



DEPARTMENT OF HEALTH SCIENCES

Athletic Training Program

Curriculum Handbook

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Section I: Program Information

Vision Statement:

To be a national leader in Athletic Training Education

Mission Statement:

James Madison University's Athletic Training Program provides challenging and progressive academic and clinical educational experiences to prepare students to be leading professionals in the community of Athletic Training.

Goals/Objectives

1. **Goal:** To provide athletic training students (ATs) with ample experiences in the cognitive, psychomotor, and affective domains to succeed in the Athletic Training (AT) profession.

Objectives:

- a. To create innovative classroom and lab experiences to improve student learning through the use of a wide variety of teaching tools and instructional methods.
- b. To expose ATs to current therapeutic exercise equipment and modalities during clinical and lab learning opportunities.
- c. To present students with the most recent information and techniques on content within the AT curriculum. This will be accomplished through review of literature by both the faculty/staff and the ATs.
- d. To assign projects to students that will foster advanced technology and library skills.
- e. To expose ATs to research within the profession and the value research plays in the growth of the athletic training profession.
- f. To offer a variety of selected topics and special studies opportunities for academic credit so the ATs can gain unique exposures to unique opportunities (i.e. teaching assistants, Biodex testing, aquatic rehab, topic reviews, library searches, research projects).
- g. To foster an atmosphere in the classroom and clinical settings in which the student learns professionalism and appreciates the value of strong ethical and moral decisions and actions.
- h. To monitor and assist with student growth through regular feedback provided through evaluations that are completed by the preceptors.

2. **Goal:** To provide ATs with well-rounded experiences in a variety of clinical settings.

Objectives:

- a. To provide the student with quality clinical experiences in which the student rates those learning environments as "above average" at minimum.
- b. To provide the student with clinical experiences that expose the student to high and low risk activities, athletes of both genders, equipment intensive activities, general medical experiences, and both on-and off-campus clinical settings.
- c. To develop and maintain the quality of off-campus athletic training experiences, including high school, college, and clinical settings.

- d. To continue to explore options for non-traditional clinical setting opportunities in the local area.
- e. To continue to provide quality opportunities for ATs to be active participants in general medical and orthopedic rounds on planned, educational bases.
- f. To continue to provide incentives, benefits, and support to our off-campus preceptors for their dedicated work with our ATs.

3. **Goal:** To provide an open and receptive learning environment in both the academic and clinical settings.

Objectives:

- a. To annually achieve at least “above average” ratings on course evaluations for all AT and AT-related classes in the areas of teacher receptiveness to new ideas and their desire and willingness to assist the AT student in the learning process.
- b. To achieve at least “above average” ratings on all preceptor evaluations in the areas of preceptor receptiveness to new ideas and their desire and willingness to assist the AT student in the learning process.
- c. To achieve at least “above average” ratings on all clinical site evaluations in the areas of positive learning environment and equipment and activities appropriate for learning.
- d. To maintain an open-door policy for AT students to meet with the AT faculty or staff to discuss any areas of concern.
- e. To maintain annual one-on-one goals meetings with AT students.
- f. To maintain weekly faculty curriculum and faculty-staff clinical meetings for all on-campus AT program personnel.

4. **Goal:** To develop a positive working relationship within the allied health community.

Objectives:

- a. To provide students with regular exposures to a variety of allied health professionals through the use of guest lecturers, adjunct faculty, and in-services.
- b. To expand the offerings of continuing education unit (CEU) courses/in-services for faculty, staff, and community ATs.
- c. To provide opportunities for ATs to present and attend professional meetings at the National, District, and State levels.

5. **Goal:** To integrate classroom knowledge with clinical practice.

Objectives:

- a. To provide informal and formal opportunities in the classroom to incorporate clinical experiences.
- b. To link clinical proficiencies to academic coursework.
- c. To capitalize on opportunities to integrate classroom knowledge/skills into real-time clinical situations in order to demonstrate the clinical proficiencies and the concept of learning over time.
- d. To continue to provide regular updates between faculty and clinical staff to encourage maximal integration of classroom and clinical activities.

6. **Goal:** To prepare ATs for their future roles with Athletic Training professional organizations.

Objectives:

- a. To monitor ongoing changes of the NATA structure (National, District, State levels), including Education Council, NATAREF, CAATE, BOC, and standing committees.
- b. To educate the student on current Position Statements from the NATA and related organizations and to provide the student with the knowledge of how to locate those statements.
- c. To create opportunities for students to participate in professional development activities such as Capitol Hill Day, promoting the profession and attending state and district meetings.

7. **Goal:** To demonstrate positive outcomes in a challenging and highly competitive academic program, encompassing the six domains of the *BOC Role Delineation Study*.

Objectives:

- a. To use outcomes from the national certification exam to demonstrate student and program strengths and weaknesses.
- b. To use a battery of program assessment tools to demonstrate student and program strengths and weaknesses (including written, practical, and written simulation exams, course evaluations, self-reporting surveys, employer/alumni questionnaires, and exit interviews).

8. **Goal:** To maintain national accreditation for the entry-level AT Program.

Objectives:

- a. To successfully complete annual reports required by the CAATE.
- b. To successfully complete the self-study report and on-campus site visit for the AT Program during each accreditation cycle.
- c. To maintain internal standards well above the minimum standards set by the CAATE.

9. **Goal:** To continue to assess various aspects of the AT Program on a planned and intentional basis.

Objectives:

- a. To complete a curriculum review on an annual basis to identify the program's strengths, weaknesses and areas for immediate change as well as to review content of each course in relation to the competency and proficiency matrix.
- b. To analyze data from faculty and program assessment tools in the academic and clinical settings (may include, but not limited to: written, practical, and written simulation exams, course evaluations, self-reporting surveys, employer/alumni questionnaires, senior exit interviews, student performance evaluations, preceptor evaluations, and clinical site evaluations).
- c. To analyze information from student assessment, learning style inventories, goal setting activities, BOC exam results, and graduate school and job placement rates and implement appropriate curriculum or policy changes as a result of this analysis.

Non-Discrimination Statement

James Madison University does not discriminate on the basis of race, color, national origin, religion, gender, age, veteran status, political affiliation, sexual orientation or disability. The AT Program also does not discriminate on any of the above bases, however, enrollment in the AT Program does require the ability of the student to meet

the Technical Standards for the duration of the program (see Technical Standards section of the Handbook).

Definition of Terms

Preceptor - A certified/licensed professional who teaches and evaluates students in a clinical setting using an actual patient base.

Athletic Training Student (ATS) - A student formally enrolled in the professional phase of the athletic training curriculum.

Clinical Education - Clinical education represents the athletic training students' formal acquisition, practice, and evaluation of the Entry-level Athletic Training Clinical Proficiencies under the direct supervision of a preceptor. Clinical education shall occur in a minimum period of two academic years (4 semesters) and be associated with course credit. Courses shall include educational objectives and specific clinical proficiency outcomes that can be documented over time. At least 75% of the student's clinical education experiences must be in traditional athletic training settings.

Direct Supervision – Direct supervision refers to the close monitoring of the athletic training student during the clinical experience. The preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient. Only clinical hours that occur under the direct supervision of a preceptor are recognized by CAATE and JMU's Athletic Training Program. Radio or cell phone contact **does not** constitute direct supervision and is an infraction of JMU's clinical policies.

Clinical Education Requirements - Students must complete a variety of clinical experiences that incorporate different populations including genders, varying levels of risk, protective equipment (to minimally include helmets and shoulder pads), non-sport populations, and medical experiences that address the continuum of care that would prepare a student to function in a variety of settings and meet the domains of practice delineated for a certified athletic trainer in the profession. (For information specific to JMU's clinical requirements, see *Clinical Education Requirements*).

Clinical Setting: A clinical setting is a clinical environment where health care services are provided. The clinical setting shall include the athletic training facility, athletic practices, competitive events, physician's clinics, physical therapy clinics, hospital emergency rooms, and various allied health care settings. The student must be supervised by an appropriate preceptor while in these settings.

Educational Competencies: The Educational Competencies are the individual cognitive (knowledge), affective (appreciation), and psychomotor (skills) components of entry-level athletic training programs. Competencies are used to develop the curriculum and educational experiences of students enrolled in CAATE-accredited entry-level athletic

training programs. We assess the competencies through classroom exams (written and practical) and assignments, as well as through student evaluations.

Clinical Proficiencies: The entry-level athletic training clinical proficiencies define the common set of skills that entry-level athletic trainers should possess. Proficiencies require the students’ integration of individual pieces of knowledge and skills (educational competencies) in a decision-making situation. The clinical proficiencies demonstrate learning over time. Whenever possible, proficiencies are assessed in a real-time environment/situation such as evaluating a real injury to an athlete. Simulated evaluations are used to supplement real-time learning situations.

Use of Athletic Training Professional Terminology

The field of Athletic Training is frequently misunderstood among other health care professions/professionals regarding our educational preparation, roles and responsibilities, credentials, etc. To help raise the level of awareness of our profession, we ask that all students, staff, and faculty use proper professional terminology at all times when referring to our profession and our clinical settings. Examples of proper terminology include the following:

Professional/Appropriate Terminology	Incorrect or Unprofessional Terminology
“Athletic training room”	“training room”
“Athletic trainer” or “certified athletic trainer”	“trainer”
“Athletic training students”	“Student athletic trainers” or “student trainers”
“BOC” examination	“NATABOC” examination
“CAATE accreditation”	“CAAHEP accreditation or JRC-AT accreditation”
“Clinical education experience”	“work”
“Athletic trainer” or “certified athletic trainer”	“ATC” (ATC is a credential)
“Preceptor”	“ACI” or “CI”
“Athletic Training Program” or “ATP”	“Athletic Training Education Program” or “ATEP”

JMU AT Program tries to instill professional terminology in a “fun” manner, thus, we have placed “terminology jars” in each athletic training room as well as in the HHS 0303 AT Program classroom. Each time a faculty member, staff member, or student of the AT Program uses improper terminology, that person owes the terminology jar \$.25. At the end of the year, the money collected in the terminology jars will be donated to a charity of the students’ choice.

In addition to proper Athletic Training terminology, proper nomenclature for identifying various injuries, anatomy, and medical terms should be used when interacting with physicians, health care professionals, and fellow athletic trainers/athletic training students.

Section II: Curriculum Aspects

Pre-Professional Phase

The pre-professional phase of the athletic training curriculum is required for all students wishing to apply for the AT program. The pre-professional phase involves pre-requisite coursework as well as completing observations in the athletic training environment at JMU. The purpose of this experience is to help the student better understand the duties and responsibilities of an athletic trainer and the profession, in general. This experience gives the student concrete information for deciding whether athletic training is the right profession for him or her. The observation experiences also allow the certified athletic trainers an opportunity to get acquainted with the potential applicants.

The pre-professional phase is open to any student interested in pursuing a B.S. degree in Athletic Training. It is recommended that the pre-professional phase incorporate all four semesters of the freshmen and sophomore years, but it can be as short as one semester (spring semester of the sophomore year, plus Maymester) depending on when the student enters the pre-professional phase. Students completing four semesters of the pre-professional phase, however, tend to have a greater chance of acceptance into the program. Upon completion of the pre-professional requirements (see “*General Information*” under “*Admission Process*” below), a student is officially eligible for admission to the curriculum phase of the athletic training program. (See *Admission Requirements* below).

During the pre-professional phase, students are expected to declare a major in Athletic Training. (Freshman must wait until the beginning of his or her second semester at JMU before officially declaring a major. Good communication between the freshman adviser, the Athletic Training Program Director and the prospective athletic training student is needed during this time). It is strongly recommended that students interested in the Athletic Training program enroll in ATEP 205 during the freshmen year. In addition, the student is advised to contact the AT Program Director upon arrival on campus and to maintain communication throughout the pre-professional phase to ensure proper academic advising.

The pre-professional phase includes required as well as optional observation hours. The required observation hours occur during the spring semester of the traditional sophomore year (during the semester of application to the AT Program). During this time, students will be assigned to various teams and certified athletic trainers. Students complete four three-week observation experiences during this semester which includes 9-12 observation hours per week. In addition, students complete various skills assessments during the ATEP 291 class. Students can also complete optional observation hours during the three semesters prior to ATEP 291. In order to complete these optional observation hours, students must contact the AT Program’s academic graduate assistants or the Program Director to receive an assignment. Prior to starting any observations, students must complete Universal Precautions training and an orientation

session for the athletic training rooms. They must also sign a Confidentiality Statement and a Volunteer Consent Form.

Admission Process/Admission Requirements

❖ Competitive and Selective Program:

JMU's Athletic Training Program is a highly competitive and selective program. Twelve to eighteen students will be admitted into the AT Program annually. Meeting the requirements for admission does not guarantee acceptance into the program. Students who do not get admitted into the AT Program are encouraged to identify areas for improvement and re-apply to the program the following year. Admission decisions are based on academic performance, letters of recommendation, clinical observation hours/evaluations, interview results, and written and verbal communication skills and abilities.

❖ Application Process/Contents:

Students must complete a formal application to be admitted into the Professional Phase of the Athletic Training Program. This application takes place after the pre-requisite courses have been completed (the Pre-Professional Phase), traditionally in the spring of the sophomore year. In order to apply, students must have completed the following courses with a grade of "C" or better (or currently be enrolled in/planning to enroll in May):

- BIO 290 Human Anatomy
- ATEP 205 Intro to Athletic Training
- *ATEP 206 Recognition and Management of Athletic Injuries
- ATEP 291 Pre-Professional Practicum in AT
- Although not a pre-requisite requirement for application, it is strongly preferred that students are also enrolled in *BIO 270 (Human Physiology) at the time of application. The program recognizes, however, that some students will not be able to register for this class prior to submitting the AT Program application. Preference for admission will be given to students who have completed BIO 270 if there is a "tie" between students for seats in the program.

***Note:** ATEP 205 and BIO 290 (Anatomy) are pre-requisites for ATEP 206. CHEM 120 or 131 (Intro or General Chemistry) and MATH 220 (Statistics) are pre-requisites for BIO 270 (Physiology).

The AT Program application and supporting documents are available to students *through their ATEP 291 Canvas website or by contacting the Program Director*. Applications can be submitted to the Program Director anytime after January 15, but must be completed by April 1 in order to be considered. After submission of the application, qualified applicants will be invited for an interview with a committee

comprised of AT Program faculty, staff and students. Interviews take place prior to finals week during the spring semester.

Information required as part of the application includes the following. Greater detail for each item can be found on the application.

- Personal data information
- Verification of grades
- Two letters of recommendation
- Essay responses to specific questions
- Verification of clinical observation hours and submission of performance evaluations from those hours (completed during ATEP 291)
- Completion of Health Information including:
 - Physical exam: must include the physician's signed statement verifying the student's ability to meet the Technical Standards
 - Updated immunization records on file with the University Health Center (immunizations must remain current for the duration of the program)
 - Proof of completion of the Hepatitis B vaccine (3-part vaccine or signature of waiver)
 - Annual TB screen or full test, when applicable
 - Tetanus
 - Measles, mumps and rubella
 - Meningococcal vaccine recommended
- Verification of your ability to meet the *Technical Standards* (see Section IV of this Handbook)
- Completion of University's Universal Precautions training (annual requirement; first completed during ATEP 291)
- Completion of the *Confidentiality Statement* (annual requirement) (first completed during ATEP 291) (see Section IV of this Handbook)
- Read and sign the *Commitment to Excellence Statement* (annual requirement)(first completed during ATEP 291) (see Section IV of this Handbook)
- Be certified in First Aid. Certification must be good for the duration of the AT Program.
- Be certified in emergency cardiac care (CPR must remain current while in the AT Program). Emergency cardiac care certification can be obtained from the American Red Cross, American Heart Association or other similar approved agency but **must** include knowledge and skills assessments in the following components:
 - Adult CPR
 - Infant and Child CPR
 - Two-person rescuer CPR
 - Use of bag-valve-mask for an infant, child and adult
 - Use of an automated external defibrillator (AED)

The appropriate American Red Cross certification is *CPR/AED for the Professional Rescuer*. The appropriate American Heart Association certification is *BLS - Health Care Provider* certification.

❖ **Potential Additional Requirements Once Admitted to the AT Program:**

Students admitted to the AT Program *may* also be required to submit the following additional information:

- Provide proof of Student Malpractice Insurance coverage. Students enrolled in clinical Practica have liability coverage through the Commonwealth of Virginia, however, it is strongly recommended that students purchase additional liability insurance. This insurance is available through the following agencies:
 - Healthcare Providers Service Organization (HPSO)
www.hpsso.com
1-800-982-9491
 - USATO U. S. Athletic Trainers' Organization
www.usatrainers.com
1-888-674-USAT
 - Seabury & Smith/Maginnis Associates
1-800-621-3008 ext. 45105
- Some off-campus clinical settings may require a criminal background check. If a background check is required, it is the student's financial responsibility to provide that information.

❖ **AT Program Admission Process Committees:**

Interview Committee:

All admission interviews are normally conducted within a one week period. Two interview rooms simultaneously conduct the interviews. Students are randomly assigned to the interview rooms. An attempt is made to have each interview room consist of one AT faculty member, one preceptor, one AT graduate assistant, one senior level AT student, and one junior level AT student. All interviewers independently complete objective scoring sheets once each interview has been completed.

AT Program Admission Committee:

The AT Program Admission Committee will be comprised of the three AT faculty members and the two AT academic graduate assistants. Input on Admissions is given by all preceptors and current AT students. All input is converted to objective points and placed in a rubric. Final admission decisions are based on overall points achieved for all aspects of the admission process.

❖ **Notification of Acceptance:**

Students may be notified of their acceptance to the program as early as June 1 depending on the number of applicants each year. When students are completing ATEP 206 during the summer (Maymester), all applicants will be notified of their acceptance/denial by July 1 (or within one week from the last day of ATEP 206, whichever is earlier). Summer school (Maymester) students will be given the same opportunity for admission as those students completing the required courses during the academic year.

❖ **Transfer Students:**

Transfer students must complete the same pre-requisites and pre-professional phase experience as all other students. In order to complete the pre-professional phase and stay “on track” for graduation in four years, students are strongly encouraged to transfer to JMU for enrollment for the fall semester of the sophomore year. Students can sometimes be accommodated in pre-requisite courses if they transfer for the spring semester of the sophomore year, but there are no guarantees that required classes will still have spaces available for registration.

In addition, certain courses **MAY** transfer from other institutions to fulfill pre-requisite requirements, however, normally ATEP-prefixed courses must be taken at JMU. Occasionally a student is able to transfer a course(s) that will be accepted as ATEP 205, but this is on a case-by-case basis. Students wishing to have courses evaluated for transfer for ATEP 205 should contact the Program Director. Copies of course syllabi for all courses in question will be requested.

Please note: If a student has taken a combined Anatomy and Physiology course(s) (i.e. A&P I and/or A&P II) at another institution and wishes to transfer it/them in as either Human Anatomy and/or Human Physiology, he/she **MUST** take both sections of the course in order for the courses to transfer as JMU’s Human Anatomy and Human Physiology courses. Completing only one section of Anatomy and Physiology (i.e. A&P I) will not fulfill either Anatomy or Physiology at JMU.

Once Accepted into the Athletic Training Program

❖ **Fees:**

Students in the AT Program will encounter additional expenses associated with the program. Those expenses include:

- Apparel: Due to the rising cost of athletic training apparel and the number of students in the AT Program, students must contribute a small portion (approximately \$30) annually toward their athletic training apparel package (usually includes one polo shirt and two t-shirts) that are given to them by the Department of Sports Medicine. Students may elect to purchase additional clothing.
- Travel expenses to clinical sites: Students must provide their own transportation to their clinical sites. Expenses for this travel are the student's financial obligation. There may be public transportation available to assist students to some of the off campus clinical sites.
- Annual CPR certification renewal (usually \$27/year if taken through the AT Program + \$11 for a CPR mask). These rates vary annually due to inflation of American Red Cross certification and recertification rates.
- First Aid Certification: The AT Program requires you to be first aid certified while in the program. If the course is taken through our program, the cost will be approximately \$19. Costs will vary if the course is taken elsewhere.
- (Optional) Personal liability insurance.
- Criminal Background Check & Fingerprinting Fees, if required by a clinical site. If additional background checks/fingerprinting (beyond the initial screens) are required at any point for the student to gain clinical access or to remain in the program, the cost of those tests are the student's responsibility. Costs will vary according
- Drug Screening, if required by a clinical site. If additional background checks or drug screens (beyond the initial screens) are required at any point for the student to gain clinical access or to remain in the program, the cost of those tests/screens is the student's responsibility.
- Tuberculosis Test, if required by a clinical site.
- Meals: Students may need to supply some of their meals while on campus for orientation and pre-season.
- Identification: One name badge is purchased for each student; however, replacement badges due to loss or damage are the financial responsibility of the student. Students are required to have access to their name badge during all clinical rotations in case they are asked to wear it.
- BOC certification exam (optional): Upon graduating, most students sit for their national certification examination through the Board of Certification. Exam fees for NATA Student Members are \$300-\$375. Additional exam fees will be incurred for non-NATA members.
- NATA dues: Students are required to become and remain members of the NATA for the duration of the Program. Annual membership for students costs \$78.
- ACES workshop: As a senior, you will be required to participate in the ACES exam prep workshop as part of Practicum V. Exact fees may fluctuate yearly but will be approximately \$120. This fee is included in the lab fees assessed for ATEP 495.

❖ Annual Requirements:

Students must complete the following items annually once accepted to the Professional Phase of the AT Program:

- CPR/AED training and re-training
- OSHA re-training
- Maintain immunizations up-to-date; complete a TB screen
- Technical Standards verification form
- Commitment to Excellence form
- Confidentiality form
- Personnel Contact information form

❖ Pre-Season/Orientation:

All new students to the athletic training curriculum are required to take part in orientation and clinical experience that occur during the month of August. During this time, athletic training students are formally introduced to policies and procedures related to the JMU academic and clinical environments, as well as take part in significant learning opportunities and clinical experiences. While the exact date each August may not be determined until mid-summer, students should always be prepared to report around August 1st of each year.

Students entering the program that foresee a conflict in scheduling with any aspect of the August orientation/pre-season (i.e. wedding, study abroad, etc) have the opportunity to complete an appeals form that can be obtained from the AT Program director. This form must be completed in writing and turned in to the program director no later than May 15th preceding the August preseason (in anticipation of being accepted to the program). The athletic training faculty and staff will review the appeal request and make a decision regarding a potential absence from a day(s) of pre-season. Only under special circumstances are absences granted (i.e. vacations will not qualify for exemptions from pre-season). If an exception is approved, circumstances will be discussed so that the student has an opportunity to plan accordingly. If the request is denied, the student must attend orientation and pre-season or has the option of deferring enrollment until the following year. Submitting an appeal for a pre-season waiver does not affect the AT Program admission decision.

❖ Course Sequence:

The following schedule is the suggested curriculum plan for AT students. All courses in **bold MUST** be taken in the semester they appear in the schedule unless otherwise noted. Failure to enroll in an AT Program sequence class at the proper time will result in a delay in completing the program. Elective credits will vary depending on the courses taken or if the student is completing pre-PT requirements or requirements for another professional preparation program. Students must complete a minimum of **120 total credits** to graduate.

Freshman Year

Fall Semester			Spring Semester		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
	General Education Cluster 1	3		General Education Cluster 5	3
	General Education Cluster 1	3		General Education Cluster 2	3
	General Education Cluster 1	3		General Education Cluster 3 (recommended: CHEM 120 - or 131 if pre-PT)	3 (4)
*+ ATEP 205	Intro to Athletic Training	3		Electives	3
MATH 220	Statistics	<u>3</u>		Electives	<u>3</u>
		15 hrs			15 hrs

+ pre-requisite to ATEP 206 * Must complete with a grade of "C" or better.

Sophomore Year

Fall Semester			Spring Semester		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
*+ BIO 290	Human Anatomy	4	**BIO 270	Human Physiology	4
	General Education Cluster 5	3	* #ATEP 206	Recognition and Management of Athletic Injuries	3
	General Education Cluster 2	3	* ATEP 291	Pre-Practicum in A.T.	2
	General Education Cluster 4	3		General Education Cluster 2	3
	Elective	<u>1</u>		General Education Cluster 4	<u>4</u>
		14 hrs			16 hrs

+ pre-requisite to ATEP 206

* Must complete with a grade of "C" or better.

Must take this semester or Maymester this year

† Must have completed ATEP 205 and BIO 290 with a "C" or better to enroll

** CHEM 120 or 131 and MATH 220 are pre-req

Enter Professional Phase of the Athletic Training Program – only AT Program accepted students can take AT Program courses from this point forward.

Junior Year

Fall Semester			Spring Semester		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
* ATEP 304A	Lower Quarter Evaluation	3	* ATEP 304B	Upper Quarter Evaluation	3
* ATEP 306	Therapeutic Modalities	4	* ATEP 305	Rehabilitation in AT (Lower)	3
* ATEP 307	Acute Care of Injuries & Illnesses	2	* ✓ HTH 441	Rehab Biomechanics	3
* ATEP 350	Measurement Techniques in AT	2	* ATEP 355	Infectious Disease Control	1
* HTH 354	US Health Care System	3	* NUTR 280	Nutrition for Wellness	3
* ATEP 392	Practicum II in AT	<u>3</u>	* ATEP 377	General Medicine in AT	2
			* ATEP 378	Assessment Techniques	1
		17 hrs	* ATEP 393	Practicum III in AT	<u>2</u>
					18 hrs

* Must complete with a grade of "C" or better.

✓ AT students must take the "AT students only" section of this course (unless permission is granted to allow another section). The AT section will cover the material at a higher level and will be AT-specific.

Senior Year

Fall Semester			Spring Semester		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
* ATEP 405	Rehabilitation in AT (Upper)	3	* ATEP 406	Organization and Admin in AT	3
* ∞ KIN 302/L OR ∞ BIO 270	Exercise Physiology/Lab or BIO 270 if not yet taken	4		Elective or KIN 302 and KIN 302L (if not taken in the fall semester)	3-4
* ATEP 376	Pharmacology for AT	2		General Education Cluster 3 <small>BSReq/Math</small>	3
* # NUTR 382	Sports Nutrition	3	* ATEP 495	Practicum V	2
* ATEP 494	Practicum IV in AT	<u>2-3</u>		Elective	1
		14-15 hrs			12-13hrs

* Must complete with a grade of "C" or better.

Can also be taken on-line in summer prior to senior year

∞ Students must take BIO 270 prior to taking KIN 302/L. If BIO 270 is taken in the fall of the senior year, KIN 302/L will be taken in the spring semester of the senior year.

❖ **Practical Examination Requirements:**

- Practical Exam Score Requirements: Students must achieve 80% on all practical examinations given in the professional phase of the AT Program. If a student fails to achieve a grade of 80% on an exam, he/she must repeat the exam within a set time (usually within one week). *Only one retake per exam is allowed.* The grade on the initial practical exam will be used to calculate the course grade; however, a passing grade (80% or better) on the retake exam must be achieved in order to pass the class.
- Exam Retakes: Students may fail/retake up to five practical exams without penalty during the professional phase of the AT Program. Students will be given a letter of reminder if a fourth exam has been failed. Another letter will be issued if a fifth exam is failed. If a sixth practical exam is failed, the student will be dismissed from the program.
- Appeals: As with all decisions in the AT Program, dismissal decisions resulting from excessive practical examination retakes can be appealed. (See “*Appeals/Grievances*” in this Handbook).

❖ **Professional Conduct:**

The athletic training student is expected to abide by the code of conduct established in this curriculum manual, the James Madison University Student Standards of Conduct, and the NATA Code of Ethics (see Department of Sports Medicine *Athletic Training Student Policy and Procedure Manual*).

Furthermore, as outlined by JMU, a student who violates state laws, county laws or city ordinances is subject to prosecution and university disciplinary action. James Madison University and thereby the Athletic Training Program reserves the right to hold students accountable for certain types of off-campus behavior. Disciplinary action will result if a student’s behavior compromises the educational atmosphere or mission of the institution in the classroom and at clinical placements. Examples of such off-campus behavior would include, but not be limited to, crimes of violence, sexual misconduct and/or alcohol or drug violations, as determined by the Office of Student Accountability & Restorative Practices. Students are required to disclose legal charges or violations to the Athletic Training Program as these charges or violations may prohibit placements at clinical sites or the ability to sit for the Board of Certification Exam.

The Athletic Training Program Director, and in some situations the Director of Sports Medicine or Office of Student Accountability & Restorative Practices, is responsible for imposing any and all penalties for infractions of athletic rules/regulations, academic

violations, or professional misconduct. The source of the penalty depends on the type of infraction (AT program-related, Athletic Department, or University related).

If the Athletic Training Program Director and/or the Director of Sports Medicine allege a violation of University or athletic department rules/regulations or unprofessional behavior, the athletic training student may be suspended from the clinical assignment pending an investigation. If found guilty, the student may be permanently dismissed from the clinical assignment. In some cases, the student may also be suspended or dismissed from the athletic training curriculum. In these cases and for episodes of unprofessional conduct, documentation will be placed in the athletic training student's permanent file. The athletic training student may appeal the suspension/dismissal. The route taken is determined by whether the violation is an athletic training curriculum matter or an athletic matter (see *Appeal/Grievance Process*).

❖ **Classroom Conduct Expectations:**

In order for all of JMU students to benefit maximally from the classroom experience, everyone must behave in a mature, professional manner. The following guidelines are provided to assist in making the classroom experience beneficial for all students.

1. All cell phones and pagers must be turned to vibrate or silent during class time. Cell phones should be placed in bags or out of sight during classes. If a student feels it necessary to answer a phone or open a text during class time (i.e. you are anticipating some type of emergency update), that student should notify the instructor prior to the start of class, then exit the classroom to take the call. The instructor of the class will determine if a student's pattern of responding to a phone or text is becoming problematic.
2. If laptop use is desired (and permitted), the student must secure permission from the instructor before using a laptop during class time. If permission is granted, the laptop must be used for class-related activities ONLY. (Laptop users will most likely be asked to sit in the front of the classroom).
3. All pre-class activities must cease by the official class start time.
4. Talking (other than asking a question) or passing notes during the class period is considered disruptive.
5. Additional descriptions of disruptive behavior include, but are not limited to:
 - eating in class
 - sleeping
 - monopolizing discussions or constant questioning
 - failure to respect others
 - using inappropriate or vulgar language in class
 - overt inattentiveness
 - reading the newspaper/playing Sudoku, etc
 - doing work not related to class (i.e. studying for another class)
 - creating excessive noise
 - leaving class early or arriving late
 - poor personal hygiene

6. Additional rules and regulations associated with student conduct are detailed in the University's Student Handbook.
7. Failure to abide by all of these rules and regulations may lead to a variety of disciplinary actions including but not limited to:
 - a. a failing grade
 - b. removal from the class
 - c. a summons to appear before the Judiciary Council
 - d. being placed on probation
 - e. and/or expulsion from the university.

❖ **Retention Requirements:**

Once enrolled in the Professional Phase of the Athletic Training Program, students must continue satisfactory academic progress to maintain good standing within the program. Satisfactory progress involves the following:

- Maintaining an overall GPA of **2.5** or greater
- Maintaining a semester GPA of **2.0** or greater
- Achieving grades of "C" or greater in all AT professional phase courses ("C-" grades are considered unacceptable and must be repeated)
- Achieving a grade of 80% or higher on all practical examinations in AT classes (one retake only per exam, five retakes total while in the program) (See *Practical Examination Requirements*)
- Achieving a score of 75% or higher on all end-of-semester clinical performance evaluations
- Maintaining good professional and ethical behaviors and practices

Disciplinary Action

❖ **Probation and Dismissal:**

Students are placed on probation or dismissed from the AT Program if they fail to maintain satisfactory progress in the program. Satisfactory progress and the resulting consequences of failing to maintain satisfactory progress are as follows:

Situation/Scenario	Consequence/Action
A student receives a grade below a "C" in an AT professional phase course (including NTR, HTH, KIN classes), but maintains a semester GPA \geq 2.0 and an overall GPA \geq 2.5	The student is placed on probation . The student may also be given a " hold " on continuation in the AT program for a year until the course can be repeated. This decision will depend on the course and the arrangements that can possibly be made to repeat the class. The AT faculty committee will decide on a case-by-case basis.

<p>A student achieves grades of “C” or better in all AT professional phase classes (including NTR, HTH, KIN classes), but the semester GPA falls below 2.0 or the overall GPA falls below 2.5</p>	<p>The student is placed on probation.</p>
<p>A student receives a grade below a “C” in any AT professional phase course (including NTR, HTH, KIN classes) AND his/her semester GPA falls below 2.0 (regardless of the overall GPA)</p>	<p>The student is automatically dismissed from the AT Program.</p>
<p>A student receives a grade below a “C” in any AT professional phase course (including NTR, HTH, KIN classes) AND his/her overall GPA falls below 2.5, but the semester GPA remains ≥ 2.0</p>	<p>The student is placed on probation. The student may also be given a “hold” on continuation in the AT program for a year until the course can be repeated. This decision will depend on the course and the arrangements that can possibly be made to repeat the class. The AT faculty committee will decide on a case-by-case basis.</p>
<p>A student receives an overall clinical <u>midterm</u> evaluation of “unsatisfactory” or a midterm evaluation grade below 75%</p>	<p>The student is given a letter of warning and possibly placed on a Professional Behavior Watch (see <i>Professional Behavior Watch</i> below). The student’s performance must improve to “satisfactory” and he/she must achieve an evaluation grade $\geq 75\%$ on the end-of-semester evaluation.</p>
<p>A student receives an overall clinical <u>final</u> evaluation of “unsatisfactory” or a final evaluation grade below 75%</p>	<p>The student’s situation will be reviewed by the AT faculty committee to determine the reason for the unsatisfactory grade (i.e. student performance/attitude vs preceptor-oriented reason). The action taken will be considered on a case-by-case basis, but could result in remediation, probation, or dismissal from the program.</p>
<p>A student commits either a single act of extreme unprofessionalism (i.e. gross disrespect for a colleague or attending a clinical under the influence of drugs or alcohol) or</p>	<p>Gross unprofessionalism will result in immediate dismissal from the AT Program. Other acts of unprofessionalism may result in a Professional Behavior Watch (see</p>

repeated acts of general unprofessionalism (i.e. tardiness, disregard for dress code).	<i>Professional Behavior Watch</i> below) or probation, depending on the severity of the action.
A student on probation corrects the situation that caused the probationary status (i.e. raises a GPA, improves a grade or professionalism)	The student is reinstated to “ good standing ” in the AT Program.
A student who is on probation fails to improve his/her performance to a level that meets the retention criteria or conditions set for him/her under the probation status.	The student will be dismissed from the program (i.e. poor performance that would result in a second consecutive semester of probation results in dismissal from the program).
A student fails to meet the requirements set for him/her in a Professional Behavior Watch or commits additional infractions (see <i>Professional Behavior Watch</i> below)	The student may be placed on probation in the program for the remainder of the semester and eventually dismissed from the program (see <i>Professional Behavior Watch</i> below).
<p>Note: A student may be dismissed from the Athletic Training Program for unethical behaviors or practices. Examples of such behaviors include, but are not limited to, cheating or other academic dishonesty, stealing, blatant disrespectful behavior toward faculty, staff, or fellow students, misrepresentation of oneself in the profession, blatant disregard for JMU’s Athletic Training professional policies, sexual harassment or misconduct, or criminal behavior resulting in the involvement of local law enforcement.</p>	
<p>Note: Any problem with the athletic training student in relation to the intercollegiate athletic program may also fall under the guidelines of the James Madison University’s Intercollegiate Athletics Handbook for Student-Athletes, thus additional disciplinary action could result.</p>	

❖ **Professional Behavior Watch (PBW):**

The Professional Behavior Watch (PBW) is intended to guide select students toward higher levels of professionalism and to help monitor inappropriate behavior in a more formal manner. The PBW is instituted when a student displays a behavior that is inappropriate (i.e. showing disrespect to a superior) or that has become consistently unprofessional (i.e. repeated tardiness from classes or clinicals). Students may be placed on a PBW *at any time during a semester*. Students placed on the PBW will be informed in writing of the PBW and will be given a specific contract to follow, along with a timeline, for removal from the PBW. If a student does not meet the requirements outlined in the PBW contract, the student may be placed on probation for the following semester. If a

student who is currently on a PBW continues to commit an infraction(s) worthy of additional action(s), the student can be immediately placed on probation for the remainder of that semester. Continued infractions will result in dismissal from the program at the end of that semester. The change from PBW to probationary status will be communicated to the student in writing, and a copy of the letter will be placed in the student's file. All requirements and timelines for returning to good standing in the program will also be communicated in that letter. Preceptors, or faculty can request a PBW be established for a student, but the ultimate decision to institute the PBW lies with the Program Director in consultation with the AT faculty.

❖ **Probation:**

Probation is imparted on students who fail to meet appropriate academic or professional standards of the AT Program. The probationary period serves as a monitoring and remediation period for the student as well as a warning to students that they must improve their performance to remain in the program. The following helps define probation.

A student on probation:

- Is restricted from *any* travel with teams.
- Is limited to a maximum of 20 hours per week in the clinical settings (i.e. a student on probation cannot voluntarily elect to attend any additional clinical times beyond the maximum assigned 20 hours).
- May be restricted from game day participation.
- May be required to participate in study tables or complete remedial work with the academic graduate students, etc.
- May be required to repeat a semester/year prior to progressing further in the AT Program (due to course offerings and reason for being on probation).
- Will be dismissed from the AT Program for failure to correct problem areas for a second consecutive semester.
- Will have his/her case reviewed by a committee of AT faculty. The committee may decide individual restrictions or requirements for the clinical settings during the probationary period, depending on the reason for probation. In some instances, a student on probation may be limited to observation hours only, with continued skills practice on peers only.
- Will be required to improve deficient areas. A remediation contract will be established by the AT faculty. Contracts will be constructed according to the individual student's needs.

❖ Dishonesty:

Athletic training students are held to a high standard in regard to honesty and integrity. Any student found to be dishonest with regard to academic or clinical work will be dealt with firmly, most likely resulting in dismissal from the AT Program.

❖ Appeal / Grievance Process:

Any academic admission or disciplinary decision (i.e. PBW, probation, dismissal) may be appealed, and any issue which the student feels violates his/her rights can come before the grievance committee.

The appeal/grievance process for the AT Program is as follows:

- The student must make his/her appeal/grievance in writing to the AT Program Appeals/Grievance Committee within *two weeks* of receipt of a decision letter or incident. The student must include all materials that may substantiate the appeal or grievance.
- Once an appeal/grievance is received, an Appeals/Grievance Committee will be assembled. The Appeals/Grievance Committee will be formed on an as-needed basis and will be comprised of five members. Members will include a maximum of four Health Science faculty members and at least one clinical staff representative.
- The Appeals/Grievance Committee will hear the case within a maximum of two weeks from the date of receiving the appeal/grievance and will notify the student of their decision in writing within one week of the meeting date.
- If the student disagrees with the Appeals/Grievance Committee's decision and wishes to take further action, the student must then appeal (in writing) to the Area Unit Head.
- If the student disagrees with the Area Unit Head's decision and wishes to take further action, he/she would then pursue action through the University's grievance committee. (See the University Catalog for details).

Athletic Grievances (i.e. dismissal from a JMU clinical site) should be handled as follows:

- If the athletic training student protests a suspension by the Director of Sports Medicine or alleges any other violation of student rights, he/she should request a meeting with the Director of Sports Medicine. Since the student is in the athletic training room as part of the AT curriculum, the AT Program Director will also become involved.
- If the problem is not resolved between the Director of Sports Medicine (in consultation with AT Program Director) and the athletic training student, he/she may request a meeting with the Athletic Director (and possibly the Health Sciences Dept Head, depending on the infraction/situation).
- The student may wish to pursue action with the University grievance process if he/she continues to feel the situation has not been resolved satisfactorily.

If charged with misconduct, an athletic training student shall have the right:

- To be given notice, in writing, of the specific charge(s) against him/her
 - To a hearing
 - To be given adequate time to prepare a defense of charges.
 - To appear alone or with any other person of his/her choice to advise or assist him/her.
 - To refuse to testify or to answer any questions if his/her testimony or answers would tend to establish against him/her a violation of this code.
 - To be confronted with the evidence against him/her.
 - To present evidence on his/her behalf.
 - To be confronted by his/her accuser(s).
 - To have reasonable cross-examination of his/her accusers and of the witnesses appearing against him/her.
 - To have a copy of the proceedings provided at his/her own expense.
 - To have sanctions imposed that are commensurate with the violations charged.
 - To appeal decisions via the Appeals Process through the AT program or the Department of Sports Medicine, whichever is appropriate for the situation.
-

Graduation Requirements

The athletic training student is expected to meet all university and program academic requirements and obligations. All students must achieve a 2.0 minimum overall GPA, at least 120 credit hours, and fulfill any program requirements established by the individual's major. In addition to these requirements, AT students must complete the following obligations (many of which are Practicum requirements) in order to receive approval for graduation:

- Complete two surgical observations and their associated write-ups
- Complete ten orthopedist observations, two of which must be case presentations (with appropriate documentation for each observation)
- Complete 22.5 hours of general medical experience (as assigned) and submit appropriate documentation
- Complete all AT curriculum requirements including:
 - All AT and AT-related core courses with a grade of "C" or better
 - Minimum requirements for clinical hours for Practicum completion
 - Must complete at LEAST 160 of the 200 hours for 2 credit Practicums
 - Must complete at LEAST 200 of the 250 hours for 3 credit Practicums
 - Appropriate final evaluations including exit evaluations and preceptor and clinical site evaluations
- Graduate application

SECTION III: Clinical Aspects

❖ Clinical Education Experience/Requirements:

The faculty and staff in the Department of Health Sciences and the Athletic Training Program, and the staff of the Department of Sports Medicine at James Madison University make every effort to promote educational and positive learning opportunities for athletic training students. Classroom educational experiences provide the solid foundational knowledge that students will incorporate into their clinical settings. Clinical education experiences provide an opportunity for the athletic training student to integrate the knowledge learned in the classroom into the clinical setting. To benefit maximally from the classroom and the clinical education settings, athletic training students should communicate regularly with their instructors and other members of the AT Program team. Regular interaction with instructors helps the instructors to identify strengths and weaknesses for each student, thus students can be further challenged in their strong areas, and provided additional assistance in their weaker areas. Likewise, the clinicians enhance the ability of the athletic training student to utilize psychomotor, cognitive, and affective skills related to athletic training proficiencies. Regular communication with preceptors, therefore, promotes the greatest amount of learning and growth.

Students are assigned to clinical experiences by the AT Program Clinical Coordinator in consultation with the AT faculty, the Director of Sports Medicine, and the preceptors. Clinical assignments take into consideration several factors including, but not limited to, the students' goals, previous assignments (site and preceptor), personalities, strengths and weaknesses, and clinical experience needs. At least 75% of each student's clinical experience will be in traditional athletic training settings (i.e. working with sports teams). JMU AT students must complete clinical experiences that involve the following:

- Protective equipment (i.e. football)
- Both male and female participants
- Sports with varying levels of risk
- General medical experiences
- Non-sport population experience
- Orthopedic evaluations and presentations
- Surgical observations

As well, it is a desire of JMU AT Program to ensure its students gain experience in as broad a range of settings as possible during their clinical experiences. Thus, most AT students, if not all, will at some point be assigned to an off-campus setting if sites and scheduling allow.

Students should plan to spend approximately 20 hours per week in clinical experiences during the regular semester and potentially more when school is not in session. All

students are given at least one day per week off. It is the students' responsibility to meet with their preceptor at the beginning of their clinical experience to map out their approximate schedule for that clinical rotation (i.e. approximate clinical schedule, days off, and potential scheduling problems such as exams or classes). In addition, students must review the emergency action plans of their assigned venue and review all professional behavior or policy expectations with their preceptor at the beginning of each clinical rotation.

Students are assigned to each clinical experience for the duration of the semester unless otherwise noted. Students are, therefore, expected to complete the full semester of the clinical assignment *regardless* of the total number of hours accumulated during the semester. Failure to continue to attend the clinical experience once the minimum number of clinical hours has been achieved may result in disciplinary action or even dismissal from the program for unprofessional behavior.

Students should practice previously-learned skills and knowledge and incorporate their knowledge and skills into the clinical settings. Keep in mind, however, that students should NOT perform tasks in the clinical setting before they have been formally taught and evaluated in the classroom. For example, a student must not apply ultrasound prior to successfully completing the ultrasound section of the Therapeutic Modalities class **and** passing the ultrasound skills assessment in that class.

The information below addresses several clinical areas, but additional information specific to JMU's clinical sites are included in the JMU Department of Sports Medicine *Policies and Procedures for Athletic Training Students*. This document is posted on ATrack. Students are to abide by these policies while at all JMU venues and use this Handbook as the "gold standard" for behaviors and policies for all off-campus clinical sites. These standards are the minimum standards for students. If off-campus sites incorporate higher standards, the student is to abide by those higher standards set by the clinical site. Alternatively, if an off-campus site's standards are more lenient than JMU's, students must follow the standard maintained at JMU. Failure to abide by professional standards may result in dismissal from the clinical site, failure of the associated Practicum, and/or dismissal from the AT Program.

❖ **Beginning Clinical Assignment:**

During the semester, the clinical coordinator will release a clinical assignment announcement. At this time, unless otherwise directed by the clinical coordinator, it is your responsibility to contact your clinical supervisor. Contact information and directions to clinical sites are located on JMU's AT Program website.

❖ Absence from Clinical Setting:

Presence at clinical rotations is a critical component of the educational success of the athletic training student. Therefore, students are expected to attend their clinical assignments according to their pre-determined schedule set by the preceptor during their initial conference with the student. Students should expect to attend most practices and competitions for the team/preceptor to which they are assigned. When selecting class schedules, students should avoid classes that meet during traditional clinical times (1:30 pm - 6:00pm) whenever possible. Students should communicate regularly with their preceptor to determine their schedules and potential conflicts, and they should plan ahead if needing to miss clinical times due to class conflicts or heavy academic schedules during particular weeks. Discuss reasonable clinical arrival/departure times with your preceptor so you do not jeopardize class times. As well, your schedule should be such that you are given a reasonable time to grab a bite to eat between class and your clinical assignment. If an emergency situation arises that a student cannot attend a scheduled clinical experience, he/she should contact his or her preceptor and notify them of the situation *immediately*. Repeated absences or tardiness will not be tolerated and will be reflected in the Practicum evaluation and, therefore, the Practicum grade. Excessive tardiness or absence may result in a Professional Behavior Watch, dismissal from the clinical site and/or an “unsatisfactory” grade in the Practicum.

❖ Preseason/Holiday/Postseason Requirements:

Fall pre-season times are linked to the clinical Practica, thus all incoming juniors and those seniors assigned to preceptors with August pre-seasons are required to attend pre-season camps. Students assigned to off-campus sites during August (i.e. high schools or colleges) should plan on arriving around August 1st. Exact start dates will be determined according to the start of the site’s pre-season practices (but will normally be one day prior to the start of practices). Start dates must be approved by the Clinical Coordinator (i.e. a student should not negotiate a different start date with the preceptor without first approving that altered start date with the Clinical Coordinator). *Those students assigned to William and Mary for pre-season football must plan on attending the clinical experience until the end of the day on the Saturday prior to JMU’s classes starting.*

Students assigned to preceptors with holiday (i.e. fall break or spring break) may need to continue their clinical assignments during these times. Students assigned to preceptors with winter break or postseason responsibilities are strongly encouraged to participate in these opportunities but will not be required to stay for them. Athletic training students should speak to their preceptor **when clinical assignments are posted** so they are aware of necessary expectations/requirements. (See “*Pre-season/Orientation*” above for additional information on Pre-season requirements).

❖ **Intercollegiate Sports Participation and Athletic Training:**

Due to the time commitment required for athletic training, it is extremely difficult to simultaneously participate in an intercollegiate sport during the Professional Phase of the AT curriculum. (The freshman and sophomore years pose minimal-to-no conflicts, so intercollegiate athletic participation during that time is encouraged). To be able to perform to the best of one's ability, sports participation is strongly discouraged. Students who decide to participate in an intercollegiate sport will need additional semesters to complete the program (often four additional semesters). Students wishing to participate in an intercollegiate sport should contact the Athletic Training Program Director to determine an appropriate curriculum plan. If a student decides to participate in an intercollegiate sport and major in Athletic Training, a meeting will be held between the AT Program Director, the coach, and the student prior to being admitted to the program. A document of understanding will be established that outlines the student's curriculum, the extension of the curriculum, and any AT Program - intercollegiate conflicts with agreed-upon solutions.

Students wishing to participate in intercollegiate sports are encouraged to consider completing a degree in a related subject area while at JMU (rather than in Athletic Training) then pursuing Athletic Training through an entry-level masters program at one of several qualified institutions.

❖ **Club/Intramural Sports/Extra-curricular Activities and Athletic Training:**

Club sports and intramurals are considered extracurricular events that are encouraged for all students at JMU. It should be noted, however, that the Athletic Training Program will require many hours of your time. When selecting extracurricular events, keep your time commitments in mind and avoid overextending yourself. As with all extracurricular events, they should not interfere with your Athletic Training clinical assignments.

❖ **Outside Employment and Athletic Training:**

Outside employment during the Professional Phase of the AT Program is very difficult. Athletic training requires many hours in the classroom as well as in the clinical setting. Athletic training students are expected to make athletic training a priority. We do not prohibit outside employment, however, we suggest students limit outside employment to a maximum of 15 hours per week. Outside employment must not interfere with assigned athletic training clinical rotations. You should not request time off from your assigned clinical rotation for the purposes of outside employment.

❖ **Work study, scholarships, and funding:**

Students can seek on-campus work study positions, scholarships, or other forms of available funding to assist with college expenses. These forms of funding, however, cannot include athletic training-related skills or services. To prevent the potential conflict of interest, athletic training students, therefore, are not assigned to employment positions associated with the athletic training rooms.

❖ **Conduct with Athletes:**

The role of an ATS is twofold: student roles and athletic trainer roles. Both in and out of the clinical setting, students should remember that they are filling both of these roles and should act accordingly. It is recognized that in working closely with a team, friendships may arise between athletic training students and athletes or patients. A professional demeanor should be exercised at all times. In the clinical setting, students should act as athletic trainers. In this role, they are responsible for the care of that team's athletes or the patients at that facility. They are also there, however, to learn and increase their athletic training skills.

❖ **Dating Athletes:**

Athletic trainers dating athletes can lead to compromising situations and is, therefore, highly discouraged. If, however, a situation arises where an athletic training student is dating an athlete, this relationship should not become evident in the athletic training room. The Director of Sports Medicine and the AT Program Clinical Coordinator or Program Director must be made aware of such relationship immediately so that appropriate actions can be taken to avoid potentially contentious circumstances. (Students may be amicably moved to a different clinical venue if the situation dictates). Under NO circumstance should the relationship manifest itself (i.e. physical, verbal, emotional) while in the athletic training room, at clinical venues, while traveling with the team, or while otherwise engaged in AT-related activities with the team. Failure to comply with this policy could mean dismissal from the program.

❖ **Dating/Fraternizing with AT Graduate Assistants or Staff:**

The graduate assistant and staff athletic trainers are in supervisory roles over athletic training students. This supervision includes completing evaluations, assigning evaluation scores, providing mentoring, etc. Athletic training students should, therefore, refrain from dating or closely fraternizing with the graduate assistants or staff members since these relationships can lead to compromising situations. If a situation arises where an athletic training student has become interested in a graduate assistant or staff member, or is otherwise found to be closely fraternizing with a graduate assistant or staff member, the athletic training student will be removed from that clinical setting and

placed in another setting **if** another setting is available. If another setting is not available, the student may be required to repeat the clinical experience at another time, which could delay his/her progress in the program. Additional sanctions may be placed on the student and the graduate assistant or staff member for breaching this policy.

❖ **Travel with teams:**

It is a privilege to travel with a team with your preceptor. While traveling with a team, the athletic training student is to abide by all team rules and regulations, including conduct, punctuality, and dress code. If an athletic training student plans to travel either to or from an athletic event apart from the team, he/she is expected to receive advance clearance from the coach and staff athletic trainer for his/her plans. In all cases, a travel release request must be completed prior to the trip. This form may be obtained from the staff athletic trainer in charge of the sport in question. When traveling with a team, the athletic training student is expected to conduct him/herself in a manner that will reflect positively on the University, the team, and the individual.

In addition, students planning on traveling with a team should *request* permission from their professors to miss class in order to travel. Students should never simply *tell* a professor they will be missing a class. The request should be done in person and with plenty of advanced notice whenever possible. Faculty members have the right to deny the request or count it as a class absence. Students are expected to submit any assignments that are due prior to departure. As well, it is the student's responsibility to make up missed work or assignments immediately upon return.

❖ **General Professional Conduct:**

- Be professional at all times while in the athletic training room or at assigned sports venue. This includes such practices as where/how to sit/stand during idle time. Please avoid lying on the treatment tables or bleachers, etc. to avoid an unprofessional appearance.
- Stay alert at practices. Students should not be sleeping, conversing excessively, studying, messing around, etc. during practices. Watch practice activities or find ways to help out. This is also a great time to gather more knowledge from the preceptor or to quiz fellow students on athletic training knowledge. Be proactive, inquisitive and interested while at the clinical site. If unsure, ask for something to do, practice something previously learned, work on clinical proficiencies, etc.
- Use professional and ethical conduct in all clinical settings, in classes, and in life in general. All of your actions are being watched by others. Please keep all actions honest, legal, moral, ethical, and respectful. Think before you do things ... don't do anything to make people question your integrity or character.
- Be quick to ask the visitors who enter the clinical site if you can help them. Don't ignore people entering. Even though you may not be able to help them directly,

acknowledge them, ask how you can help them, then find someone who can help them. **Make them feel at home!**

- Be careful about where you air your gripes. If you have a difficult time with someone, go to that person only. If it is something that cannot be resolved between you, discuss the issue with your supervisor. Do not discuss the issues with other students or athletes as this creates disunity and unprofessionalism. Such actions will not be tolerated and can result in dismissal from your clinical site.

❖ **Communication/Language/Conversation:**

Athletic training students should practice communication skills in a manner that separates him/her from the athlete. Common courtesy and respect are “musts.” Discipline in the area of communication and respect must be maintained in the athletic training room at all times. There are times when an athlete may demonstrate inappropriate behavior. The athletic training student should not tolerate such behavior. Any problems in dealing with communication between you and the athlete or the coach should be directed to the Director of Sports Medicine or one of the staff athletic trainers immediately.

Guidelines for athletic training students are as follows:

- No foul or crude language is to be used in the athletic training room or at any clinical sites. *This includes words as mild as “hell” and “damn.”* We want to promote an atmosphere of professionalism and higher education. Crude language promotes neither. (Try to gain a reputation of not using that kind of language outside the clinical/classroom setting too). Vulgar language by athletes is also not appropriate in the athletic training room and should be addressed and curtailed immediately and in an appropriate manner.
- Avoid sexist, racist, or otherwise discriminating remarks or anything that could be taken as sexist/racist/discriminating by someone. Any inappropriate comments or actions will be addressed immediately with the individual(s) involved and could result in dismissal from the program. Do not participate in the behavior or tolerate this behavior from athletes.
 - Sexual harassment: Student-athletes, equipment managers, athletic training students, and staff alleging harassment by a coach, staff member, or another student-athlete/athletic training student should follow the policy in the Student Handbook (see JMU Student Handbook). Immediate reporting of alleged incidents is imperative. Any harassment should be reported to the immediate supervising athletic trainer, the AT Program Director, the Director of Sports Medicine, and/or to the Office of Affirmative Action.

- Discrimination: JMU's Division of Intercollegiate Athletics/Athletic Training Curriculum does not discriminate on the basis of race, color, national origin, religion, gender, age, veteran status, political affiliation, sexual orientation or disability (in compliance with the Americans with Disabilities Act) with respect to employment or admissions or in connection with its programs or activities. Inquiries or requests for reasonable accommodation may be directed to the activity coordinator, the appropriate university office, AT program, or the Office of Affirmative Action. (See AT Program Technical Standards regarding AT-specific accommodation).
- Refrain from conversations involving personal matters (i.e. dates, parties, etc) while in the athletic training room or while working in any of your clinical settings. Inappropriate conversations may result in dismissal from the clinical experience.
- Care for your athletes as you would want to be cared for. Be considerate, respectful, and patient. Do not talk about another athlete, a fellow student, or staff member to other individuals ... unless you are giving the person praise.
- Be considerate and respectful to all with whom you interact, including athletes, staff, faculty, coaches, team officials, and fellow students. At no time should the athletic training student challenge or otherwise become disrespectful to a staff or faculty member or game official. Failure to maintain respectful composure may result in disciplinary action.
- Students within the AT professional phase will work with pre-professional phase students at the clinical sites. Professional phase students should always treat the pre-professionals respectfully. Professional phase students should act as a student mentor by showing the students around the clinical site, politely challenging their current knowledge level, and introducing them to the profession of Athletic Training. Failure to facilitate a respectful relationship may result in disciplinary action.

❖ **Smoking/Tobacco policy:**

We cannot dictate if you can smoke (or chew) or not, but remember, you are in a health care profession. It is preferred that if you currently smoke/chew, you would stop ... for your own health. We will do whatever we can to help you achieve that goal. If you choose to smoke/chew, however, you must follow these guidelines for athletic training:

- You cannot smoke/chew at any time when you are with a team or at a clinical site. This includes practices, at half-time, when you are on the road at the hotel, etc. Leave cigarettes/tobacco home to avoid temptation.

- Make sure you are “aired out” before you come into the athletic training room. If we can smell smoke on you (new or stale) or if we see tobacco in your teeth, you will be excused from your clinical site.
- Covering up the smell of cigarettes/tobacco with perfumes, gum, etc doesn’t always work and often creates a more potent odor. If others are affected by those smells, you may be asked to leave.

❖ Alcohol and Drug Policy:

When traveling with athletic teams, certified athletic trainers and athletic training students are responsible for the healthcare of all student-athletes during the entire trip. As such, a zero tolerance policy is in effect with respect to alcohol consumption and drug use so that sound, rational decisions can be made at all times. Any athletic training student violating this policy may be dismissed from the clinical site and/or the entire Athletic Training Program.

A similar policy is in effect for AT class, lab, and clinical activities. Students should not report to classes, labs, or clinical sites under the influence of alcohol or drugs. Students smelling of alcohol or under the influence of alcohol or drugs during classes, labs or clinical sites will be asked to leave immediately and will be disciplined, which could include immediate probation or expulsion from the program.

In addition, students must remember that there are responsibilities associated with the Athletic Training Program. Thus, if a student chooses to socialize on his/her own time, it is expected that he/she will be responsible enough to be present **and functional** at scheduled classes, labs, or clinical assignments. Failure to do so may result in a reprimand or dismissal from the AT Program.

❖ Cell Phone Use:

The use of personal cell phones is permitted for **emergency purposes only** while at clinical sites. It is clearly recognized that some individuals will use their cell phones as a means of communication for emergency purposes, and, therefore, they will be allowed to carry their phones and keep them on. However, if it is determined that an individual is using a cell phone inappropriately (personal phone calls, text messaging, etc) during clinical times, personal cell phone usage will be revoked from that individual and disciplinary action may occur for repeated violations. Cell phones should be turned onto vibrate while you are on duty at your clinical site. Again, **DO NOT** receive or send any personal phone calls or text messages while at your clinical site.

❖ Dress Code:

The American Medical Association recognizes Athletic Training as an Allied Health Care profession. Each athletic training student is expected to present him/herself in a manner that promotes a professional physical appearance and represents JMU in a highly professional manner. At no time may an athletic training student wear blue jeans, torn, tattered, restrictive, or inappropriate clothing when representing the athletic training curriculum. Acceptable dress when assigned to JMU clinical experiences is as follows. These are the minimum acceptable standards, however, a preceptor may require that you comply with higher standards.

• Shirts:

- JMU Sports Medicine collared shirts are to be worn for events (practices, games, treatment times, etc) and at all times in any of the athletic training venues (athletic training rooms, fields, courts, etc). A minimum number of shirts will be provided to all athletic training students. Anyone wishing to purchase more is welcome to do so.
- Shirts must fully cover the chest, abdomen and back at all times, must be tucked in, should be relatively wrinkle-free, and must not fit too snugly or too baggy.
- JMU Sports Medicine T-shirts are only allowed during pre-game and post-game times whereby conditions exist that would make it difficult to maintain a clean and professional shirt (i.e. pre-game taping, post-practice/event whirlpool or cooler cleaning).
- Teams will oftentimes issue shirts with their respective sport logo. While the athletic training student may wear this in an unofficial capacity, it is important to remember that he/she represents the sports medicine department in his/her role, and he/she is expected to wear sports medicine related shirts when in the clinical setting.
- “MATSA” shirts are not considered appropriate wear for the clinical setting.

• Sweatshirts/Sweater:

- JMU Sports Medicine Sweatshirt/Sweater may be worn.
- JMU Logo Sweatshirts/Sweaters which do NOT advertise a fraternity/sorority or other University organization that is not affiliated with athletic training may be worn, but a sports medicine logo is preferred if the athletic training student is working an event.
- “MATSA” sweatshirts are not considered appropriate wear for the clinical setting.

• Jackets/Parkas:

- JMU Sports Medicine jackets are preferred as outerwear.
- In the event one does not own or have access to a JMU Sports Medicine jacket, personal jackets may be worn when environmental conditions permit as long as they advertise nothing beyond the manufacturer of the jacket. All other logos or emblems are unacceptable.

- **Shorts/Pants:**
 - Khaki, navy, or black shorts/pants may be worn.
 - JMU gym shorts are only allowed to be worn with approval of the Director of Sports Medicine when associated with increased temperature environments. Black, navy, and purple wind pants may be worn during pre-game and post-game times where the environment may not be conducive to maintaining clean and professional clothing (i.e. pre-game taping, post-practice/event whirlpool or cooler cleaning, inclement weather).
 - Shorts should have a minimum inseam length of 5". NO "short-shorts" will be allowed.
 - NO jeans, "cut-offs," or otherwise tattered clothing will be allowed.
 - Pants must fit appropriately – excessively baggy pants/shorts or tight fitting pants/shorts are not allowed.

- **Shoes:**
 - Solid toe shoes with socks should be worn and shoes must fully cover the feet.
 - Clean sneakers may be allowed depending upon the environment and with the approval of the supervising AT.
 - Sport sandals, flip flops, summer sandals, and bare feet will NOT be allowed.

- **Hats:**
 - May **NOT** be worn in any indoor athletic training venue.
 - May be worn at outdoor practices only (usually not at games).
 - If worn, hats must advertise JMU and/or specifically the sport to which the athletic training student is assigned.
 - May NOT advertise a fraternity/sorority, other University organization not affiliated with sports medicine, or any other product or logo.
 - If hats are worn outside, they must be worn with the brim squarely facing forward (i.e. do not wear hats backwards or twisted to the side).

- **Jewelry/Tattoos:**
 - Jewelry must be kept to a minimum and should not interfere with duties.
 - NO body piercing jewelry is allowed to be worn other than standard earrings (i.e. no eyebrow, nose, lip or tongue piercings that are visible, or earrings beyond small posts)
 - Jewelry, piercings, or any other non-traditional form of body wear or image (i.e. tattoos) is not acceptable and will result in removal from the clinical setting. Students may be asked to cover tattoos or piercings while in the clinical settings if they are inappropriate or distracting.

- **Hair:**
 - Must be maintained so as not to come in contact with an athlete or interfere/cause visual disruption while assisting an athlete.
 - Facial hair must be well-groomed and maintained.

- **Identification:**
 - Athletic training students and pre-professional students must wear an identification badge/name tag so as to be easily identified. The AT Program will issue name tags for all students. The name tags should be worn on either the shirt collar or pants waistband but must be readily visible to coaches, student-athletes, preceptors, fellow students or others who interact with the Sports Medicine Department personnel. Failure to wear a name tag may result in dismissal from the clinical setting.

- **Game Day Attire: (unless otherwise stated)**
 - Collared JMU Sports Medicine shirt for curriculum students
 - Khaki pants or shorts
 - Students should check with their preceptor to determine appropriate game day attire. Basketball and volleyball usually require stricter dress for game days (i.e. shirts and ties for men, nice blouses or sweaters for women).

- **Travel Attire:**
 - Travel dress code is specific to the sport assigned. **Important:** If dress clothes are worn for travel/game day attire, you must look neat and professional - crop/ halter tops, low cut tops, form-fitting/shear tops, short hemlines, etc. are **NOT** acceptable. A good rule of thumb is there should be no skin showing on the back, belly, chest, or upper thighs, nor should clothing fit very snugly or be baggy.

- **Inclement Weather Dress:**

On occasions when the environment is not conducive to the previously stated dress code, alternative attire will be acceptable. Conditions that warrant such acceptance might include, but are not limited to extreme cold exposure, extreme heat exposure, and rain. While the safety of all sports medicine department staff and students will take priority in terms of “dressing down” or “dressing up,” a professional, modest and respectable appearance should still be portrayed.

- **Sport-specific attire:**

Some coaches will require specific dress codes for all staff and students associated with their teams. As such, we will abide by the dress codes requested so that we demonstrate our commitment as part of a team and uphold ourselves to the highest level of professionalism. No exceptions to this dress code will be tolerated. If the athletic training student is in doubt about any portion of the dress code referred to within these guidelines or perhaps something that is not directly addressed, it is his/her responsibility to inquire as to what is acceptable attire.

- **Off-duty Attire:**

JMU Athletic Training/Sports Medicine apparel should only be worn when a student is representing him-herself as an athletic training student in assigned

clinical settings. Official athletic training room clothing should not be worn to social events on/off campus.

It is important for all athletic training students to recognize that their appearance is a representation of our entire Sports Medicine Department. As such, the dress code will be followed strictly at all times. Even if the athletic training student is “just passing through,” or “only assisting in the treatment of one person,” the perception left on others who pass by even for short periods of time is important. Therefore, the athletic training student should plan accordingly.

- **Off-Campus Clinical Setting Dress Code Policy:**

Dress code expectations are similar at off-campus clinical sites as on-campus unless the dress code policies are stricter. In that case, students must dress according to the stricter dress code policy. At no time should students attend clinical sites in jeans, short shorts, or low-cut tops, etc, no matter what the off-campus clinical site’s policy is. Additionally, students must wear their name tags at all times while at their off-campus clinical sites. Failure to comply with these standards can result in disciplinary action, removal from the clinical site, or “unsatisfactory” in the Practicum class.

****Any questions regarding appropriateness of dress wear of any kind will be decided by the supervising preceptor and Director of Sports Medicine, if needed. Students who do not wish to abide by established dress codes will be asked to leave the clinical setting****

❖ **Additional Policies and Procedures Manuals / Resource Sites:**

- **Department of Sports Medicine Policies and Procedures for Athletic Training Students Manual:**

The athletic training student is expected to follow all rules established by the Department of Sports Medicine, the Athletic Department, NCAA, and each team pertaining to alcohol, drugs, gambling and curfews, etc. (see Department of Sport Medicine *Policies and Procedures for Athletic Training Students* posted on ATrack). Students are expected to become familiar with all policies presented in this manual as they are part of the policies for the AT curriculum. Many items listed in this manual are **not** repeated in the AT Curriculum Handbook.

- **Department of Sports Medicine Policies and Procedures Manual:**

This manual contains numerous policies and procedures for the Department of Sports Medicine of which the student should be aware. Some of the policies included in this manual are: JMU’s Department of Sports Medicine emergency action plans, the lightning policy, concussion policy, policies for handling athletes

with medical conditions such as diabetes or concussions, van use policy, etc, etc. All athletic training students should familiarize themselves with this manual. It can be found on ATrack.

○ **Department of Sports Medicine Website:**

Additional policies and programs specific to the Department of Sports Medicine (such as the Emergency Action Plans for all JMU athletic venues, the Crisis Intervention Team Program, and the Drug Screening and Education Program) can be found on the Department of Sports Medicine website at:

http://www.jmusports.com/ViewArticle.dbml?DB_OEM_ID=14400&KEY=&ATCLID=777725.

○ **ATrack:**

Forms, handbooks, evaluations, and other helpful information can be found on the Atrack. All AT Program professional phase students and AT Program faculty, staff and preceptors should have access to ATrack. If you do not have access to this site, please contact Stephanie Lewis (Admin. Asst. AT Program – lewisse@jmu.edu) to have your name added.

❖ **Direct Supervision Policy:**

It is the policy of the JMU department of Sports Medicine and all affiliated sites to directly supervise all athletic training students according to the Commonwealth of Virginia's legislative code. However, it is recognized that there may be brief periods of times where an athletic training student is left unsupervised while the supervising Certified Athletic Trainer is required to attend to another item at hand. As such, the term "*first responder*" is used to define the role that an athletic training student may undertake during such a scenario.

When acting as a first responder, an athletic training student may take part in the following:

- First Aid, CPR & emergency life-saving procedures (as long as the student is certified)
- Activation of emergency medical services
- Perform preventative taping (but only if the athlete has been receiving that tape in the past)
- Perform or assist in preventative stretching.

When unsupervised, a student cannot make any return-to-play decisions which might include, but are not limited to:

- Evaluating an injury/illness to determine if an athlete can participate in practice/game
- Evaluating the progress of a rehab and/or making changes to that rehab program

- Performing a new tape/wrap that has not been performed on the athlete in the past (for example, taping an athlete's ankle for additional support after he/she just twisted it some in practice)

While performing unsupervised tasks may appear to be a valuable component of learning, the safety and care of the student-athlete are of greatest priority. Thus, unsupervised occasions for athletic training students will not be the standard of care. The role of an athletic training student as a first responder is not condoned by the Athletic Training Program.

Students performing duties as a “first responder” should never be confused with the duties of a certified athletic trainer or athletic training student. Misrepresenting yourself as a certified athletic trainer is a violation of the Virginia State Law and places yourself and the university at great risk. Documentation of the understanding of the first responder MUST be on file in your clinical folder. (See policy in final section of this Handbook).

❖ **Clinical Education Experiences Documentation:**

All Clinical hours are documented in ATrack. Hours should be entered on a daily basis. You can only record 5 days prior in ATrack. If you forget to log hours and the date is longer than 5 days ago, you will not be able to count that day/those hours. Students should request that their preceptor approve their hours on a weekly basis. Preceptors should also record any pertinent information regarding the student's behavior/performance (praises or concerns). Graduate assistants will run hour reports on the 5th of each month. All hours must be recorded and approved by students and preceptors. Reminder: students are required to complete a minimum of 200 clinical hours each semester (250 if enrolled in a clinical course requiring a pre-season experience). Please calculate your expected hours for the semester (according to the schedule you set with your preceptor at the beginning of your clinical rotation) to ensure your hours can be achieved with your proposed plan. Remember, your clinical hour plan should not exceed 20 hours per week and must include at least one day off per week.

❖ **Confidentiality of Records:**

Confidentiality of the student-athlete's medical records must be maintained at all times, as these are considered legal documents. Records are not permitted to leave the Department of Sports Medicine. Any questions or concerns from the press, professional scouts, or others must be directed to the Director of Sports Medicine. If medical records are needed for a case study then the athletic training student must fill out a Student Athlete Medical Records Release Form and have it approved by both the athlete and the Director of Sports Medicine **prior to** accessing or using any information obtained from such records. This form gives the athletic training student access to the medical records only of the athlete noted on the form. The records still may not be taken out of the facility or photocopied under any circumstances. Anyone associated with access to documents that are the property of the Department of Sports Medicine will fully comply with all

regulations set forth by the Health Information Portability and Accountability Act (HIPAA). Athletic training students must remember that discussing the status of a student athlete with other student athletes is forbidden. This is considered a breach of confidentiality. The athletic training student must be aware of his/her surroundings at all times when the health status of a student-athlete is being discussed. This is perhaps one of the most serious violations that can occur and will result in circumstances that may not only remove one from the clinical environment, but could ultimately result in a suspension or dismissal from the athletic training education program. (See Policy in final section of this Handbook).

❖ **Equipment Issue:**

On occasion, the University issues equipment for athletic training student use (i.e. rain jackets, fanny packs, goniometers, etc). The athletic training student is expected to care for all issued equipment properly and to return all equipment after its use. The athletic training student is financially liable for all equipment not returned.

❖ **Contagious Disease Policy:**

If you become ill with something that is highly contagious (flu, chicken pox, mono, conjunctivitis, etc), please inform your supervising preceptor and the team physician so precautions can be taken to prevent infecting others. Arrangements will also be made to alter your clinical experience. We do not wish to infect athletes or other athletic trainers, so, depending on the nature of your illness, you may be excused from the clinical rotations until you are no longer contagious.

❖ **Bloodborne Pathogen Exposure Policy Overview:**

All students are required to complete annual online JMU OSHA Training. A quiz follows the online training to document the students' competency in this area. Documentation of completion of the training and quiz will be kept in the program's student academic record.

Bloodborne pathogens are microorganisms present in blood or other body fluids that can cause diseases including AIDS, Hepatitis B, and Hepatitis C.

To protect yourself from exposure to these disease agents:

- obtain the Hepatitis B vaccination series
- follow Standard Precautions
- treat all human blood, tissue, and body fluids as infected.

Emergency Procedures

In an emergency situation involving a bloodborne pathogen, always use Universal Precautions and minimize your risk for exposure by wearing appropriate personal protective equipment and using the safe practices that you have been trained to use during your annual Bloodborne Pathogen Training.

What to do if you are exposed

If eyes, nose, or mouth become contaminated, use eye wash stations, drench hoses, or a running water source to flush the contaminated area. If you don't have access to an eyewash station following an exposure, flush at a regular sink.

Flush as soon as possible and continue to flush for a **full 15 minutes**. Always try to flush away from the nose to prevent contamination of the other eye. After flushing, go to University Health Services if open or to Rockingham Memorial Hospital for medical consultation.

For exposed skin surfaces, wash the exposed area thoroughly with soap and water. Use a non-abrasive, antibacterial soap if possible. Again, after washing, seek medical attention at University Health Services if open or to Rockingham Memorial Hospital for medical consultation.

Report the exposure to your Preceptor, Program Director/Clinical Education Coordinator, and the Director of Sports Medicine (if applicable) within 24 hours of the exposure. Documentation of the exposure will be made and kept in your permanent record.

The entire Bloodborne Pathogen Policy is located on ATrack

❖ **Health Insurance Portability Accountability Act (HIPAA) Training**

All students are required to complete annual HIPAA Training. This training is provided through the Athletic Training Program using an online format. A quiz follows the online training to document the students' competency in this area. Documentation of completion of the training and quiz will be kept in the program's student academic record.

❖ **Family Educational Rights & Privacy Act (FERPA) Training**

All students are required to complete annual online FERPA Training. This training is provided through the Athletic Training Program using an online format. A quiz follows the online training to document the students' competency in this area. Documentation of completion of the training and quiz will be kept in the program's student academic record.

James Madison University

Guidelines for Technical Standards for Entry-Level Athletic Training Program

Taken/adapted from the NATA Education Council Guidelines

History and Rationale:

The landmark Americans with Disabilities Act of 1990, P.L. 101-336 (“ADA” or “the Act”), enacted on July 26, 1990, provides comprehensive civil rights protections to qualified individuals with disabilities. The ADA was modeled after Section 504 of the Rehabilitation Act of 1973, which marked the beginning of equal opportunity for persons with disabilities.

As amended, Section 504 “prohibits all programs or activities receiving federal financial assistance from discrimination against individuals with disabilities who are ‘otherwise qualified’ to participate in those programs.” With respect to post-secondary educational services, an “otherwise qualified” individual is a person with a disability “who meets the academic and technical standards requisite to admission or participation in the recipient's education program or activity.”

Given the intent of Section 504 and the ADA, the development of standards of practice for a profession, and the establishment of essential requirements to the student's program of study, or directly related to licensing requirements, is allowable under these laws.

In applying Section 504 regulations, which require individuals to meet the “academic and technical standards for admission,” the Supreme Court has stated that physical qualifications could lawfully be considered “technical standard(s) for admission.”

Institutions may not, however, exclude an “otherwise qualified” applicant or student merely because of a disability, if the institution can reasonably modify its program or facilities to accommodate the applicant or student with a disability. However, an institution need not provide accommodations or modify its program of study or facilities such that (a) would “fundamentally alter” and/or (b) place an “undue burden on” the educational program or academic requirements and technical standards which are essential to the program of study.

The following guidelines embody the physical, cognitive, and attitudinal abilities an Entry-Level Athletic Trainer must be able to demonstrate in order to function in a broad variety of clinical situations; and to render a wide spectrum of care to athletes and individuals engaged in physical activity.

The guidelines serve to recognize abilities essential to the development of these Entry-Level abilities. Further, the guidelines reflect the necessary and required skills and abilities identified for the Entry-Level Athletic Trainer as detailed in the NATA Athletic Training Educational Competencies and the BOC, Inc., Role Delineation Study.

James Madison University

Athletic Training Program Technical Standards for Enrollment

The Athletic Training Program (ATP) at James Madison University is a rigorous and intense program. Students complete a professional education program that is both intellectually and physically challenging. The purpose of these Technical Standards is to articulate the demands of this program to students applying for admission to the program so they may compare their own capabilities to these demands.

Applicants to this program are asked to verify that they understand the demands of the program and that they understand they will be required to complete the tasks, with or without reasonable accommodations, associated

with performance as an athletic training student. Reasonable accommodation refers to the way in which James Madison University can assist students with disabilities to accomplish these tasks (i.e. providing extra time to complete an examination, enhancing the sound system in a classroom or providing a push cart for a student who may not have the strength to carry a heavy item for moderate distances).

Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; it does, however, mean that the athletic faculty/staff will work with students with disabilities to determine whether there are ways to assist the students towards completion of these tasks while continuing to maintain the integrity of the Athletic Training Program and protecting the safety of all involved.

After acceptance into the professional phase of the program, a student who needs reasonable accommodation for disability must make a formal request to the ATP Director and must be prepared to provide documentation substantiating the claimed disability to the Office of Disability Services. A student may be administratively withdrawn if it becomes apparent that the student cannot complete essential tasks even with stated accommodation/s, the accommodations needed are not reasonable and would cause undue hardship to the program and institution, or that fulfilling the functions would create a significant risk of harm to the health or safety of others.

Students who have questions about this document or who would like to discuss specific accommodations should make an inquiry both with the Athletic Training Program Director and the James Madison University Office of Disability Services.

The following are considered Essential Tasks required for ATP Students to complete the Athletic Training Program:

Intellectual & Communication: A student must have sufficient intellectual competence and communication skills to complete the following essential tasks:

- Students must meet class standards for course completion throughout the curriculum.
- Students must communicate honestly.
- Students must be able to read, write, speak, and understand English at a level consistent with successful course completion, having the ability to communicate with athletes and successfully complete medical records.
- Students must complete readings, assignments and other activities outside of class hours.
- Students must gather decision-making pieces of information during an injury assessment activity in class or in the clinical setting without the use of an intermediary such as a classmate, Graduate Assistant, or certified athletic trainer.
- Students must perform treatment and rehabilitation activities in class or in the clinical setting by direct performance or by instruction and supervision of intermediaries.
- Students must apply critical thinking processes to their work in the classroom and in the clinical setting, and must exercise sound judgment in the class and in the clinical setting.
- Student must possess the ability to make and execute quick, appropriate and accurate decisions in a stressful environment.
- Student must be able 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.
- Students must be able to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this include, but is not limited to, the ability to establish rapport with athletes, communicate judgments and treatment information effectively

- Students must be able to record the physical examination results and a treatment plan clearly and accurately

Motor Function & Sensory: A student must have sufficient motor function, neuromuscular strength, coordination, sensory awareness, and stamina to complete the following essential tasks:

- Students must be able to sit and stand for long periods on a daily basis.
- Students must be able to ambulate indoors and outdoors over various terrains.
- Students frequently stand and walk while providing support to an injured patient.
- Students must frequently independently lift equipment or provide lifting support to an injured patient.
- Students frequently exert force to push or pull objects, sometimes while ambulating long distances.
- Students must be able to frequently twist, bend, and kneel on the floor for extended periods.
- Students frequently coordinate verbal and manual activities with gross motor activities.
- Students must use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat injured patients.
- Students may work within an electrical field.
- Students must have adequate vision to correctly see activities across the field, mat, or court.
- Students must have basic neurological function to perceive hot, cold, change in contour of surface/body part.
- Students frequently need bladder and bowel control to perform assigned duties.
- Students must have sufficient postural and neuromuscular control, sensory function, and strength and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use equipment and material during assessment and treatment of patients.

Behavioral & Emotional: A student must possess the ability to act professionally and have the emotional and mental health required to complete the following essential tasks:

- Students must maintain professional standards set in place by James Madison University and the JMU Athletic Training Program in addition to State and National ethical and professional standards of conduct.
- Students must follow safety procedures established for each class and clinical setting.
- Students must attend classes and clinical assignments punctually.
- Students must have the capacity to maintain composure and continue to function well during periods of high stress.
- Students must be able to remain focused and demonstrate emotional stability in the academic and clinical setting.
- Students must have the perseverance, diligence and commitment to complete the athletic training program as outlined and sequenced.
- Students must demonstrate affective skills (i.e. emotions and attitudes) and appropriate demeanor and rapport that relate to professional education and quality patient care.
- Students must be able to maintain professional relationships with program constituents (patients, fellow students, faculty, staff, preceptors, graduate assistants, etc.).
- Students must respect the rights, welfare, and dignity of all program constituents and not display discriminatory practices.
- Student's behavior during class and clinical education must not be a distraction to other program constituents.

- Students must maintain personal appearance and hygiene conducive to the classroom and clinical setting.
- Students must be substance free when attending all classes and clinical assignments.

Annual Requirements: A student in the professional phase must complete the following essential tasks annually:

- 1) Students must annually demonstrate passing competency in cardiopulmonary resuscitation (CPR) at the Professional Rescuer Level.
- 2) Students must annually complete OSHA-regulated Blood borne Pathogen Exposure Training and complete the Hepatitis B Vaccine Series or have a written denial on file.
- 3) Students must annually complete HIPAA and FERPA Training.
- 4) Students are required to comply with clinical site requirements (i.e. obtaining finger printing, background checks, TB tests, completing necessary paperwork, etc.).

It is the policy of James Madison University that all opportunities are to be made available to qualified individuals on the basis of merit and without discrimination against any employee, applicant for employment, student, or applicant for admission because of race, color, religion, gender, disability, age, national origin, or sexual orientation.

Candidates for selection to the Athletic Training Program will be required to verify they have read and understand these technical standards and that they believe that they can meet (with or without accommodation) the technical standards tasks as outlined above. Compliance with the program's technical standards simply allows continued enrollment in the ATP and does not guarantee a student's eligibility for the BOC's certification exam.

All technical and academic standards must be met throughout enrollment in the Athletic Training curriculum. It is the student's responsibility to notify the Athletic Training Program Director if, during enrollment, circumstances occur and he/she can no longer meet the technical standards or needs reasonable accommodation, at which time he/she will be referred to the Office of Disability Services. Failure to continue to meet the Technical Standards, with or without accommodation will prevent the student from continuing in the Athletic Training Program.

James Madison University

Technical Standards Verification Statement

This form accompanies the Technical Standards document for the Athletic Training Program found on-line at <http://www.jmu.edu/healthsci/at/>. Students who have been accepted into the Athletic Training Program must complete this form in order to officially enroll in the program. Enrollment in the professional phase of the program is contingent on receipt of this document. Please return this verification statement to the AT Program Director with your Statement of Intent to accept your admission offer.

Student Statement:

I certify that I have read and understand the Athletic Training Technical Standards, and I believe to the best of my knowledge that **I can meet each of these standards with or without accommodation**. I also understand that if I am unable, or become unable, to meet the standards with or without accommodation, I cannot continue enrollment in the Athletic Training Program.

I am also aware that if the need for accommodations for disability arises, I must contact the Office of Disability Services (Wilson Learning Center, Room 107) to submit documentation and have my need for accommodation reviewed. To have requests for accommodations considered, I understand I will need to work with the Athletic Training Program Director and the Office of Disability Services to determine potentially reasonable and appropriate accommodation options.

Signature of Student

Date

Student Name (Printed)

James Madison University Athletic Training Program Athletic Training Student's Commitment to Excellence



The Athletic Training Program at James Madison University is committed to providing students with the best education possible. An important component of the acquisition of learning includes the clinical education experiences in which a student partakes. As such, each athletic training student enrolled in the program plays a key role in determining one's own success. In an effort to assure learning over time transcends from the classroom to the clinic, each student must accept his/her role in the clinical education component of the athletic training program.

In order for optimal clinical learning environments to take place, it is the belief of the Athletic Training Program that each of the following must occur between the athletic training student and preceptor:

- *Initial establishment of expectations, roles, responsibilities and limitations*
- *Introduction of policy and procedure for respective facilities*
- *Review of student's personality characteristics and learning styles*
- *Identification of student's clinical education goals and plans to meet such goals*
- *Recognition of student's current level of knowledge and agreement that students clinically practice only those skills previously completed in formal classroom settings*
- *Constant visual and auditory supervision of the student by the preceptor in order to intercede on behalf of the athlete and student*
- *Regular, ongoing, constructive feedback appropriate to situations at hand*
- *Formal and timely written mid-term and final evaluations discussed between student and preceptor*
- *Open and honest communication when potential conflicts may arise*
- *Delivery of truthful, accurate and factual information related to both clinical content and professionalism*
- *Mutual respect for one another on both a personal and professional basis*

By signing below, I, _____(print name) acknowledge my support to James Madison University's Athletic Training Program's Student's Commitment to Excellence, and agree to do everything that I can to assure each of the aforementioned items take place between myself and any preceptor to whom I am assigned.

(signature)

(date)



Patient Confidentiality Form

As part of your interaction with those seeking coverage and care by your Preceptors (through the Department of Sports Medicine or at off-campus sites), you will be exposed to information regarding individual's medical record and health status. All of this information is considered to be confidential and remains the private rights of the individual being treated.

By signing this document, you are agreeing to keep confidential between only you and your immediate supervisor all interaction, knowledge, communication, and exposure that you have with student athletes and patients as the information relates or has the potential to relate to their health status, previous medical history or potential prognosis regarding any situation.

Only under circumstances whereby a student athlete and/or patient has granted specific written permission to divulge information as it relates to a specific illness and/or injury and designates to whom such information can specifically be shared are allowed to disseminate any information, formal or informal regarding one's health status.

Furthermore, any interaction that you have with any medical provider or other entity that includes verbal, written or any other form of information sharing must be done in compliance with the Health Insurance Portability and Accountability Act of 1997.

Any breach of confidentiality and/or privacy will not be tolerated and will result in your immediate removal from any clinical rotation permanently. This may include being banned from the athletic venue permanently. Additional penalties may also be imposed, including, but not limited to, those administered by James Madison University and the United States Federal Government.

I, _____ (print name), have read the above stated information regarding compliance with confidentiality and privacy of information regarding student athletes and patients during my interaction and exposure with JMU Department of Sports Medicine. By signing below, I am acknowledging that I have read, understood and will abide by all rules and regulations set forth here within. I agree that if I have any questions regarding confidentiality and/or privacy issues that I will address such questions with appropriate supervisors to assure proper action at all times.

Signature/Date

Witness Signature/Date

MSC 2301
Godwin Hall, Room 128
Harrisonburg, VA. 22807
Office (540) 568-6562
Fax (540) 568-3902
JMUSports.com

Unsupervised Athletic Training Student Agreement (First Responder)

The First Responder position is described as an athletic training student who, at any time, is working without the direct supervision of a certified athletic trainer or other health care professional. Unsupervised experiences are not part of the Athletic Training Program, thus JMU does not encourage or condone these experiences. We do, however, recognize that, on occasion, a situation may arise where a student could be left unsupervised momentarily. In the event that the preceptor must discontinue direct supervision, the athletic training student is under no obligation to remain at the site. If the student chooses to remain at the clinical site, the student must do so on a **volunteer** basis and must limit care as outlined below.

The activities of the First Responder are limited to providing first aid care, providing taping and wrapping to athletes who have previously been receiving routine support, and applying heat or ice as previously indicated by the certified athletic trainer. No return-to-play decisions can be made, nor can a First Responder perform taping, evaluation, or rehabilitation techniques with the intent of allowing or determining whether the athlete can continue to play.

First aid skills allowed as a first responder include:

1. Controlling bleeding
2. Application of ice
3. Compression
4. Elevation
5. Cardio-pulmonary resuscitation
6. Rescue breathing
7. Abdominal thrusts
8. Activation of the emergency action plan
9. Activation of emergency medical services.

By signing below, you are verifying your understanding that acting in the role of a first responder is not part of your educational experience. It is a voluntary decision, and you will not be forced to fulfill this role against your wishes. You also verify your understanding that you will not be expected to attend clinicals unless supervised by a certified athletic trainer or other qualified health care professional. Your signature also verifies that you will abide by the above outlined procedures. Failure to abide by these procedures can result in disciplinary action.

Student Signature

Date

Print Name