listed below. During a follow-up meeting, the CEC will discuss the nature of the offense with the student and document it in the student's personal file on a Disciplinary Action Explanation Form maintained in the Chair of Athletic Training Program's office.

4. The University has a formal Grievance procedure that has been established through the Graduate School. The ATS may choose to file a grievance through this process. Students should refer to the [Grievance Policy](#), located on the Provost's web-site.
5. Confidentiality: Salisbury University and the MSAT Program comply with the Family Education Rights and Privacy Act (FERPA) of 1994, which defines the rights and protects the privacy of students with regard to their educational records. This policy is described on page 3 in the University Catalog.

Description of Disciplinary Actions:

- Semester-Long Probation- Probation consists of a one complete semester period during which any other offense will result in a more severe disciplinary action.
- Program-Long Probation-Probation consists of a program-long period during which any other offense will result in more severe disciplinary action.
- Termination of Rotation- Termination from the clinical rotation consists of a semester-long period during which the student will not attend their clinical rotation. As a result of this loss of clinical experience time, the student will fail their associated Clinical Proficiencies class. If the student is interested in continuing in the ATP, he/she will have to retake the Clinical Proficiencies class the next time it is offered. During this year-long period, the student will be required to meet with the PC to discuss additional program requirements.
- Termination from Program- When an offense (or multiple offenses) occurs at this level; the student will fail their associated Clinical Proficiency class and be terminated from their clinical rotation and the ATP.

Legal Charges

As a professional program, students must realize that their actions are a reflection not only of themselves, but also of the Salisbury University MSAT Program and the profession of Athletic Training. Students that commit a criminal act or fail to report the commission of a criminal act during their time in the AT Program or prior to admission may be subject to immediate dismissal from the program. Students must understand that certain acts may preclude them from sitting for the Board of Certification (BOC) examination.

F. Student Academic Grievance Policy

The University has a formal Grievance procedure that has been established through the Graduate School. The ATS may choose to file a grievance through this process. Students should refer to the [Grievance Policy](#), located on the Provost's web-site.

G. Performance Evaluations

Evaluation of Clinical Proficiencies is done in three phases: Competency Assessment, Clinical Integrated Proficiencies, and Supervised Clinical Experiences.

1. Competency Assessment

Assessment of competency begins and occurs throughout the entire MSAT Program. The evaluation of the athletic training student's clinical competencies are initially completed in the course in which they were taught with written and practical examinations, research assignments and response papers.

2. Clinical Integrated Proficiencies

Practical assessments and demonstrations of clinical proficiencies are completed during the ATTR 505, 555, 605, and 655 Athletic Training Proficiency Courses. The faculty for these courses assess the clinical integrated proficiencies through a three-step process: 1) problem-based learning scenarios, 2) clinical proficiency evaluations by Preceptors, and 3) demonstration of mastery through written (ATTR 505, 555, 605, and 655) and practical (ATTR 505 and 555) proficiency examinations. The supervising Preceptor and the faculty members who teach the courses supervise the assessment of the athletic training student's practical assessment and demonstrations.

3. Clinical Evaluations of Supervised Clinical Experiences

When enrolled in an Athletic Training Proficiencies course, the athletic training student is encouraged to assist Athletic Trainers in the primary athletic training clinical setting and the approved affiliated clinical sites with athletic training-related tasks. The supervising Preceptor will complete documentation of these professional athletic training experiences. Every four weeks during the semester, the supervising Preceptor completes a Clinical Evaluation ([Appendix C](#)) which includes assessment of knowledge, skills, professionalism, and disposition of the athletic training student. Following these clinical evaluations, students will meet with their preceptor(s) to discuss the evaluations and write a one-page written reflection, identifying strengths, weaknesses and goals moving forward.

H. Program Evaluations

The athletic training students participate in the evaluation of the Athletic Training Program, which includes course evaluations, clinical experience assessments, and Preceptor evaluations. The faculty are evaluated a minimum of two times a year by their peers and at the end of the semester by students they have had in class. The athletic training students are also required to evaluate their Preceptor ([Appendix D](#)) and their Clinical Site ([Appendix E](#)) at the end of each semester.

At the end of their academic career, the athletic training students are asked to provide an overall evaluation of the Athletic Training Program through an Exit Interview. The evaluations are reviewed by the Chair of the Athletic Training Program and Preceptors on an annual basis and are used as a mechanism to monitor the progress of athletic training students and for revisions to the Athletic Training Program. Two final evaluations, the Alumni Survey, and the Employer Survey, are completed three years after graduation ([Appendix F](#) and [Appendix G](#)).

I. Board of Certification

1. Role and Function

The purpose of the Board of Certification's (BOC) entry-level certification program is to establish standards for entry into the profession of athletic training. In order to attain the BOC Certification, the ATS must satisfy the basic requirements and successfully complete the national certification examination.

2. Certification Requirements

Candidates must provide a transcript for proof of graduation from an accredited college. Students in the ATP at Salisbury University are endorsed by the PC to sit for the exam during the May/June window. Certification will not be issued until an official transcript indicates the completion of athletic training course work and degree conferral.

Candidates must provide proof of current certification in Emergency Cardiac Care from a recognized agency such as the American Red Cross, American Heart Association, National Safety Council, or EMP America or a certification as an Emergency Medical Technician.

3. Board of Certification Examination Application

During the final semester prior to graduation, the ATS is permitted to apply for the BOC Examination. The national certification examination is the final step in the process to become an Athletic Trainer. An application to sit for the national certification examination can be obtained and completed online at www.bocatc.org, the official web site of the BOC. The ATS

should initiate the application process for the certification exam at least four months prior to the designated examination date.

J. Professional Affiliations

Student membership in the National Athletic Trainers' Association, Inc. (NATA), Mid-Atlantic Athletic Trainers' Association, Inc. (MAATA), and the Maryland Athletic Trainers' Association, Inc. (MATA) or state organization of choice is required in order to maintain status as an Athletic Training Student. Current membership applications to these organizations can be obtained from the NATA website at <http://www.nata.org>. Membership must be maintained throughout the remainder of the ATP.

1. National Athletic Trainers' Association

The National Athletic Trainers' Association (NATA) is a not-for-profit organization dedicated to advancing, encouraging and improving the athletic training profession. The NATA promotes excellence in athletic health care through public awareness and education. When the athletic training student joins the NATA, the following services are provided:

NATA Annual Meeting and Trade Show

The athletic training student is given a discounted rate to attend the annual meeting. Special seminars and workshops are targeted specifically for the student athletic trainer.

NATA Publications

The NATA News and e-blast are publications that highlight national, regional, and local news and includes articles in latest issues and trends within the athletic training profession. The Journal of Athletic Training contains an in-depth clinical and scientific research articles and is available to student members in electronic form only.

Government Relations

The NATA provides information on specific legislation and regulation to help NATA members understand how the governmental process affects them.

Job Referral Services

NATA offers a comprehensive athletic training job listing service, which is accessible to members at the NATA homepage.

Public Relations

This program keeps health care professionals and others aware of the latest athletic training advances and developments through press releases, videos, brochures and other media services.

Affiliated Memberships

NATA membership also provides an automatic membership to the Mid- Atlantic Athletic Trainers' Association and the Maryland Athletic Trainers' Association.

Membership information can be obtained by accessing the National Athletic Trainers' Association web site at www.nata.org.

2. Mid-Atlantic Athletic Trainers' Association

The Mid-Atlantic Athletic Trainers' Association (MAATA) represents District 3 of the NATA members. Maryland, DC, West Virginia, Virginia, North Carolina and South Carolina are the states represented by the MAATA organization. When the ATS becomes a member to the MAATA the following services are provided.

Newsletter

The MAATA Newsletter is a quarterly information source provided to each member. The newsletter focuses on local legislative issues and athletic training information and is sent via email.

MAATA Convention

The athletic training student is given a discount rate to attend the annual meeting. Special seminars and workshops are targeted specifically for the athletic training student.

Government Relations

The MAATA provides information on specific legislation and regulation to help the MAATA members understand how the District 3 governmental process affects them.

Membership information can be obtained by accessing the official web site at www.maata.org.

3. Maryland Athletic Trainers' Association

The Maryland Athletic Trainers' Association (MATA) is an organization which governs the state of Maryland athletic training activities and certification standards and provides the following services:

Public Relations and Educational Seminars

MATA participates in various display booths that are exhibited at various state and regional meetings.

Newsletter

The MATA Newsletter is issued two times a year. It highlights state and local news, profiles of Maryland athletic trainers, upcoming events, and is available electronically.

Membership information can be obtained by accessing the Maryland Athletic Trainers' Association web site at www.marylandathletictrainers.org/.

K. Scholarship Opportunities

1. NATA Research & Education Foundation

The NATA Research and Education Foundation (REF) offer a variety of scholarships for the practicing profession as well as graduate and undergraduate athletic training students. Students must be an NATA member prior to application, have a minimum grade point average of 3.2 based on a 4.0 scale, be sponsored by an Athletic Trainer, and be a junior in college. The application deadline is in the early spring semester and the scholarship application can be found at www.nata.org.

2. Mid-Atlantic Athletic Trainers' Association

MAATA offers the following scholarships to athletic training students:

- Edward Block Undergraduate Scholarship
- Larry Sutton Postgraduate Scholarship
- A.C. "Whitey" Gwynne Masters Scholarship

Additional scholarship information and applications can be accessed from the MAATA web site at www.maata.org. The application deadline for all three scholarships is early spring semester.

3. Maryland Athletic Trainers' Association

The MATA offers the Andrew Kotz Memorial Scholarship. The recipient of this award will receive \$500, which must be used to defray costs pertaining to the student's undergraduate Athletic Training education. This scholarship is awarded annually and deadline for application is early spring semester. Applications are available each fall to the MATA's athletic training students. Applications can be found on the MATA website: <http://marylandathletictrainers.org/>.

4. Salisbury University

Peninsula Orthopaedic Associates Post-Graduate Scholarship

This scholarship identifies and supports a student of exceptional promise and character that has demonstrated strong academic aptitude and dedication to athletic training endeavors and is awarded to a student graduating from Salisbury University or the University of Maryland-Eastern Shore that has been accepted into the MSAT Program. The Athletic Training Admissions Committee will determine the recipient based on program application materials and the

interview.

Hunter Smith Athletic Training Student Scholarship

This scholarship was established in 2001 and is an endowment fully funded through financial donations from alumni and associates of Salisbury University and the Athletic Training Program. The mission of the Hunter Smith Scholarship is to acknowledge the academic and clinical achievements of students that have completed their first year in the MSAT program. Interested applicants should apply through Academic Works at <https://salisbury.academicworks.com/>

V. Athletic Training Student Health & Wellness

A. Communicable Disease Policy

A communicable disease is defined as any infectious pathogen that has the potential to be transmitted from one person to another through direct contact or through an infected person's bodily fluids. The purpose of the Communicable Disease Policy and Procedures is to prevent the spread of infectious diseases and educate students on the established requirements for those admitted to the athletic training program at Salisbury University. The Communicable Disease Policy and Procedures is based on the standard of practice from health care agencies at the national, state and university level. Additional information on the prevention of communicable diseases can be obtained through the Salisbury University's Student Health Services, the Maryland Department of Health and Mental Hygiene and the Centers for Disease Control and Prevention.

Health Examination

A health examination is required for all athletic training students (ATS) formally admitted to Salisbury University's Athletic Training Program (ATP). A Health History and Immunization Record Form must be completed by the student and a Physical Examination Form must be completed and signed by a physician or appropriately licensed health care practitioner prior to the student entering into their initial clinical education experience. These health examination forms are stored with Salisbury University's Student Health Services. Student records are kept for five years after graduation or date of last attendance.

Students accepted to the ATP must also provide documentation of the required immunizations and tests prior to the start of their initial clinical education experience. These required immunizations/tests include the following:

- Measles, Mumps and Rubella (MMR)
- Meningococcal Vaccine (if living in on-campus housing).
- Tuberculosis Skin Test (PPD) prior to clinical education experiences.

The following immunizations and vaccines are strongly recommended:

- Diphtheria, Tetanus, Pertussis (DTaP) Vaccination
- Hepatitis B Vaccination
- Varicella Vaccination

Preventative Management Plan

Students are instructed not go to their clinical education site if they are experiencing an acute illness with a fever in excess of 100.4°F, signs of lower respiratory congestion such as a persistent cough, or any other symptom that may indicate the presence of an infectious disease. The student should report to Student Health Services or another medical facility for evaluation and treatment. If the ATS acquires an infectious disease, the student must notify their Preceptor and Clinical Education Coordinator as soon as possible. If a student poses a risk of transmitting a communicable disease to others, the PRECEPTOR will remove the ATS from their clinical experience. An ATS diagnosed with an infectious illness must obtain a signed release from a physician or appropriately licensed health care practitioner prior to resuming clinical experiences. The student's individual communicable disease episodes are managed confidentially and in accordance to established HIPPA requirements.

Blood borne Pathogens

Policies have been developed to protect the student from exposure to blood borne pathogens (BBP). The ATS is required to attend an in-service annually to review the Standard Operating Procedures as mandated by Occupational Safety and Health Administration (OSHA), the State of Maryland, Salisbury University, and the Intercollegiate Athletics Department.

The blood borne pathogens of main concern to athletic trainers are HIV and Hepatitis B. Athletic training students can be exposed in a variety of ways; including but not limited to bloody wounds, vomitus, saliva and fluid from blisters. It is essential to practice preventative measures at all times. Occupational Safety and Health Administration has developed federal regulations for those whose jobs may put them at risk to blood borne pathogens. Each clinical education site has readily available an Exposure Control Plan. This plan must be followed by the ATS and he/she should practice standard precautions at all times. All bodily fluids should be treated as if they were potentially infected with a communicable disease. Gloves should be worn when contact is made with any bodily fluids, open wounds, or mucus membranes. Masks and eye protection should be used in warranted situations. The ATS must minimally wear latex gloves when exposed to any body fluids. If a glove should tear, it should be replaced immediately. One must change gloves if worn more than ten (10) minutes. Some gloves may be slightly permeable, so two layers may be worn. After use, carefully remove gloves and discard in biohazard waste container or bag.

The best defense from disease transmission is the washing of hands with an antimicrobial wash between contacts with each patient. Hands should be washed thoroughly for 30 seconds after wearing gloves and handling blood or other bodily fluid. Also, the ATS should practice good personal hygiene and make certain that the athletes and patients shower after practice or a game and prior to treatment.

Students should make a sincere effort to keep the athletic training facility as clean as possible. Appropriate cleaning supplies should be used to disinfect all counters, tables, chairs, desks, whirlpools, floors, and any other surface in the athletic training facility that may be home to microorganisms.

Special containers will also be available for biohazardous waste. These containers should be lined with a labeled red biohazard bag for proper waste removal. The container must also have the proper red biohazard label clearly visible. Biohazardous materials include, but are not limited to bloodied gauze, and non-sterile gloves. Each facility should also have a red plastic container for sharps equipment. Sharps equipment includes, but is not limited to scalpel blades, razors, uncapped syringes, and needles.

During all contests at Salisbury University, portable biohazard containers will be on-site at the event. Portable containers must be lined with red biohazard bags and shall not be used for trash disposal. The container must also have the proper red biohazard label. Following the competition or event, the biohazard containers should be emptied. The red biohazard bags shall be tied and placed in the large biohazard container in the Athletic Training Clinic. In addition to the portable biohazard containers, all athletic training kits should contain red biohazard bags for disposal of jerseys or towels, which may become exposed to blood borne pathogens.

Salisbury University has developed an exposure control plan to comply with [OSHA Bloodborne Pathogens Standard 29 CFR 1910.103](#). This plan is reviewed annually.

B. Student Support Services

Salisbury University provides the following Support Services to its students. Any Athletic Training Student needing assistance should contact a member of the following departments.

- Student Health Services
- Counseling Center
- Center for Student Achievement
- University Writing Center
- Career Services
- Disability Resource Center
- Multicultural Student Services

Descriptions of these services can be found in the [Salisbury University Graduate Student Handbook](#).

C. Drug and Alcohol Policy

Athletic Training Students who exhibit behavior consistent with the use of alcohol and/or the illegal use of drugs will be referred to the Salisbury University Counseling Center. In addition, students may face disciplinary action (See [Disciplinary Procedure](#)).

D. Health Insurance

If the ATS is not covered by accident insurance, they need to consider purchasing coverage. One expensive injury or illness could jeopardize the ATS's college education and financial security. It is recommended that all ATS be covered by health insurance that includes accident policy. If the ATS is not covered under a health insurance plan, it is recommended the student review the literature on the various medical plans at the University Health Center <http://www.salisbury.edu/health/healthinsurance.html>.

E Social Relationships

Athletic Training is a health care profession that often involves daily interaction with student-athletes, fellow students, and staff members. Close relationships with these parties can often result. Social situations and/or dating between an ATS and a student-athlete or athletic training staff member (including graduate assistant and intern/contingent athletic trainers) is considered inappropriate and is strongly discouraged. If an athletic training student is dating a student-athlete or ATP staff member, it must be reported to the Clinical Education Coordinator so that appropriate clinical assignments can be made. Inappropriate fraternization will be addressed through the disciplinary policy.

F. Sexual Harassment

Sexual harassment is defined as unwelcome sexual conduct which is related to any condition of employment or evaluation of student performance. This definition is intended to include more than overt advances toward actual sexual relations. It applies as well to repeated or unwarranted sex-related statements, unwelcome touching or sexually explicit comments or graphics. All persons (ATS, preceptors, coaches, student-athletes, etc.) should be sensitive to situations that may affect or cause the recipient discomfort or humiliation or may display condescending sex-based attitude towards the person. Sexual harassment is illegal under both state and federal law and may be subject to prosecution under the criminal sexual conduct law.

Sexism is defined as the perception and treatment of any person, not as an individual, but as a member of a category based on sex. Sex-based jokes or material is unacceptable at the

University and in the ATP. Depending on the seriousness of the action, disciplinary action will result.

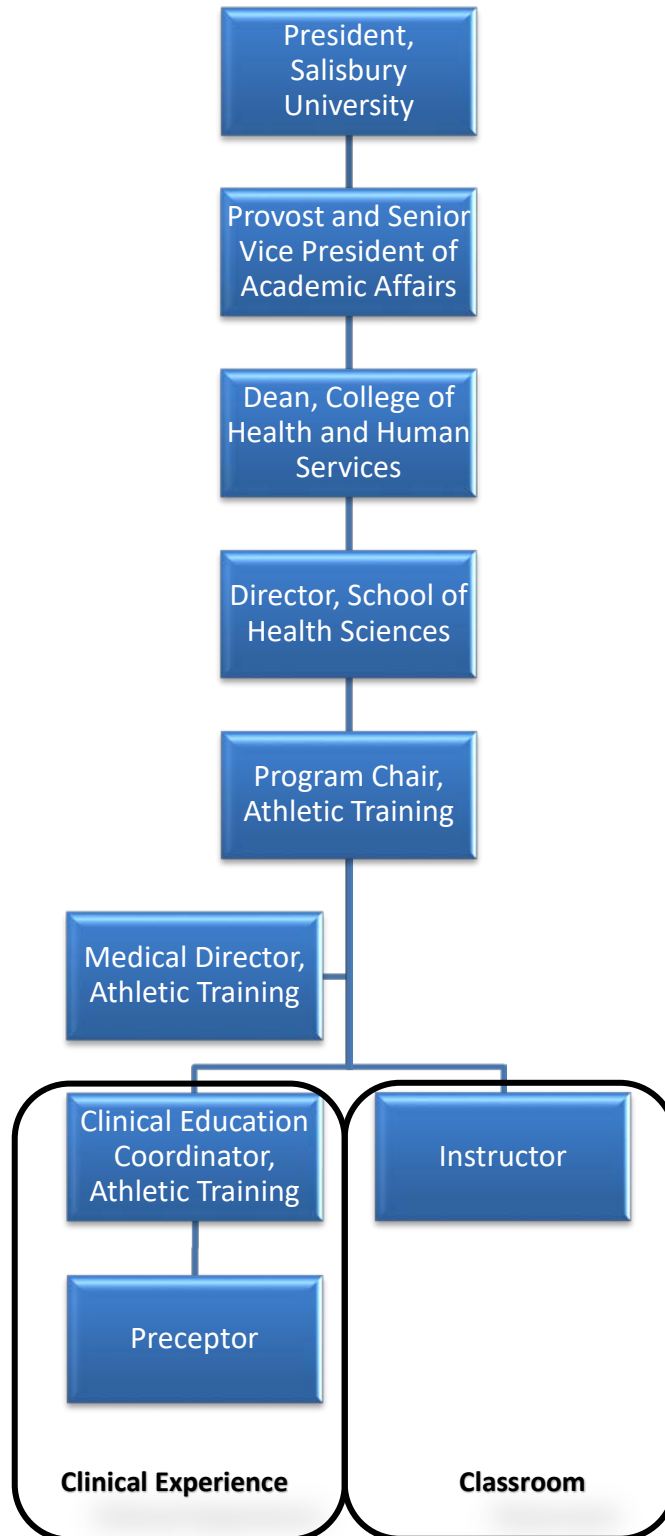
G. Disabilities

The Disability Resource Center (DRC), <http://www.salisbury.edu/Students/DRC>, provides services to the student who may need assistance in completing a needed program requirement, and can assist the student in determining the physical and mental limitations of an athletic training student. If a student or the PC later identifies potential mental, psychological, or physical difficulties in meeting the standards established for the program, the student, with assistance from the DRC, will consult health care providers who are capable of determining the implications of such difficulties on completing the program.

The program's selection committee, the DRC, will use this information to determine if the student can meet the technical standards with reasonable accommodation. This review will take into account whether accommodation would jeopardize clinician/patient safety or the educational process of the student or the institution, including all course work, clinical experiences and internships deemed essential to graduation.

VI. Appendices

A. MSAT Organizational Chart



B. Technical Standards for Admission

The Athletic Training Program (ATP) at the Salisbury University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the ATP are essential qualities considered necessary for students to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, and the technical standards meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education, CAATE).

To be admitted to the ATP, student candidates must demonstrate the following:

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

To be considered for admission to the ATP, student candidates must affirm that they understand and meet these technical standards. If any student candidate believes he or she can meet these technical standards if provided with a reasonable accommodation, the Salisbury University Disability Resource Center will evaluate whether the student's stated condition qualifies as a disability under applicable laws, and whether the accommodation requested is reasonable, taking into account whether the accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

Students not requiring accommodations

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards. I understand that if I am unable to meet these standards I may not be admitted into the Athletic Training Program.

Signature of Applicant _____

Date _____

Students requiring accommodations

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with a reasonable accommodation. I will contact the Disability Resource Center at Salisbury University to determine what accommodations may be available. I understand that if I am unable to meet these standards, even with an accommodation, I will not be admitted into the Athletic Training Program.

Signature of Applicant _____

Date _____

C. Sample Clinical Evaluation of Student – ATTR 505

Student's Name

Date evaluation completed

Enter a date:

← May 2019 →						
Su	Mo	Tu	We	Th	Fr	Sa
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8



Knowledge and Skill: Injury/Illness Prevention and Wellness Promotion

Please rate the Athletic Training Student's knowledge and skill based on the following scale:

Superior: Performs at the level of an entry-level certified athletic trainer.

Above Standard: Performs better than expected at this level of academic progress.

Meets Standard: Performs as well as expected at this level of academic progress.

Below Standard: Performs below expected at this level of academic progress.

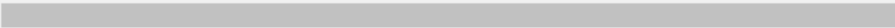
The athletic training student...

	Superior	Above Standard	Meets Standard
Identifies risk factors by administering assessment, PPE and other screening tool, and reviewing medical history and injury surveillance data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implements plans to aid in risk reduction using currently accepted guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educates individuals and stakeholders about the appropriate use of personal equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minimizes the risk of injury and illness by implementing plans to comply with standard operating procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates individual and group safety by monitoring and responding to environmental conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optimizes wellness (e.g. social, emotional, spiritual, environmental, occupational, intellectual, physical) for individuals and groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

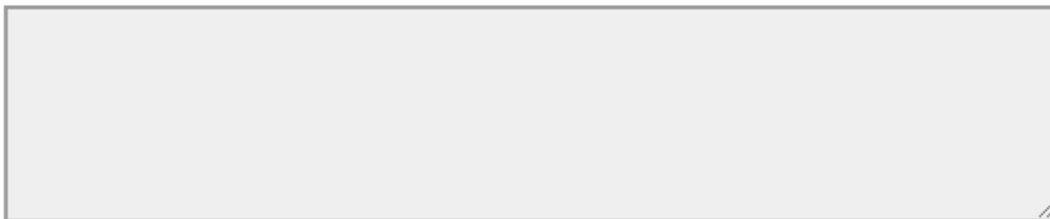
Rate the student's disposition based on the Foundational Behaviors of Professional Practice.

The athletic training student...


	Strongly Agree	Agree	Disagree	Strongly Disagree
Provides the best healthcare available for the patient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works with others in effecting positive patient outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies and conforms to the laws that govern athletic training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complies with the NATA's Code of Ethics and the BOC's Standards of Professional Practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses evidence-based practice as a foundation for the delivery of care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works respectfully and effectively with diverse populations and in a diverse work environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates effective interpersonal communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

◀  ▶

Based on criteria established above, identify specific areas (**at least two skill and one personal**) that you consider to be strengths of the student.



Based on criteria established above, identify specific areas (**at least two skill and one personal**) that you consider to be weaknesses of the student.



D. Preceptor Evaluation

Name of Student

Name of Clinical Site

Name of Preceptor



Preceptor Feedback

Use the following key in answering each question about your preceptor.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Appropriately and adequately oriented me to the clinical site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes a good rapport with the athletic training students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treats all athletic training students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates organization with regard to clinical instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Illustrates expectations of athletic training students clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serves as a professional role model.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is readily available to athletic training students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Shows an interest in athletic training students clinical education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates a willingness to assist students in improving clinical skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is knowledgeable in subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates knowledge effectively to athletic training students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caters to the various learning styles of different athletic training students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenges athletic training students to think critically and problem solve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates my professional and clinical growth and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Is punctual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriately provides constructive criticism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is flexible in clinical decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treats each athletic training student equally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treats each athletic training student fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides educational opportunities on a daily basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has identified and addressed my strengths and weaknesses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Allows for opportunities to practice my clinical skills with supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allows me the freedom to make informed decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands my academic level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has provided direct supervision at all times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



The overall rating for this preceptor is:

	Excellent	Good	Average	Fair	Poor
Overall rating:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe or expand upon the strengths for this preceptor. (Use examples if appropriate)

Please describe or expand upon the areas in need of improvement for this preceptor. (Use examples if appropriate)

Please list any comments or suggestions for improvement for this preceptor.

E. Clinical Site Evaluation

Name of Student

Name of Clinical Site

Primary Clinical Experience (e.g. Football, Clinic, etc.)



Clinical Site Feedback

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The clinical site was easily accessible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The clinical site was well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was provided an orientation regarding the policies and procedures of this clinical site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplies and equipment were adequate to meet my educational needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The clinical site had adequate reference and resource material readily available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policies & procedures of the clinical site were adequately explained to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The policies and procedures of the clinical site were appropriately enforced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The clinical site provided me with a stimulating learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facility staff & my preceptor provided adequate supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The clinical site provided for opportunities to interact with additional medical professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The coaches and staff were respectful to me and my position as an athletic training student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The relationship between the AT, coaches, and other staff was positive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The certified athletic trainers and other staff were professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The clinical site provided me with challenges that allowed me to apply my knowledge & skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The experience reinforced my knowledge from coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level and degree of responsibility delegated to me was appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salisbury University Athletic Training Program should continue to use this clinical site for clinical education of athletic training students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



The overall rating for this site is:

	Excellent	Good	Average	Fair	Poor
Overall rating:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe or expand upon the strengths for this clinical site. (Use examples if appropriate)

Please describe or expand upon the areas in need of improvement for this clinical site. (Use examples if appropriate)

Please list any comments or suggestions for improvement for this clinical site.