



**Harris College**  
of Nursing & Health Sciences

# **Athletic Training Program**

## **Program Handbook**

*The TCU Athletic Training Program is accredited by the Commission on the Accreditation of Athletic Training Education (CAATE).*

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## **Program Information**

### **Mission Statement**

#### **University Mission Statement**

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

#### **Harris College of Nursing & Health Sciences**

To enhance global health through education, scholarship & innovation

#### **TCU Athletic Training Program**

To provide an enjoyable student centered undergraduate learning experience that effectively links didactic and clinical education, promote professional and ethical conduct, encourage professional leadership, prepare Athletic Training Students to be successful on national credentialing examinations, and produce competent and confident athletic trainers prepared for a career in Athletic Training.

### **Code of Ethics**

#### **NATA Code of Ethics\***

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

#### **1. MEMBERS SHALL PRACTICE WITH COMPASSION, RESPECTING THE RIGHTS, WELFARE, AND DIGNITY OF OTHERS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.2. All NATA members, whether current or past, shall not use the NATA logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.

4.3. Members shall not place financial gain above the patient's welfare and shall not participate in any arrangement that exploits the patient.

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

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

\*Retrieved from [nata.org](http://nata.org)

## Athletic Training Program Learning Goals and Objectives

In keeping with the mission of TCU and Harris College of Nursing & Health Sciences, the Athletic Training Program, in accordance with the expectations of the Athletic Training Profession, the goals and objectives of the Athletic Training Program are to:

**Goal 1:** Provide an academic program that enables students to demonstrate competence in athletic training knowledge, skills, and application of the NATA Athletic Training Educational Competencies 5th Edition and NATA Role Delineation Study.

**Objectives:**

1. Educate and prepare the ATS in the domains of Athletic Training
2. Demonstrate comprehensive clinical examination skills of musculoskeletal, emergency injuries or conditions, and general medical conditions.
3. Demonstrate a sound knowledge of risk management content such as prevention, assessment, evaluation, and emergency care, as well as the ability to apply protective devices for the prevention or rehabilitation of injuries.
4. Implement therapeutic interventions that target specific treatment goals based on sound examination findings.
5. Utilize and apply evidence-based practices in clinical application of skills to maximize patient outcomes and health-related quality of life.

**Assessments:** Preceptor Evaluation of AT Student; AT Program Alumni Survey; Employer Survey; BOC Exam Results

**Goal 2:** Effectively integrate didactic knowledge with clinical application.

**Objectives:**

1. Utilize and apply evidence-based practices in clinical application of skills to maximize patient outcomes and health-related quality of life.
2. Demonstrate comprehensive clinical examination skills of musculoskeletal, emergency injuries or conditions, and general medical conditions.
3. Demonstrate a sound knowledge of risk management content such as prevention, assessment, evaluation, and emergency care, as well as the ability to apply protective devices for the prevention or rehabilitation of injuries.
4. Implement therapeutic interventions that target specific treatment goals based on sound examination findings.

**Assessments:** Nutrition Assessment (30102); Emergency Scenario (30102, 40102); EAP Assessment (30202); Behavioral Health Plan (40202); EBP Poster (40523); Clinical Case Study (40533); BOC Pass Rate/Domains

**Goal 3:** Provide clinical education experience opportunities in order to prepare students to be qualified entry-level Athletic Training providers.

**Objectives:**

1. To provide students the opportunity to develop hands-on skills in a variety of clinical settings and with a variety of physically active individuals.
2. To provide opportunities for students to develop skills in non-traditional athletic training settings. Need to develop benchmark for this. Assess end of year Program Evaluation.

**Assessments:** Preceptor Evaluation of AT Student; Employer Survey; AT Program Alumni Survey

**Goal 4:** Promote student participation in activities that benefit the larger community and/or profession without regard to personal gain.

**Objectives:**

1. Develop young professionals that will be leaders in Athletic Training at the State, District and National levels.

**Assessments:** End of Year Program Evaluation; AT Program Alumni Survey

**Goal 5:** Develop interpersonal skills needed to communicate and collaborate within an interprofessional healthcare team and appreciate the role of an athletic trainer as a healthcare provider in the larger context of the healthcare system.

**Objectives:**

1. Expose the AT Student to other allied healthcare professionals that comprise the “Sports Medicine Team”.
2. Demonstrate the ability to interact with administration and supervisory roles, the physically active patient, team physicians, and peers within the profession of Athletic Training and other healthcare disciplines by understanding management theories, principles, strategies, and techniques applicable to administration in health care.

**Assessments:** Alumni Survey; EAP Assessment (30202); Behavioral Health Plan Assessment (40202)

**Goal 6:** Promote an environment in which students will integrate ethical, moral, and legal behavior into the practice of athletic training.

**Objectives:**

1. Students will demonstrate ethical and professional conduct as defined by the National Athletic Trainers’ Association Code of Ethics.
2. Clinical preceptors will demonstrate ethical and professional conduct as defined by the National Athletic Trainers’ Association Code of Ethics.

**Assessments:** AT Student Evaluation of Preceptor; Preceptor Evaluation of AT Student (Final Spring Evaluation)

## **Role of the Athletic Training Student (ATS)**

Admission to and participation in the TCU AT Program is a privilege. The AT Program is unique in that it provides the ATS the opportunity to apply knowledge gained in the classroom through a variety of clinical experiences. As an ATS you will be provided experiences not common to the traditional university student.

Athletic Training Students function as a representative of the university. This role has the potential to place the Athletic Training Student in a position of notoriety within and outside the campus community. The privilege of being involved in the AT Program, as an ATS, carries with it a great deal of responsibility. Therefore, Athletic Training Students are held to high standards of behavioral expectations and ethical conduct. Athletic Training Students are expected to conduct themselves in a professional manner at all times that honors and complements themselves, their peers, the AT Program, Texas Christian University, and the Athletic Training Profession.

TCU Athletic Training Students should adhere to the following ethical & professional guidelines:

1. Athletic Training Students should neither practice nor condone discrimination against any legally protected class.
2. Athletic Training Students should not condone, engage in, or defend unsportsmanlike conduct or practices.
3. Athletic Training Students should provide care under the direct supervision of a certified and/or licensed athletic trainer and on the basis of the needs of the patient. They should not discriminate in providing care on the basis of athletic ability.

4. Athletic Training Students should strive to achieve the highest level of competence. They should use only those techniques and preparations for which they are qualified and authorized to administer.
5. Athletic Training Students should recognize the need for education outside of their didactic and clinical education to advance their skills in Athletic Training.
6. Athletic Training Students should recognize that personal conflicts and relationships might occur which may interfere with professional effectiveness. Accordingly, they should refrain from undertaking any activity in which personal issues are likely to lead to inadequate performance or harm to a patient or colleague.
7. Athletic Training Students should use care to be truthful and not misleading when stating their education and experience.

## **Admission to Athletic Training Program**

The CAATE Accredited Athletic Training Program, in the Department of Kinesiology, has a secondary selective admissions process. Students will be required to complete a separate application process that includes the TCU AT Program Application, two (2) letters of recommendation, copy of all academic transcripts, and on-campus and/or phone interview. Applicants will be scored on GPA, Extracurricular Activities, Letters of Recommendation, Essay Questions, and Interview.

Applications must be postmarked by March 1st to be considered for Fall admission. Admission to the AT Program is competitive and limited to 18 students per year. All applications not meeting this deadline will be considered for admission the following fall. Applicants selected for admission will be notified by email by April 1<sup>st</sup>. Admission is competitive and submission of materials does not guarantee admittance to the program.

Information on the program can be found on the AT Program website at <http://www.athletictraining.tcu.edu>. Information located on this site is considered current and will be updated routinely.

## **Risk Management & Student Liability Insurance**

Athletic Training Students are covered by a blanket liability insurance policy providing \$1M/\$3M coverage. This policy will only cover students while serving in a role associated with the education program. If you choose to assist with an event outside of the education program, you should consider purchasing an individual liability insurance policy. Several companies provide such policies, and students may obtain their insurance from the company of their choosing. The cost of insurance is approximately \$20 - \$40 per year depending on the insurance company. See the Program Director for more information about companies offering liability insurance to Athletic Training Students

TCU Risk Management requires that all students engaged in clinical experiences and travel to off-campus sites complete both the Assumption of Risk Form and Driving Form.



These forms must be completed each semester and will be kept on file in the Athletic Training Program shared drive.

## Code of Conduct

Athletic Training Students at TCU are subject to the university regulations and procedures outlined in the institution's undergraduate catalog, Athletic Training Program Handbook, and all other published material containing such regulations, policies, and procedures. Athletic Training Students are also expected to comply with all federal, state, and local laws. This principle extends to conduct off campus that is likely to have adverse effects on the University, the AT Program, or on the educational process. In addition, ATs are subject to additional policies and procedures outlined in this handbook as well as pertinent National Collegiate Athletic Association (NCAA) and Big 12 Conference policies (what are these policies??). Athletic Training Students are expected to be thoroughly familiar with institutional, departmental, and AT Program policies and procedures.

The TCU Code of Student Conduct outlines "improper conduct". Athletic Training Students should review and be familiar with the policies outlined in the TCU Code of Student Conduct.

[Link to TCU Code of Student Conduct](#)

## Disciplinary Procedures

One of the purposes of the TCU AT Program Handbook is to provide the student with guidelines and behaviors that are conducive to the integrity of the program and the Athletic Training Profession.

Violation or failure to comply with the policies and procedures in the TCU AT Program Handbook, or any other actions that would compromise this integrity, can result in punishment, suspension, or dismissal from the AT Program.

**First Offense:** Student will meet with the Program Director (PD) and Clinical Education Coordinator (CEC). Written documentation of the meeting, including the actions/behavior of the student, will be placed in the student's file. Documentation will include an action plan that must be followed by the student and outlines appropriate steps to remedy the behavior/action.

**Second Offense:** If the student does not meet the steps outlined in the action plan, continues the action/behavior, or a different violation to the handbook occurs, this may warrant suspension and/or dismissal from the program. All disciplinary cases will be documented and reviewed by the AT Program Faculty and Chair of the Department of Kinesiology before a final decision is made regarding suspension and/or dismissal from the AT Program.

All disciplinary cases will be confidential and should not be discussed with other students. Please note that some behaviors/actions may warrant immediate dismissal from the program.

## Professional Behavior Plans

Based on the NATA Code of Ethics, NATA Foundational Behaviors of Professional Practice (Appendix N), and the [BOC Standards of Professional Practice and Code of Responsibility](#), there are specific abilities and professional behaviors that an Athletic Training Student should demonstrate. General behaviors include professionalism, time management, interpersonal and communication skills, effective use of time and resources (academic and clinical), use of constructive feedback, and stress management.

Athletic Training Program Faculty may choose to place an ATS on a Professional Behavior Plan if the student does not demonstrate professional behaviors expected of an ATS (ex., being on time, effective use of academic and clinical time, professional dress, regard for diversity, emotional stability, respectful and effective communication). The Professional Behavior Plan will provide a written description of the specific behaviors that the student is expected to demonstrate and specific tasks they are expected to accomplish. Time frames will be established for accomplishing the expected behaviors and tasks and repercussions for not meeting the expected behaviors and tasks will be identified (i.e., see Discipline Procedures). Athletic Training Program Faculty will be responsible for monitoring progress of the Professional Behavior Plan.

## Grievance Policy

The TCU AT Program realizes that misunderstandings and disagreements may arise during the course of a student's enrollment in the program.

**Informal Procedures:** Initially, disagreements, complaints, misunderstandings and grievances directly associated with Athletic Training Students' commitments or involvement in the AT Program can be resolved by using discussion, exchanges, counseling, persuasion, and other informal procedures. It is the intent of this policy to maximize these informal procedures so long as such measures prove effective. The formal procedural provisions of this policy should be set in motion only when the informal procedures have potential to or prove to be ineffective. It is expected that the great majority of cases will be handled in accordance with informal procedures.

**Formal Procedures:** In the administration of formal grievance procedures, the following shall be observed:

**Complaint:** The Athletic Training Student may file a complaint, in writing, with the Program Director. If the complaint involves the Program Director, the complaint should be filed with the Chair of the Department of Kinesiology. Such complaint shall state the name, address, phone number, and email address of the complainant, the names, times, places of persons and/or events surrounding the subject of the complaint, and the substantial nature of the problem, so as to fairly apprise the Program Director or Department Chair of the facts and/or parties incident to the complaint.

**Hearing Officer:** The Chair of the Department of Kinesiology or designee, shall serve as Hearing Officer for matters upon which complaints have been appropriately filed. The Hearing Officer shall, in order and as appropriate:

1. consult with the student complainant concerning the complaint
2. determine that informal activity denoted above has indeed been exhausted,
3. prepare a statement of facts incident to the complaint for use by the hearing panel,
4. afford the student complainant notice of the date, place and time at least five days in advance of the hearing,
5. call, preside over, but not vote at the hearing panel meeting,
6. render the findings and/or recommendations of the hearing panel in writing within ten days following the conclusion of the hearing.

**Hearing Panel:** The Chair of the Department of Kinesiology shall appoint a three-person panel to hear student complaints appropriately forwarded by the Program Director or submitted directly to the Chair of the Department of Kinesiology. The panel shall consist of two members of the Kinesiology faculty and one student. If the student selected is in the AT Program, their clinical assignment should not be the same as the complainant. The meetings of the Hearing Panel shall be presided over by the Hearing Officer, who shall not vote. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues pertinent to their complaint. The student may be assisted but not represented by individuals of his or her choice. The findings and/or recommendations of the Hearing Panel shall be based solely upon the evidence adduced at the hearing, and shall be communicated in writing by the Hearing Officer to the student, the Program Director, the Dean of the College, and placed in the student's permanent file located in ATEP Shared Drive.

**Restrictions:** The grievance procedures are available only for those matters for which the Athletic Training Program has the ability to provide a remedy to the student. Please refer to the TCU Student Handbook for non-TCU AT Program matters:

[Link to TCU Code of Student Conduct](#)

## **Outside Employment**

The clinical education component of the curriculum requires students to complete extensive afternoon, evening and weekend clinical experiences, both on and off-campus. These clinical experiences may interfere with the student's ability to hold outside employment. Students need to make appropriate financial plans prior to enrolling in the AT Program. Students are not prohibited from holding outside employment, but such employment must not interfere with the student's ability to complete coursework or clinical experiences. Always keep in mind, **Class, Clinical, and Everything Else!**

## **Additional Expenses**

Students enrolled in the Athletic Training Major will incur the following costs associated with the clinical portion of the program:

- Criminal background check and drug screen: \$107.00 (one time cost)
- Transportation costs to off-campus clinical sites (cost of gas, vehicle maintenance, etc.): cost variable
- Khaki pants and shorts: cost variable
- Tennis shoes (first-year students only): cost variable

Additional clothing items will be provided to the student (see TCU Athletic Training Handbook for Clothing Policy). Liability insurance is provided by the university for all students enrolled in the athletic training major. The physical exam and annual TB tests are provided by the TCU physicians and student health center at no charge to the student. CPR certification (AHA Healthcare Provider) is paid for by the program and is not charged to the student. Students who are members of the TCU Athletic Training Students' Association (ATSA) qualify to have their NATA membership paid (Level II – IV students only). Students in good standing with the ATSA may have their BOC exam fees reimbursed.

## **TCU Non-Discrimination Statement**

TCU is committed to providing a positive learning and working environment free from discrimination and harassment. TCU prohibits discrimination and harassment on the basis of age, race, color, religion, sex (including sexual harassment and sexual violence), sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, genetic information, covered veteran status and any other basis protected by law, in the University's programs and activities as required by Title IX, Title VII, The Age Discrimination Act of 1975, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and other applicable laws and regulations.

Inquiries about TCU's policies and compliance with Title IX and nondiscrimination policies or inquiries on how to file a complaint of discrimination should be directed to:  
 Dr. Darron Turner : Chief Inclusion Officer & Title IX Coordinator  
 TCU Box 297090  
 Jarvis Hall 228  
 Fort Worth, TX 76129  
 817-257-8228  
 d.turner@tcu.edu

Inquiries about TCU's policies and compliance with Title VII, The Age Discrimination Act of 1975, or other aspects of TCU's equal opportunity or affirmative action programs should be directed to:  
 Ms. Yohna Chambers : Vice Chancellor for Human Resources  
 TCU Box 298200  
 3100 W. Berry St.  
 817-257-5103  
 y.chambers@tcu.edu

Individuals seeking an accommodation for a documented disability or those with inquiries or complaints regarding campus accessibility or the accessibility of the TCU

website, as required by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act and related regulations and statutes should be directed to:  
Ms. Laurel Cunningham : Student Disabilities Services  
TCU Box 297710  
Sadler Hall 1010  
Fort Worth, TX 76129  
817-257-6567  
[Laurel.Cunningham@tcu.edu](mailto:Laurel.Cunningham@tcu.edu)

## **Sexual Harassment and Statement on Title IX at TCU**

Sexual harassment is defined as any unwanted sexual advance, request for sexual favor, or other verbal or physical conduct of a sexual nature. Such behavior, even if perceived to be in jest, is unacceptable and will not be tolerated.

Sexual assault is defined as an unwanted violating sexual act forced upon an individual by a perpetrator. The perpetrator may or may not be known to the victim. On college campuses, date rape, which involves acquaintances or friends as opposed to strangers, is the prevalent form of sexual assault. Just because two individuals know each other does not absolve one from acting without the consent of the other. Keep in mind that “no” means “no” regardless of the type of relationship that exists between two people. When one person acts in a manner unwanted by another, the unwanted act will be considered assault.

Our responsibility is to help create a safe learning environment on our campus. Our goal is that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. We will seek to keep any information you share private to the greatest extent possible. However, we have a mandatory reporting responsibility under TCU policy and federal law and am required to share any information received regarding sexual harassment, discrimination, and related conduct with TCU’s Title IX Coordinator.

Students can receive confidential support and academic advocacy by contacting TCU’s Confidential Advocate in the Campus Advocacy, Resources & Education office at (817) 257-5225 or the Counseling & Mental Health Center at <https://counseling.tcu.edu/> or by calling (817) 257-7863. Alleged violations can be reported to the Title IX Office at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228.

Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

## **Academic/Curriculum Information**

### **Degree Plan**

The Bachelor of Science in Athletic Training (BSAT) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Upon completion of a CAATE-accredited athletic training program, students become eligible for national certification by successfully completing the Board of Certification, Inc. (BOC) examination.

The Athletic Training Program uses a competency-based approach in both the classroom and clinical settings. Students are educated to provide comprehensive patient care in five domains of clinical practice including prevention, clinical evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation and organization and professional health and well-being.

The BSAT requires 124 semester hours for graduation to include Kinesiology Core, Major Courses, Emphasis Courses, Associated Requirements, TCU Core Curriculum, and Electives as needed to complete the degree. See the [TCU Undergraduate Catalog](#) for more information.

#### **Kinesiology Core (14 Hours)**

KINE 10101 Introduction to Kinesiology

KINE 10603 Anatomical Kinesiology

KINE 30403 Motor Behavior

KINE 30623 Biomechanics

KINE 30634 Exercise Physiology (NS)\*

#### **Major Courses (38 Hours)**

KINE 10102 Foundations in Athletic Training

KINE 10202 Perspectives in Athletic Training

KINE 20102 Clinical Education I

KINE 20202 Clinical Education II

KINE 20303 Prevention and Care of Athletic Injuries

KINE 30102 Clinical Education III

KINE 30202 Clinical Education IV

KINE 30303 Orthopedic Assessment I

KINE 30313 Orthopedic Assessment II

KINE 30603 General Pathology and Applied Pharmacology

KINE 40102 Clinical Education V

KINE 40202 Clinical Education VI

KINE 40301 Senior Seminar

KINE 40303 Organization and Administration in Athletic Training

KINE 40523 Therapeutic Modalities (WEM)\*

KINE 40533 Therapeutic Exercise (WEM)\*

### **Emphasis Courses (12 Hours)**

HLTH 20203 Health and Wellness Concepts  
HLTH 30233 Sport and Exercise Pharmacology  
KINE 30713 Psychology of Sport  
KINE 30833 Physical Activity and Disability

### **Associated Requirements (14 Hours)**

BIOL 20204 Human Anatomy & Physiology I (NS)\*  
BIOL 20214 Human Anatomy & Physiology II  
MATH 10043 Introduction to Statistics (MTH)\*  
NTDT 20403 Nutrition

*\*Denotes course for TCU Core Curriculum*

## **Athletic Training Program Retention Policy**

**Requirements for Retention:** To remain in good standing in the Athletic Training Program, students must meet the following criteria: maintain a 2.75 or better cumulative GPA, earn a "C-" or better in all courses required to complete the major, including Kinesiology core, Foundation and Emphasis courses and Associated requirements, complete the clinical proficiencies assigned for the semester, be in good standing academically with the University and comply with University and program policies. Failure to meet the requirements for retention could delay the student's clinical education progress and ultimately the student's date of graduation.

In order to graduate with a Bachelor of Science in Athletic Training (BSAT), students must earn a minimum overall GPA of 2.75 and earn a "C-" or better in all courses required to complete the major, including Kinesiology core, Foundation and Emphasis courses and Associated requirements and complete all clinical proficiencies required for the program. Students will complete the Intent to Graduate Form at the end of their junior year and submit this form to Sybil White in HCNHS prior to the end of the semester. This allows the college to complete the student's degree audit a year prior to their anticipated graduate date.

**Probation:** Probation will serve as a warning to students that their progress in the program is not satisfactory. Students will be placed on probation if one or more of the requirements for retention are not met in a given semester. Probation will be enforced via one of the following methods: Students not meeting the cumulative GPA requirement will be limited to 20 hours per week in clinical education, will be required to complete 10 hours of study hall per week, and may not travel to away competitions. Students receiving a deficient grade in a course required for the major must repeat the course the next time the course is offered during the regular academic year (fall or spring semesters). During the semester the course is repeated, students will be limited to 25 hours per week in clinical education and will be required to complete five hours of study hall per week during the semester in which the course is repeated. Students may elect to repeat the course in the summer, provided the course is not offered during the respective academic year and is repeated in the summer immediately following the academic year in which the deficient grade was received. Students who earn less than a

2.75 for the semester may be limited to 25 hours per week in the athletic training room and will be required to complete five hours of study hall per week. Students on probation may be required to complete weekly tutor sessions if they are provided through the Davis Academic Learning Center. If a session is not available, students are strongly encouraged to seek a tutor from another source. Students will be removed from probation if the requirements for retention are satisfied at the completion of the semester.

**Suspension:** Students not meeting the requirements for retention for a second semester (consecutive or non-consecutive) and/or receiving a deficient grade in a course required for the major upon retaking the course will be removed from clinical experiences. Students on suspension will not be allowed to enroll in clinical education, will not be given a clinical assignment and will be required to complete weekly study hall hours and tutor sessions as assigned by the program director. Students will be removed from suspension if the requirements for retention are satisfied at the completion of the semester. Students removed from suspension may be required to complete weekly study hall hours as assigned by the program director for a minimum of one additional semester.

**Dismissal from the Program:** Students who have not met the requirements for retention following a semester on suspension will be considered for dismissal from the program. Other circumstances (e.g., sacrificing patient confidentiality, not adhering to program policies and procedures) may result in a student being considered for immediate dismissal and will be handled on a case-by-case basis.

The program director, in consultation with the Chair of the Department of Kinesiology and the program faculty/staff, will make decisions regarding the dismissal of a student from the program. The Program Director will meet with the student to discuss the decision and reason(s) for dismissal. A letter will be placed in the student's file on the AT shared drive. A copy will be emailed to the student and the chair of the Department of Kinesiology and the HCNHS Associate Dean for Health Sciences and Research. Students that are dismissed shall not continue in the Athletic Training major (ATTR) and will be required to file a change of major with the HCNHS Dean's office (Anne Richardson Bass Building, 2101). Students must return all clothing issued to them as a result of their involvement in the Athletic Training Program. Failure to return clothing in a timely manner will result in a hold being placed on the student's TCU account.

## **Disability Services**

The Athletic Training Program works collaboratively with the Student Disabilities Services Coordinator to make accommodations for students with disabilities. All students must read and sign the Technical Standards (Appendix B) for the AT Program upon acceptance. This form serves as official notification of the specific technical standards for completion of the program as required by the Americans with Disabilities Act. Requests for accommodation are not reviewed as part of the criteria for program admission and such requests are not used prejudicially against the student. Students



requesting accommodation should contact the Student Disabilities Services Coordinator as soon as possible. Accommodation requirements should be in writing before the beginning of the semester. If a student's condition changes while in the AT Program, the student is required to contact the AT Program Director and the Student Disabilities Services Coordinator within two weeks (14 days) of the change. Students are required to update their signature if their status changes.

[Link to TCU Student Disabilities Services](#)

## **Financial Assistance**

Procedures for applying for financial aid are available from the Financial Aid office of the University (Sadler Hall, room 2008). You should set up a meeting with a financial aid counselor to assess your need. There are scholarships available through various professional organizations (e.g. NATA, SWATA). Most professional organizations will require membership for eligibility.

The TCU AT Program, through the Athletic Department, awards financial aid to ATs based on need, experience, academic performance, evaluations, dependability, and reliability. Athletic Training Students are eligible for tuition-based scholarships from the Athletic Department after completing one year within the TCU AT Program. Students requiring a fifth year may be considered for financial aid upon request and justification to the Program Director and the Assistant Athletic Director for Sports Medicine based on the continuation of their performance, both academically and clinically. Financial aid is coordinated through the Department of Financial Aid, the Associate Athletic Director of Sports Medicine, and the Program Director and is subject to coordination with other University-based grants and aid. Additionally, some students may qualify for work-study on campus. For information on expenses (i.e. tuition, room, board, etc.) while attending TCU please refer to the financial aid website.

[Link to TCU Financial Aid Office](#)

The '[Scholarship](#)' link on the AT Program website provides additional information regarding Scholarships and Leadership Awards. Leadership Awards are budget-supporting scholarships and support financial aid the student has already received.

## **Advising, Registration, & Scheduling**

The Program Director shall serve as the primary academic advisor for students enrolled in the AT Program and will meet with students each semester they are enrolled in the program. The role of the academic advisor is to provide assistance to the student; the ATS is ultimately responsible for scheduling and completing the coursework required for graduation.

If the ATS elects to complete a double major or a minor, they should seek an additional advisor in the respective area of study. Academic advisors will assist with registration and scheduling as well as any other academic issues, so students need to be prepared for each advising meeting with a class schedule. Athletic Training Students will register during early enrollment and should meet with their advisor(s) prior to registering each semester. Elective courses (those not required for the AT major or those meeting TCU Core requirements) shall not interfere with your clinical education assignment.

Athletic Training Students should not drop any classes without the prior approval of the Program Director. All Athletic Training Students must maintain full-time enrollment status (12 hours per semester) in order to remain active in clinical education. As per university policy, the exception to full time enrollment is if a student is enrolled in the final semester of course work necessary for graduation. In this instance, enrollment status may be below 12 hours. Financial Aid may dictate the number of credits a student must have each semester (i.e., students must typically take 12 hours of credit each semester to maintain their scholarship/financial aid). Please check with the Financial Aid office for the specific requirements of your award.

## **Textbooks and Supplies**

Students should purchase all textbooks required for Athletic Training courses. Some courses may have recommended textbooks that have been selected because they provide a good supplement to those books that are required. Students are encouraged to keep all textbooks with Athletic Training content to begin building their own reference library.

## **Class Attendance**

Students in the AT Program are expected to attend ALL class meetings, including classes outside of the Athletic Training major. Students should arrive to class on time and be ready for instruction and/or laboratory activities. As a courtesy, Athletic Training Students must initiate communication with instructors regarding university excused absences PRIOR to missing class and be prompt to make up coursework or exams; it is recommended that the student follow-up in person within 24 hours of returning to campus.

If instructor notification prior to missing the class is not possible due to circumstances beyond the student's control, notification must be made as soon as possible. Poor class attendance and punctuality may result in ATS being placed on a Professional Behavior Plan and possible disciplinary action.

## **Study Hall**

All incoming freshman must complete 10 hours/week of structured study hall. Any student that has not met the retention policy has also been assigned hours as part of their probation and/or suspension. Please see the Program Director if you have any questions regarding your hour requirement.

The following guidelines must be followed for Study Hall:

- Each Reporting Period is Sunday through Saturday.
- At least half of your assigned study hall hours MUST be completed at the JJAC. Other hours may be obtained at the library, tutor sessions, review sessions or workshops available through the Academic Resource Center.
- Any personal study time cannot be documented and will not count toward your weekly total.
- Students can log in hours at the JJAC Sunday through Friday of each week. They are not open on Saturdays. Therefore, if a student still has hours to finish, go to the library so you can have someone document your time.

- Saturday hours and/or any other hours not completed at the JJAC must be documented on the appropriate form with the appropriate signatures. Forms are available from the Program Director.
- Forms must be submitted to the Program Director each Monday in order for your hours to count. Any forms turned in after Monday will not be accepted and you will have to make up the hours during the next reporting period.
- If all of your hours are not completed during the Sunday through Saturday reporting period, those hours will be added on to the next reporting cycle.
- Any missed hours due to illness, family emergency, travel, or university excused absence will be handled on a case-by-case basis by the Program Director.
- For those students who are assigned 10 or more hours per week, there will be a reduction during holidays (i.e., Labor Day, Fall Break Thanksgiving and Easter). The Program Director will notify students regarding any reduction of hours due to holiday.
- Plan your time wisely to make sure you complete all of your hours.
- Meeting the retention policy each semester means that you never have to go back to study hall again.

## **Academic Misconduct**

(Sec. 3.4 from the Student Handbook) –Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog (Student Policies>Academic Conduct Policy Details; [http://www.catalog.tcu.edu/current\\_year/undergraduate/](http://www.catalog.tcu.edu/current_year/undergraduate/)). Specific examples include, but are not limited to:

- Cheating: Copying from another student’s test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- Plagiarism: The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.
- Collusion: The unauthorized collaboration with another in preparing work offered for credit.

Suspicion or knowledge of academic misconduct should be reported to the Program Director or the Clinical Education Coordinator. Cases of academic misconduct may result in disciplinary action by the program in addition to the individual professor and/or university action per the Campus Life--Dean’s office.

## **Academic Services**

Athletic Training Students may use services provided by Athletic Academic Services Office (AASO) located in the John Justin Athletic Center (JJAC). Available services

include supervised study, computer lab, and tutoring. Athletic Training Student access to these services is a privilege and may be revoked at any time.

Study Hall may be completed in the Davis Academic Learning Center located in the JJAC or Abe Martin Academic Enhancement Center. Other opportunities for supervised study hall (review sessions, group study sessions, academic coaching) may be possible, but must be pre-approved by the Program Director. Forms will be available for students to complete for hours accrued outside of the JJAC and should be turned in each week (see Study Hall).

There are several computer labs located on the TCU campus, including one in the Davis Academic Learning Center and one in the Abe Martin Academic Enhancement Center. However, time on the computers in these specific labs should be limited if others are waiting. Hours of operation can be found on the [Athletic Academic Services Office](#) page.

Tutoring is available to you at no cost through the AASO provided that a tutor has been requested for an athlete and there is available space in the tutor session. Tutors are available for most of the lower division courses required for the Athletic Training major and TCU Core Curriculum. Tutors may also be available through the Harris Academic Resource Center (HARC) located on the 2<sup>nd</sup> floor of the Annie Richardson Bass Building. Athletic Training Students in need of tutor services through the JJAC or HARC must make arrangements through the Program Director.

Academic workshops, including test taking skills, note taking, textbook tips, time management, and learning styles are available free of charge through the TCU Center for Academic Services. Workshop dates and locations are available on the Center for Academic Services website. Students may also schedule time with the Academic Excellence Program Coordinator in the Harris Academic Resource Center (HARC) located on the 2<sup>nd</sup> floor of the Annie Richardson Bass Building. Please contact the AT Program Director if you need assistance with any of these resources.

## **TCU Resources for Students**

Many resources exist on the TCU campus that may be helpful to students:

- Brown-Lupton Health Center (817-257-7863)
- Campus Life (817-257-7926, Sadler Hall 2006)
- Center for Academic Services (817-257-7486, Sadler Hall 1022)
- Mary Coats Burnett Library (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Development Services (817-257-7855, BLUU 2003)
- TCU Center for Writing (817-257-7221, Reed Hall 419)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)

## **Internet and Social Media**

Information on the Internet should be considered public regardless of security measures. Athletic Training Students are discouraged from using the Internet to intentionally or unintentionally share personal and confidential information, particularly as related to patients. This may include status updates/posts, journals/blogs, and pictures, as well as commenting on others' posts/pictures. Sites including, but not limited to, Facebook,

Instagram, Snapchat, Twitter, LinkedIn should be avoided or used on a limited basis with security settings set to private when possible. Posting information about or pictures of patients is a HIPPA violation and will result in immediate dismissal from the AT Program.

If/when social media is used, the post should reflect the views of the individual without speaking on behalf of the program or university. Be mindful that others from your profession may see your social media, so act professionally and avoid possibly offensive language and images.

Students should not let social media interfere with their clinical and class experiences. With this, be aware of what athletes/patients have access to your social media accounts and what that may bring into the clinic depending on what has been posted.

[ATrack](#) is used to track and document Clinical Proficiencies and Athletic Training Student hours, and complete ATS, Clinical Site and Preceptor Evaluations. It is the responsibility of the Athletic Training Student to ensure that their proficiency portfolio and clinical experience hours are up-to-date. This website also contains newsflashes for upcoming events and AT Program announcements. ATSs are expected to check the website regularly and be aware of all postings. This is a password protected website and is therefore only accessible by Athletic Training Students, Preceptors, and Athletic Training Program Faculty.

AT Program Faculty, Instructors, and Preceptors may give student projects and homework assignments requiring internet/database access and searching. Only peer-reviewed journal sources may be obtained through this type of searching; items obtained solely through a Google, Wikipedia, WebMD (or similar sites) search will not be accepted for any assignment. The TCU Library has multiple databases including, though not limited to, PubMed, EbscoHost, Cochrane, and Medline that serve as resources for higher quality scholarly information.

## **TCU Email**

All students, faculty, and staff at TCU receive free email through the University. The Athletic Training Program will utilize TCU email accounts to disseminate all necessary information. Athletic Training Students should check their TCU email on a regular basis (at least once per day). The Athletic Training Student's failure to check their TCU email account is not an acceptable reason for not receiving information.

## **Professional Associations**

Students are strongly encouraged to join appropriate professional associations. Professional association membership is an important indicator of commitment to the profession. See the Athletic Training Students' Association (ATSA) Advisor for more information on memberships.

[National Athletic Trainers' Association \(NATA\)](#) Dues (see the NATA website for dues information) include:

- NATA News
- Online access to the Journal of Athletic Training
- Online access to the Career Center
- Discounted registration to the NATA annual meeting and clinical symposium
- Discounted fee for BOC certification exam
- Eligibility for scholarships

## Southwest Athletic Trainers' Association (SWATA) – District 6

Dues (included in dues for the NATA) include:

- Discounted registration to the SWATA Annual Meeting and Clinical Symposium
- Eligibility for scholarships

### **Certification and Licensure**

**Certification:** All Athletic Training Students are working toward the professional entry-level credential for the practice of athletic training. To obtain the ATC® credential (Athletic Trainer Certified), candidates must:

- Receive a degree from a CAATE-accredited Athletic Training Program.
- Pass the Board of Certification (BOC) examination.

Successful completion of these two requirements will result in a student earning the ATC® credential. Athletic Training Students may sit for the exam during their final semester of college. Candidates should apply for the examination online <http://www.bocatc.org>. Application, registration, and scheduling deadlines are all posted on the BOC website.

Students who pass the BOC in their last semester of coursework cannot practice as an ATC until they complete the program, their degree is conferred and they receive final confirmation of their ATC® credential from the BOC.

**Licensure:** Students seeking jobs or graduate assistantships will need to apply for licensure, certification or registration in that state.

# Clinical Experience Information

## General Guidelines

Clinical education is a hands-on learning component of the Athletic Training Students' education. Per the Commission on Accreditation of Athletic Training Education (CAATE) Standards, clinical education must be contained in individual courses that are completed over a minimum of two academic years. The TCU Athletic Training Program exceeds that minimum and requires Athletic Training Students to complete clinical education courses over four academic years. Transfer students may be able to complete clinical education courses over three academic years. This allows the student more time to integrate and apply clinical skills to further develop critical-thinking skills. These clinical education courses have two components: clinical laboratory class sessions and clinical experiences.

According to the 2012 CAATE Standards, students must gain clinical experiences that address the continuum of care that would prepare a student to function in a variety of settings with patients engaged in a range of activities and with conditions described in athletic training knowledge, skills and clinical abilities, role delineation study and standards of practice delineated for a certified athletic trainer in the profession.

The purpose of clinical experiences is to provide the student with opportunities to practice and integrate cognitive learning with associated psychomotor skills in order to develop entry-level clinical proficiency and professional behavior as an athletic trainer. Athletic Training Students must refrain from performing clinical skills on patients that have yet to be formally instructed in didactic courses, labs, clinical education courses and/or clinical experiences by program faculty or preceptors. For each experience, the ATS will be assigned to a Preceptor. Preceptors are to assist in the professional development of the ATS including knowledge and skills related to the Athletic Training Educational Competencies (5<sup>th</sup> Edition). Clinical experiences may take place with Texas Christian University Athletics, local high schools, physical therapy clinics and sports medicine clinics.

Clinical placements are determined through consideration of several factors including student level, perceived strengths and areas for improvement of the Preceptor and student (as established by AT Program faculty/staff), academic standing, and the need to provide a well-rounded experience for all students. **A student may identify a preference in clinical placement to AT Program faculty, though it should be noted that all specific requests might not be accommodated.**

Athletic Training Students are expected to be punctual and dressed appropriately for clinical assignments. In the event that an ATS will be late or cannot be present for an assignment, he/she must notify the Preceptor immediately. Interference due to outside employment is not a valid reason for attendance or punctuality problems at your clinical assignment. Persistent punctuality problems are grounds for disciplinary action. Clinical experiences may require afternoon, evening and weekend hours. Respective preceptors will determine ATS schedules. Practice and competition times will fluctuate by clinical experience.

## Clinical Laboratory Class Sessions

The purpose of the clinical laboratory class sessions (KINE 10102, 10202, 20102, 20202, 30102, 30202, 40102, and 40202) is to refine and evaluate required proficiencies as defined by the CAATE. The class affords students the ability to synthesize information that has been previously instructed in didactic coursework. Competence in skills and knowledge across the domains is developed during class laboratories, clinical education courses, clinical experiences, and with outside practice. **Athletic Training Students should NOT perform a skill on a patient unless it has been formally instructed in didactic courses or in clinical experiences by program faculty and preceptors.**

## Confidentiality

Student-athlete/patient confidentiality is of the utmost importance, particularly in athletics where there are many bystanders. Disclosure of personal health information to another person is in direct violation of federal law. According to the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Section 1177 “One who knowingly exposes individually identifiable health information to another person shall be fined not more than \$50,000, imprisoned not more than 1 year, or both.” At no time should that confidentiality be breached. ATs should not disclose confidential student-athlete/patient information to anyone (the press, professional scouts, roommates, parents, boyfriend/girlfriend, etc.) other than their Preceptors and overseeing physicians. All records are confidential and should never be removed from the clinical site without permission of the Preceptor. A breach of patient confidentiality is grounds for immediate dismissal from the AT Program.

The AT Program will require mandatory HIPAA/FERPA Training at the beginning of each academic year prior to beginning clinical experiences

## Conflicts

Conflicts during clinical experiences will occur. An ATs may have a difference of opinion with a Preceptor or another ATs regarding patient care and/or personal differences. ATs are encouraged to discuss this privately with the other person at an appropriate time. ATs are also encouraged to ask questions, without questioning their Preceptor. It is inappropriate to argue in the presence of the athlete or patient. This may undermine the patient’s confidence in the Preceptor and/or the ATs. The certified athletic trainer, in consultation with the team physician, will make the final decision regarding the care of the athlete.

If a conflict occurs with a peer and cannot be resolved between the students, the situation should be brought to the attention of the clinical supervisor. If problems are not resolved the Clinical Coordinator will intervene and serve as a mediator.

If a conflict occurs with a Preceptor and cannot be resolved between the student and the clinical supervisor, the situation should be brought to the attention of the Clinical Coordinator. If problems are not resolved, the Program Director and/or clinical site administrator will intervene and serve as a mediator.



## Clinical Hours

According to the 2012 CAATE Standards, all AT Programs must have a written policy that delineates a minimum/maximum requirement for clinical hours. Preceptors and Athletic Training Students are encouraged to work in collaboration to create a clinical schedule that meets a suggested weekly average varied by level in program. A specific minimum and maximum number of hours has been set for each academic year for all levels within the program. These values will be stated in the respective syllabus for each clinical course (see below) and are based off two standard 16 week semesters. All Athletic Training Students will receive a minimum of one day off per seven day period which may vary based on clinical schedule or class schedule.

It is the philosophy of the AT Program that time in the clinical setting will allow you to become more competent, proficient, and confident as an Athletic Training Student. Remember that academics are a priority and clinical hours, assigned or voluntary, should not conflict with class or study time. Although Athletic Training Students are no longer required to document clinical hours for certification and licensure, all Athletic Training Students are expected to log time spent in clinical education experience using ATrack. Should a student reach the maximum number of hours per academic year prior to the end of a rotation, the student will have two options: Option 1 is to continue the gain clinical experience on a volunteer basis, Option 2 is to end the clinical experience with no risk of penalty or retaliation. Should a student fail to reach the minimum number of hours per academic year, additional clinical experience hours will be added to the minimum value for the subsequent clinical class. All students falling outside of the suggested min/max range will meet with the CEC to determine an appropriate course of action based on the best interests of the student.

	<b>Suggested Weekly Average</b>	<b>Yearly Min/Max</b>
Level I KINE 10102/10202	10-20	320/640
Level II KINE 20102/20202	15-30	480/960
Level III KINE 30102/30202	15-30	480/960
Level IV KINE 40102/40202	15-30	480/960

*\* Based on 32 weeks (16 weeks for Fall & 16 weeks for Spring)*

**Progress Checks:** Progress towards the clinical hours minimum/maximum policy will be evaluated each fall and spring semester at the 3 week, 8 week, and 12 week points. Students and preceptors will be notified by the Clinical Education Coordinator if a student is falling outside of the suggested level-appropriate range.

**Countable Hours:** All clinical education experiences must be educational in nature. Time spent in the following activities should be considered clinical experience and thus recorded in ATrack:

1. Providing direct patient care
2. Setting up or breaking down field equipment/supplies for both practices and competitions
3. Attending practice and/or competitions

4. Performing preceptor assigned duties that are educational and professional in nature
5. Clinical experience gained in the physical therapy, general medical, and dance rotations
6. Clinical experience hours gained completing “outside experiences” required in clinical education classes.

The following activities are not considered clinical experience and thus should not be recorded in ATrack:

1. Travel time to and from venues
2. Any activities not supervised by an approved preceptor of the TCU Athletic Training Program
3. Time spent studying or socializing in periods of “down time” at clinical placements
4. Time spent in pre/post-game meals

To ensure consistency amongst all students, only clinical experience hours completed between the first and last day of each Fall and Spring semester will be counted towards the minimum and maximum requirements.

**Double Clinical Policy Note:** For those students enrolled in (2) clinical courses, the minimum number of hours per course is increased to ensure adequate time to gain proficiency and increase competence with assigned skills. The maximum hours policy remains in place for each year, however the minimum value increases to 200 hours per course (ex: 200 hours for KINE 30102 and 200 hours for KINE 40102). In order to meet the increased minimum hours requirement, students may count clinical experience gained both prior to and after the first/last day of the semester with approval from the CEC.

## **Athletic Training Student Travel**

During clinical experiences, Athletic Training Students may be offered the opportunity to travel to away contests. All travel opportunities are considered OPTIONAL and are not mandatory. According to the Commission on Accreditation for Athletic Training Education (CAATE), unsupervised student travel is in direct non-compliance of the Standards for the Accreditation of Entry-Level Athletic Training Programs. In addition, the program may also be in violation of their state credentialing acts for athletic trainers. Any travel must be under the direct supervision of a preceptor throughout the entire trip. Travel, while encouraged, should not be an expectation by the student. Travel decisions are at the discretion of the Preceptor, coaching staff, and funding. In the event that a student’s grades diminish over the course of a clinical experience, travel may be limited to allow time for academic focus.

## **Transportation**

Athletic Training Students are responsible for their own transportation to and from their clinical experience assignments. TCU students may ride the Fort Worth Transportation system for free using their TCU ID. Athletic Training Students are responsible for auto insurance on personal vehicles. Students must inform the AT Program administrators if they will not have vehicle access during a specific semester.

In accordance with other clinically-based programs at TCU, off-campus clinical sites are a valued component of Athletic Training Students' opportunities, and are typically within a 30 mile radius of the TCU campus. Students are responsible for all gas, insurance, maintenance, and TCU parking fees incurred during these assignments. In the event that these fees are a concern to the student, every effort should be made to identify public transportation options, identify a carpool option with another student, or inform AT Program administrators of more specific issues prior to beginning the clinical experience. Travel time to clinical sites, despite distance from campus, will vary depending on traffic and time of day. These considerations should be taken daily; while traffic may occur without warning, lateness due to traffic on more than an occasional basis is unacceptable. It is the student's responsibility to communicate any delays to the clinical supervisor directly. Preceptors have the right to send a student home for tardiness or to contact the Clinical Education Coordinator of the AT Program if a pattern is noticed.

**Athletic Training Students should never transport an athlete in their personal vehicle.** While at TCU, athletic department vehicles are available for this purpose. Please ask your clinical supervisor for information regarding athletic department vehicles or contact the Associate Athletic Director of Athletic Training and Sports Medicine.

## **Off-Road Vehicle Use**

Athletic Training Students must follow the guidelines and safety procedures regarding use of University Off Road Vehicles (ORVs). All operators of ORVs must possess a valid driver's license and successfully complete an ORV Safety Training Program through TCU Risk Management. Operator's training will include signing a statement of understanding of the ORV program.

ORV's are not to be overloaded, i.e. carrying more passengers than seating provided or overloading the ORV's recommended carrying or load capacity. Employees and students are prohibited from riding in the utility bed of golf carts and ATV's.

The full university policy regarding ORV guidelines can be found at:

<http://tcusafety.tcu.edu/wp-content/uploads/2014/09/TCU-final-Off-Road-Vehicle-Policy.pdf>

Failure to follow this policy, render common practices or courtesies, or follow the rules of the road for the State of Texas could result in counseling including appropriate disciplinary action and/or suspension of operator's driving privileges.

## **Clinical Supervision**

Clinical education is a hands-on learning component of the Athletic Training Students' education. For each clinical education experience, the Athletic Training Student will be assigned to Preceptors. Preceptors are to assist in the professional development of the Athletic Training Student including knowledge and skills related to the Athletic Training Educational Competencies. Per the Commission on Accreditation of Athletic Training Education Standards, a Preceptor must be physically present and have the ability to intervene on behalf of the Athletic Training Student to provide on-going and consistent education. This is also reflected in the Advisory Board of Athletic Trainers Texas Administrative Code, Chapter 871.8.

- a. Responsibilities of the Preceptor:** The Preceptor shall provide instruction and/or evaluation of the NATA Athletic Training Educational Competencies and provide assessment of the Athletic Training Student's clinical proficiency. The Preceptor shall directly supervise the ATS by being physically present in order to intervene on behalf of the individual being treated. The Preceptor shall provide for demonstration and feedback in the ATS's development of mastery and participate in accepted educational practices for evaluation of the ATS as skills mature. It is expected that the Preceptor will provide the ATS with expectations of the experience, continual feedback as to progress, and a final review of the overall experience. Additionally, Preceptors should evaluate and log proficiencies in ATrack as appropriate. It is anticipated that the Preceptor shall respect the student's role as a student, and not treat the ATS as a member of a "work force" or as an employee. As knowledge, skills, and proficiencies are achieved, the Preceptor may afford students more freedom in decision-making and skill application, but should not permit or expect the student to act as a staff member.
- b. Direct Supervision:** Direct supervision is the supervision of the ATS during a clinical experience by a Preceptor. The Preceptor must be physically present and have the ability to intervene on behalf of the ATS and the patient. Under direct supervision, the ATS must be instructed on athletic training skills prior to performing those skills on patients. All documented clinical education hours for the AT Program must occur under the direct supervision of a TCU Preceptor.
- c. Unsupervised Clinical Experience:** Any clinical education experience in which the Athletic Training Student is acting without the physical presence of an Preceptor; thus making it impossible for the Preceptor to intervene on behalf of the patient. Unsupervised experiences are not accepted forms of clinical education for the ATS and are a direct violation of the CAATE standards.

## Professional Appearance

There are very few things more important for the ATS than developing the professional respect and confidence of their patients and colleagues. While participating in clinical experiences, the AT Program recommends that students dress in a professional manner. Your appearance is the most outward sign of your professionalism.

Shorts must extend to the fingertips (with arms at the side) and should not extend past the knees. Shirts should not exceed the length of the shorts. Shoes should neutral (i.e., black, gray, white and/or purple) and be in good condition. Open-toed shoes should be avoided. Any visible piercing (other than ears for women) does not project a professional appearance. If student has a nose piercing, it must be a stud (no hoops) for safety and professional purposes. Hair should be kept neat and trimmed. Anyone with long hair should keep it pulled back whenever they are in their clinical setting. Extremes of appearance (i.e. hairstyles, makeup) should be avoided. Remember you are representing TCU, the AT Program, and yourself.

Any ATS found to be out of dress code may be sent home for the day. At the discretion of the Preceptor and/or Program Director/Clinical Education Coordinator, students may be removed from the clinical site permanently after three dress code violations (severity of violations may be considered and removal may occur prior to three if necessary).

The following clothing items are banned at all times: clothing representing other NCAA affiliated institutions; clothing with holes or that has been intentionally modified by the

student including cutting of sleeves, thumb holes, etc; clothing advertising any product or service that is not an affiliated TCU sponsor; clothing advertising drugs, alcohol, or containing inappropriate language or language deemed inappropriate by program personnel.

The following guidelines describe what is considered to be appropriate professional attire.

#### **TCU Clinical Sites**

- Name Badge (required to distinguish students from clinical staff)
- Attire listed on the daily schedule (to be provided)
- Game and Travel attire: See Preceptor

#### **High School Clinical Sites**

- Name Badge (required to distinguish students from clinical staff)
- TCU issued clothing
- Khaki style pants or shorts (neutral colors)
- If provided with clothes from HS, student should wear as expected by Preceptor

#### **Physical Therapy/General Medical Sites**

- Name Badge (required to distinguish students from clinical staff)
- Business casual (khaki pants/slacks and collared shirt)

#### **Professional Meetings**

- Business casual
- Dress shirt/sweater and dress pants
- Pant suit, dress, or skirt and blouse (women)

TCU Athletic Training clothing will be distributed to ATs. Clothing is issued by the Athletic Department and is the property of the Department. ATs should have been adequately provided with clothing to wear. The following outlines the Athletic Training Clothing Policy:

#### **Level I Students will receive the following clothing items:**

- Dri-fit shirts and shorts
- Hat/visor
- Polo Shirt

#### **Level II – IV Students will receive the following clothing items:**

- Nike shoes
- Polo Shirt (if assigned to on-campus clinical experience)
- Hat/visor
- A bonus item (long sleeve, additional dri-fit, sweat shirt)

#### **The following items will need to be purchased prior to beginning clinical experiences:**

- Khaki pants/shorts (length to be approved by staff)
- Level I students only--Nike Shoes (any combination of black, white, purple and/or grey, no neon)

#### **The following items can be checked out (there will be a charge to the student's account if items are not returned):**

- Rain Gear
- Cold Weather Jacket

If you have any questions regarding clothing, please see Tricia Jamison (p.b.jamison@tcu.edu).

## **Bloodborne Pathogens**

Athletic Training Students must receive bloodborne pathogen training prior to beginning clinical experiences or observation. Bloodborne Pathogen training is offered annually through the AT Program at no cost to the student. Students must comply with appropriate bloodborne pathogen procedures or other related Occupational Safety and Health Administration (OSHA) procedures at all times during coursework, laboratory sessions and clinical experiences.

Each clinical site utilized by the AT Program has protective barriers (e.g. gloves), cleaning supplies, and waste receptacles (e.g. sharps container, biohazard waste receptacle) to prevent bloodborne pathogen transmission. Each clinical site should also have their Bloodborne Pathogen Exposure Policy posted as per CAATE Standards. Students should be oriented to the policies at their respective site and follow the posted procedures in case of exposure. In the event of an exposure incident, the ATS should immediately contact their respective Preceptor and the AT Program Medical Director.

## **Emergency Action Plans**

Each TCU affiliated clinical site has a readily accessible/posted Emergency Action Plan. When a student is assigned to a clinical site, he/she receives an orientation from the Preceptor that describes the policies and procedures for that site. Instruction on the EAP will be completed during that orientation. **It is the Athletic Training Student's responsibility to ask their respective preceptor if they do not understand the EAP.**

## **Lightning Policy**

Each TCU affiliated clinical site has a readily accessible/posted Emergency Action Plan. In the event of lightning strikes, the Emergency Action Plan and specific lightning policies for the respective clinical site shall be used. It is the responsibility of the Certified and/or Licensed Athletic Trainer at each affiliated clinical site to inform TCU Athletic Training Students as to the location and procedure(s) for their respective lightning policy. Athletic Training Students should in turn request this information during their orientation to each clinical site. See Appendix D for TCU Athletic Training Lightning Policy.

## **Communicable Disease Policy**

All ATS must read and sign the AT Program Communicable Disease Policy each year (Appendix C). A copy of this policy is also located in the AT Program Classroom/Lab (036 Rickel).

## **Medication Distribution Policy**

If a student is asked to distribute medication(s) to a student-athlete they must first ask permission from their preceptor if the student athlete is allowed to have that medication. If the preceptor agrees to the medication, they must give the student permission to access the medication contained in the locked cabinet. Once the student has obtained the medications, they must document the following in the medication log: the date of

distribution, the athletes' full name, the medication(s) given, the dosage, the preceptor that gave permission to distribute, and the athletic training student's name who distributed the medication(s).

If an ATS wants to use the facility's over the counter medications, the student must ask a preceptor's permission and document themselves in the medication log.

## Professional Relationships

- a. Student Athletes<sup>1</sup>:** The student-athletes at Texas Christian University and any of our affiliated clinical sites are your PATIENTS. It is prohibited to pursue a relationship with a TCU student-athlete, patient, or staff member. You must maintain appropriate boundaries at all times so that you do not compromise your professional relationship. You must earn the respect of your patients in order to be effective care providers to them. The person who is your drinking buddy or date will almost never trust you to be the person who takes care of their serious healthcare needs. Likewise, providing alcohol for athletes, underage or otherwise, can lead to disastrous consequences. If you are approached by one of your patients about entering into a romantic/sexual, or partying situation, you are required to decline. You should never seek to be in such a relationship or situation with one of your athletes.

Also, you are NOT in their chain of contact for emergencies and you ARE NOT PERMITTED to provide them care outside of your supervised role as a student. If a student-athlete calls you personally to request care for a problem (whether it occurs in athletics or outside of athletics) you should advise them to seek care in an AT facility or in the emergency room as is appropriate and you should also notify your supervisor at the first opportunity to do so. You should never provide private "after hours" or "off the books" care that circumvents the healthcare plan that we have put in place for our student-athletes and patients. Doing so is both unethical and illegal.

Although your patients are typically of similar age and might be romantically interested, they are NOT an appropriate pool from which to select your romantic or sexual relationships. It would be a conflict of interest to serve in a clinical experience providing care to a student-athlete with whom you have a romantic, sexual, or significant social relationship. It completely compromises your ability to make objective judgments about the care of patients and it can also compromise the respect other members of the athlete's team have for you and even for other Athletic Training Students who are working to earn their respect. Engaging in romantic, dating, sexual, partying or other significant relationships with any student-athlete, patient, or staff member (from any of our clinical sites) is HIGHLY UNETHICAL and is prohibited.

**Professional Relationship Consequences:** Students who participate in romantic, dating, sexual or partying activities with patients from ANY of our facilities (including affiliated sites) will be IMMEDIATELY REMOVED from their clinical for the duration of the experience. This will happen on the first offense and no prior warning will be issued. This disciplinary action may result in a failing grade for your Clinical Education course. A second incident of entering into such a relationship with a patient will lead to dismissal from the Athletic Training Program (see Disciplinary Procedures).

<sup>1</sup>Adapted from the Ohio State University 2009 – 2010 Athletic Training Division Student Handbook

- b. Medical Professionals:** Athletic Training Students should be very professional when interacting with physicians and other medical professionals. These interactions are very important to the didactic and clinical education of the student and they are to be actively

sought out. Athletic Training Students are encouraged to ask questions when appropriate and to use appropriate medical terminology.

- c. Coaches:** It is important that ATs develop professional relationships with coaches. Generally, the Preceptor will provide status reports to coaches although ATs may have the opportunity to do this on occasion. The ATs should discuss how to handle the coaches' questions with your clinical supervisor. Generally, an AT's interaction should increase with their clinical experience. Occasionally such interactions can present difficulties. If an AT has difficulty with a coach or athlete, he/she should make this known to the clinical supervisor immediately. Most problems can be easily resolved if approached early and properly.

Coaches are staff member; therefore social/romantic relationships with coaches are forbidden. Such relationships will be cause for disciplinary action and possible dismissal from program (see Professional Relationship Consequences). If a coach approaches you, you should inform your clinical supervisor and the Clinical Coordinator immediately.

- d. The Media:** Athletic Training Students in clinical rotations, especially at TCU, may be asked by the press to provide information regarding an athlete's condition. Reporters may do this very subtly, without asking a direct question. Athletic Training Students should be mindful of patient confidentiality in dealing with the press. The best policy when confronted by the press is to be polite and redirect them to your respective Preceptor. Remember, nothing you say while talking to the media is "off the record". Providing information to the media is a HIPAA violation and grounds for immediate dismissal from the AT Program.

Athletic Training Students should refrain from speaking with TCU Skiff reporters unless the reporter is writing an article about the AT Program. Please consult the Program Director and/or Associate Athletic Director of Athletic Training and Sports Medicine prior to agreeing to an interview with the Skiff.

## Use of Alcohol

Athletic Training Students, regardless of age, are prohibited from the use of alcohol in conjunction with any intercollegiate athletics related activity. These activities include but are not limited to:

- Traveling to or from a site of practice or competition,
- Presence at all team or individual practices,
- Presence at all athletic events, on or off campus,
- Presence at a site of competition as a representative of the AT Program,
- Presence at all social functions, on or off campus as a representative of the AT Program.

Students, especially students under age, should be familiar with the university student handbook policies regarding the consumption, sale, and distribution of alcohol. Violations of the above policy or the TCU Student Handbook may result in disciplinary action. See Code of Student Conduct for University Alcohol Policy ([3.2.11 Alcohol](#)).



## Gambling

Athletic Training Students should be familiar with and adhere to all NCAA rules regarding gambling. In general, ATSS should not:

- Provide information to individuals involved in organized gambling activities concerning intercollegiate athletics competition
- Solicit a bet on any intercollegiate team or professional team
- Accept a bet on any team representing the institution
- Solicit or accept a bet on any intercollegiate competition for any team (e.g., cash, shirt, dinner) that has tangible value
- Participate in any gambling activity that involves intercollegiate athletics or professional athletics, through a bookmaker, a parlay card or any other method employed by organized gambling

Questions and concerns should be directed to the TCU Athletic Department Office of Compliance.

## Castle Branch (Drug Screening, Criminal Background Check, & Immunizations)

All students entering the AT Program in the Fall of 2016 will be required to register with Castle Branch in order to schedule their drug screen and criminal background check. Students will also be required to upload their immunization record (including annual TB Test and Flu Shot verification). The cost for these services, including drug screen and criminal background check, is a one-time fee of \$107.00 (unless the student is required to have a 2nd drug screen or criminal background check). This fee is the responsibility of the ATS.

Drug screening and criminal background checks are required by the facilities that are the sites for the Athletic Training Program clinical experiences. The 2013 Regional Standards for Drug Screening and Background Checks require that drug screens and background checks be completed within 30 days prior to the start of the first clinical experience. Before an Athletic Training Student can be placed in a clinical experience, the student must have certain acceptable results on both a drug screen and a criminal background check. The student is required to pay the cost for the drug screen and background check.

Athletic Training Students will be notified of the company designated by the Athletic Training Program to perform the drug testing and criminal background check. The Athletic Training Program will not accept drug test and criminal background check results from any company other than the one(s) designated by the Athletic Training Program. The company selected is independent and separate from both TCU and the AT Program. It is not and shall not be considered a partner, joint venturer, employee, or agent of TCU or the AT Program. TCU shall not be considered a partner, joint venturer, employee, or agent of the company.

## Drug Screening per Regional Standards

- a. Athletic Training Program Students Required Drug Screening /Timing of Drug Screening:** Athletic Training Students enrolled in a clinical course for the first time or a student who has had a break in enrollment in clinical courses are required to complete drug screening at a time designated by the AT Program prior to the first clinical

day in the facility. A break in enrollment is defined as non-enrollment for one full semester or more in clinical coursework. **Students should not schedule their drug screen more than 30 days prior to starting their clinical experiences.**

Refer to TCU's Student Handbook on Alcohol and Drug Abuse Policies and Penalties. Also, upon a Facility's request, any student provided to Facility will submit to a drug test and agree to have the results of this test made available to Facility.

- b. Drug Screen Procedure/Requirements:** Athletic Training Students are required to contact the company designated for drug testing and schedule an appointment for the drug screen. Athletic Training Students are required to sign any and all consents/releases, in the form(s) designated by the company, including consent to the drug test and permission for the results of the drug test to be provided to TCU and the AT Program. It is a violation of this policy for a student to adulterate or attempt to adulterate a specimen, to engage in any deceptive behavior during or in connection with the testing process, or take any other action that would falsify test results or tend to make test results inaccurate.

As part of the drug testing procedure, the student may be contacted by the Medical Review Officer ["MRO"] affiliated with the testing company. The student should cooperate with and accurately respond to inquiries of the Medical Review Officer. A positive drug screen for a student is defined under this policy to be one reported as such by the testing company selected by the AT Program. Generally, under the Community Standards, this refers to the testing company indicating the student tested on both the company's initial test and GC/MS confirm test as outside the acceptable range set by the testing company, and with the MRO not determining the test result should be a negative. A negative test for a student is defined under this policy as a test result that is not a positive test result.

- c. Reporting of Drug Screen Results to TCU Athletic Training Program:** The testing company will communicate the drug test results to the Clinical Education Coordinator of the AT Program. It is the policy of TCU and the AT Program to maintain the confidentiality of these drug test results to the extent required by law.

- d. Consequences:** When a positive drug screen occurs, the following will occur:

- The student will be immediately suspended for a minimum of one year (12 continuous months from the date of the beginning of the suspension) from the AT Program; and
- The positive drug screen will be shared by the AT Program with the TCU Dean of Campus Life for further action, including but not limited to referral for a drug abuse education program, referral to counseling, and/or referral to a drug treatment program, under TCU's institutional policies; and
- Other appropriate action, if any.

Any ATS with a positive drug screen is encouraged to seek treatment. The AT Program encourages impaired students to seek assistance voluntarily and assume responsibility for their personal and professional conduct.

A student who has on one occasion had a positive drug screen under this policy, and who desires to reapply to TCU's AT Program, may reapply only for a school semester beginning after the period of suspension (one year minimum). The student will, in

addition to meeting all other requirements for similarly situated applicants, be required to provide documentation of successful treatment and the student will be required to consent to and undergo a retest, at a time and through a testing company selected by the AT Program, with this retest resulting in a negative drug screen. This re-testing is at the student's expense. The decision on whether to re-admit the student is not guaranteed, and will be made on a case-by-case basis.

- e. Suspicion Testing Under the Regional Standards:** Additionally, the Regional Standards provide that a student assigned to a facility for a clinical experience, and who is suspected by the facility or faculty of substance use or abuse, will be asked to consent to a drug test, plus other consequences. In this situation, the student is required to sign the consent and complete an immediate drug test as provided by the Regional Standards.

### **Criminal Background Check per Regional Standards**

- a. Athletic Training Program Students required Criminal Background Check/Timing of criminal background check:** Athletic Training Students enrolled in clinical coursework for the first time or a student who has had a break in enrollment in clinical courses are required to complete the criminal background check at the time designated by the Athletic Training Program prior to the first clinical day in the facility. A break in enrollment is defined as non-enrollment for one full semester or more in clinical coursework.
- b. Criminal Background Check Procedure/Requirements:** Each student who will be the subject of the criminal background check is required to cooperate with the company conducting the check so that it can be completed at the time required by the AT Program prior to the student contacting patients or employees at the facility. Each student is required to provide the screening company accurate identifying information requested so that the company can carry out the screen upon the student. Each student is required to sign any and all consents/releases, in the form(s) designated by the company, including consent to the criminal background check and permission for it to be provided by the company to TCU and the AT Program. It is intended that the background check include all cities and counties of known residence for the seven-year period prior to the check.

Under this policy, the term "failing" the criminal background check is defined as the screening company reporting to the Athletic Training that the student had any of the following, during the seven-year period prior to the check:

- A felony conviction.
- A misdemeanor conviction or felony deferred adjudication involving a crime against a person (physical or sexual abuse).
- A misdemeanor conviction related to moral turpitude (prostitution, public lewdness/exposure, etc).
- A felony deferred adjudication for the sale, possession, distribution, or transfer of narcotics or controlled substances.
- Registration as a sex offender.

- c. Reporting of Criminal Background Check to Harris College-Athletic Training:** The company conducting the criminal background check will communicate the criminal background check results to the Clinical Education Coordinator of the AT

Program. It is the policy of TCU and the AT Program to maintain the confidentiality of these criminal background check results to the extent required by law.

**d. Consequences:** When a student fails the criminal background check, the following will occur:

- The student will be immediately suspended from the clinical experience until the earlier of the following: (a) the company conducting the check reports to the Athletic Training Program (perhaps through clarifying information provided by the student to the company) that the student no longer fails the check.
- The student will be notified of a description of the adverse action taken, the name of the company which prepared the report, a statement that the company did not make the decision to take the adverse action, that the student has a right to obtain a free copy of the company's report from the company, and to contest its contents.
- The results will be shared by the AT Program with the TCU Dean of Campus Life for further action under TCU's institutional policies.
- Other appropriate action, if any.

A student who is convicted of or receives deferred adjudication for any of the criminal offenses referred to in Section B above while enrolled in the program must report the conviction to the AT Program Director, within three days of the conviction, and the student will be referred to the TCU Dean of Campus Life and suspended from the AT Program.

### III. Health and Immunizations

Athletic Training Students must receive a physical examination prior to the start of the student's clinical experiences from the Medical Director and/or team physicians for the TCU AT Program. These physical exams are provided at no charge to the student and are generally completed during academic orientation sessions throughout the summer. If other arrangements must be made for the physical examination, the Program Director should be contacted for approval and the Medical Director will ATS on the health evaluation is expected to be correct and current, and will remain confidential. A copy of the physical exam form can be found in Appendix O.

The following immunizations are required to be up-to-date while in the Athletic Training Program:

- Measles, Mumps, Rubella: those born since January 1, 1957 must have two (2) doses since 12 months of age. The two (2) doses must be at least 30 days apart.
- Tetanus/Diphtheria/Pertussis (Tdap): Booster within 10 years
- Varicella: show proof of immunization or document history of the disease (chickenpox)
- Hepatitis B: The completed **three dose** shot must be received before contact with patients in clinical experiences.
- TB skin test (must be completed annually): if you have a history of a positive TB test you must present a chest X ray report dated within 1 year of beginning clinical rotations
- Flu Shot: must be completed annually.

All needed immunizations are available through the TCU Health Center for a fee, with the exception of Hepatitis B which, is available free of charge. The annual TB test is also available through the TCU Health Center for no charge. The flu vaccination is offered each fall for TCU Faculty, Staff and Students at no charge. Documentation should be obtained and submitted to Castle Branch and/or the CEC. Students selecting to obtain immunizations or physical exams elsewhere are responsible for all fees incurred.

Records of the ATS physical examination and immunizations must be completed and/or submitted to the CEC prior to beginning any clinical experience. Proof of the immunizations listed above is also required for all observation experiences.

**Beginning in the fall of 2016, all incoming cohorts will be required to upload their immunization record to their Castle Branch account. Please see the Coordinator of Clinical Education for any questions or issues regarding Castle Branch.**

## Clinical and Program Evaluations

The purpose of evaluations is to gain the perspective from the ATs and the Preceptors as to the strengths and weaknesses of each aspect of the AT Program. The AT Program Faculty will carefully review each evaluation and will use all evaluations to enhance the positive aspects of the program and make necessary changes to the program that address the weaknesses.

- a. **Athletic Training Student Evaluation (Appendices E - H):** Athletic Training Students will be evaluated twice per clinical education experience or at the end of each rotation (level dependent). The first evaluation will take place at the mid-point of the clinical placement and the final evaluation will take place prior to the end of the clinical placement. The Athletic Training Student's assigned Preceptor will complete the evaluation and meet with each ATS individually to discuss the evaluation. Evaluations will be reviewed by the Clinical Education Coordinator once they have been completed by both the Preceptor and ATS. These evaluations will be completed electronically via the ATrack website. Please see [www.ATrackonline.com](http://www.ATrackonline.com) for level specific ATS Evaluations.
- b. **Clinical Site Evaluation (Appendix I):** Athletic Training Students will evaluate the clinical site to which they are assigned at the end of each semester/clinical education experience. Evaluations are submitted directly to the Clinical Coordinator via the ATrack website and will be kept anonymous. General content of comments (positive and negative) may be shared with the clinical site administrator and/or individual Preceptor at the discretion of the Clinical Coordinator and/or Program Director. Failure to complete Preceptor Evaluations may result in an Incomplete for the grading period in that clinical course. Student may be prohibited from progressing to the next clinical if he/she fails to complete these evaluations.
- c. **Preceptor Evaluation (Appendix J):** Athletic Training Students will evaluate their Preceptor(s) at the middle and end of each semester/clinical education experience. Evaluations are submitted directly to the Clinical Education Coordinator via the ATrack website and will be kept anonymous. General content of comments (positive and negative) may be shared with the respective Preceptor at the discretion of the Clinical Education Coordinator and/or Program Director. Failure to complete Preceptor Evaluations may result in an Incomplete for the grading period in that clinical course.

Student may be prohibited from progressing to the next clinical if he/she fails to complete these evaluations.

- d. Athletic Training Program Evaluation (Appendix K):** Athletic Training Students will have the opportunity to evaluate the Athletic Training Program at the conclusion of each academic year. Evaluations will be completed online (Qualtrics) and submitted directly to the Program Director. The AT Program Faculty will review compiled comments and discuss potential changes that will continue to improve the AT Program.
- e. Alumni Survey & Employer Surveys (Appendices L & M):** Graduates of the AT Program will be asked to evaluate the program once they have completed a minimum of one year as a professional. The feedback from graduates is very important to the success and continued development of the program. Graduates are able to provide reflective insight into their professional preparation. Employers will also be contacted to evaluate graduates of the AT Program. Employer and Alumni Surveys are utilized as part of the AT Program Assessment Plan and assist the AT Program Faculty in identify strengths and weaknesses and creating action plans for program improvement.

## **Appendix A**

### **TCU Athletic Training Program Administrators and Preceptors**

## **TCU Athletic Training Program Administrators and Preceptors**

### **TCU Athletic Training Program Administrators**

**Dr. Michelle Kirk (AT Medical Director/Team Physician/AT Program Faculty)**

**Office:** 817-257-6643

**Cell:** 817-789-8307

**Email:** michelle.kirk@tcu.edu

**Stephanie Jevas, PhD, LAT, ATC (Program Director/Professor of Professional Practice)**

**Office:** 817-257-5733

**Cell:** 936-371-3822

**Email:** s.jevas@tcu.edu

**Ben Timson, PhD, LAT, ATC (Clinical Education Coordinator/Assistant Professor of Professional Practice)**

**Office:** 817-257-6737

**Cell:** 918-352-1890

**Email:** b.timson@tcu.edu

### **TCU Athletic Training Program Preceptors**

**David Gable, MS, LAT, ATC, CSCS (Director of Sports Medicine/TCU Football)**

**Office:** 817-257-7984

**Cell:** 817-343-1384

**Email:** d.gable@tcu.edu

**Matt Herrill, MS, LAT, ATC, PES (Associate Director of Sports Medicine/Men's Basketball/Women's Golf/AT Program Faculty)**

**Office:** 817-257-5399

**Cell:** 785-424-3477

**Email:** matt.herrill@tcu.edu

**Valerie Tinklepaugh-Hairston, MS, MPA, LAT, ATC (Associate Director of Sports Medicine/Women's Basketball/Men's Golf/AT Program Faculty)**

**Office:** 817-257-6647

**Cell:** 817-343-1534

**Email:** v.hairston@tcu.edu

**Maxx Akel, MA, LAT, ATC (Men's and Women's Tennis)**

**Office:** 817-257-6649

**Cell:** 682-220-5549

**Email:** d.smith89@tcu.edu

**Lauren Crawford, MEd, LAT, ATC (Indoor Volleyball/Beach Volleyball/AT Program Faculty)**

**Office:** 817-257-5223

**Cell:** 682-351-0307

**Email:** l.crawford@tcu.edu

**Kyndall Freer-Christopher, MEd, LAT, ATC (Graduate Assistant: Equestrian)**

**Office:** 817-257-4428

**Cell:** 817-343-2588

**Email:** k.freer@tcu.edu



**Sara Hart, MEd, LAT, ATC (Men's and Women's Swim and Dive/AT Program Faculty)**  
**Office:** 817-257-5223  
**Cell:** 817-975-1378  
**Email:** sara.e.hart@tcu.edu

**Tricia Jamison, MA, LAT, ATC (Soccer/Rifle)**  
**Office:** 817-257-5875  
**Cell:** 817-975-2191  
**Email:** p.b.jamison@tcu.edu

**Dr. Jason Mogonye (Team Physician/AT Program Faculty)**  
**Office:** 817-257-6643  
**Cell:** 512-913-0135  
**Email:** j.mogonye@tcu.edu

**Tom Rice, MEd, LAT, ATC (Football)**  
**Office:** 817-257-5223  
**Cell:** 817-975-1378  
**Email:** thomas.rice@tcu.edu

**Stephe Rusnak, LAT, ATC (Graduate Assistant: Track and Field/Cross Country)**  
**Office:** 817-257-5875  
**Cell:** 682-401-6385  
**Email:** s.rusnak@tcu.edu

**Bronson Sagon, MS, LAT, ATC (Track and Field/Cross Country)**  
**Office:** 817-257-5875  
**Cell:** 682-209-0569  
**Email:** b.sagon@tcu.edu

**Dillon Smith, MS, LAT, ATC, CKTP (Football)**  
**Office:** 817-257-6649  
**Cell:** 817-600-3041  
**Email:** d.smith89@tcu.edu

**Danny Wheat, MS, LAT, ATC (Baseball)**  
**Office:** 817-257-5156  
**Cell:** 817-343-1967  
**Email:** j.wheat@tcu.edu

#### **TCU Affiliated Clinical Sites**

**Aledo High School:** 1008 Bailey Ranch Road Aledo, TX 76008  
**Troy Little, LAT**  
**Office:** 817-441-8711 ext 1378  
**Cell:** 817-235-5707  
**Email:** tlittle@aledoisd.org

**Natalie Evans, MS, LAT, ATC**  
**Office:** 817-441-5152  
**Email:** nevans@aledoisd.org

**All Saints High School:** 9700 Saints Circle Fort Worth, TX 76108  
**Sascha Schapiro, MEd, LAT, ATC**  
**Cell:** 817-343-6047  
**Email:** SaschaSchapiro@aseschool.org

**Boswell High School:** 5805 W. Bailey Road Fort Worth, TX 76179

**Updated: June 2018**

**David Reed, LAT**  
**Office:** 817-237-3314 ext 8386  
**Cell:** 940-389-7453  
**Email:** dreed@ems-isd.net

**Crowley High School:** 1005 West Main Street Crowley, TX 76036  
**Lou Watanabe, MS, LAT, ATC, CSCS**  
**Office:** 817-297-5810 ext. 1078  
**Cell:** 817-944-4634  
**Email:** lou.watanabe@crowley.k12.tx.us

**Tara Flowers, LAT**  
**Office:** 817-297-5810 ext. 1077  
**Cell:** 817-706-4232  
**Email:** tara.flowers@crowley.k12.tx.us

**Haltom High School:** 9450 Ray White Road Keller, TX 76244  
**Tom McLean, LAT, ATC**  
**Office:** 817-547-8031  
**Cell:** 412-926-8031  
**Email:** thomas.mclean@birdvilleschools.net

**Marlee Porter, LAT, ATC**  
**Office:** 817-547-6113  
**Cell:** 925-451-2971  
**Email:** marlena.porter@birdvilleschools.net

**Richland High School:** 5201 Holiday Lane North Richland Hills, TX 76180  
**Heather Penka, MPH, LAT, ATC**  
**Office:** 817-547-7089  
**Cell:** 972-765-7596  
**Email:** heather.penka@birdvilleschools.net

**Texas Health Sports Medicine – Fort Worth:** 800 5th Ave, Suite 150 Fort Worth, TX 76104  
**Sarah Whitt, PT, DPT, OCS, ATC, LAT, CSCS**  
**Office:** 817-250-7500  
**Cell:** 817-319-5539  
**Email:** SarahWhitt@texashealth.org

**Texas Health Sports Medicine – Southwest:** 6301 Harris Pkwy, Suite 150 Fort Worth, TX 76132  
**Joe Hannon, PT, DPT, PhD, SCS, CSCS**  
**Office:** 817-433-1450  
**Email:** josephhannon@texashealth.org

**Trinity Valley School:** 7500 Dutch Branch Road Fort Worth, TX 76132  
**Alan Reid, MS, LAT, ATC (AT Program Faculty)**  
**Office:** 817-321-0173  
**Cell:** 817-319-5539  
**Email:** reida@trinityvalleyschool.org

**Carrie Morrison, LAT, ATC**  
**Office:** 817-321-0173  
**Cell:** 352-870-4005  
**Email:** morrisonc@trinityvalleyschool.org

## **Appendix B**

### **TCU Athletic Training Program Technical Standards**



The Athletic Training Program at TCU is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establishes the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). All students admitted to the Athletic Training Program must meet the following abilities and expectations. In the event a student is unable to fulfill these technical standards, the student will be removed from the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification examination or the Texas state license examination.

Candidates for selection to the Athletic Training Program must demonstrate:

- the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm;
- sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients;
- the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;
- sufficient receptive, written and oral communication skills to accurately receive, read, interpret and comprehend the English language in written and verbal forms in order to (a) communicate effectively and professionally with patients, parents, coaches, supervisors, and peers from a variety of social, emotional, cultural and intellectual backgrounds; (b) to record the physical examination results and a treatment plan clearly and accurately;
- the capacity to maintain composure and continue to function well during periods of high stress while providing patient care in a private and public environment and dissemination of information to athletes, parents, physicians, coaches, etc.;
- the perseverance, diligence and commitment to complete the Athletic Training Program as outlined and sequenced;
- flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;
- affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates selected for admission to the Athletic Training Program are required to verify they understand and meet these technical standards.

***I certify that I have read and understand the technical standards listed above, and I believe to the best of my knowledge that I meet each of these standards. I understand that if I am unable to meet these standards I will be removed from the program.***

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

***Alternative statement for students requesting accommodations.***

*I certify that I have read and understand the technical standards listed above and I believe to the best of my knowledge that I can meet each of these standards **with** accommodations.\* I will contact the Student Disabilities Services Coordinator to determine what accommodations may be reasonable and appropriate.\*\* I understand that if I am unable to meet these standards with or without accommodations, I will be removed from the program.*

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\*If a student states he/she can meet the technical standards with accommodation, the Department of Kinesiology and Athletic Training Program administration in consultation with the Student Disabilities Services Coordinator will determine whether it agrees that the student can meet the technical standards with accommodations; this includes a review of whether the accommodations requested are reasonable and appropriate, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

\*\*Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Student Disabilities Services Coordinator. Information concerning a student's disability is treated in a confidential manner in accordance with University policies as well as applicable federal and state laws. Documentation presented to Student Disabilities Services Coordinator shall be reviewed, by appropriate University professional(s), to verify the existence of a disability. Further documentation may be required from the student to substantiate the claim of a disability or to assist the University in determining appropriate accommodations.

## **Appendix C**

### **TCU Athletic Training Program Communicable Disease Policy**



The purpose of this policy is to teach the Athletic Training Student how to prevent the spread of communicable diseases.

A communicable disease is defined as a disease that may be transmitted directly or indirectly from one individual to another. Diseases, including, though not limited to, streptococcal sore throat and influenza can be spread by discharges from the nose or throat, either by droplet through the air or by contact with objects contaminated by these discharges. Thus, they can be spread via casual contact such as those that occur in a school setting or healthcare environment.

It is not possible to prevent exposure from all communicable diseases. The Athletic Training Student may be exposed to a variety of different microorganisms that are capable of passing from one individual to another. However, with the proper precautions, the spread of communicable diseases in the Athletic Training setting may be controlled.

The following guidelines should be followed by the Athletic Training Student to prevent the spread of communicable disease:

1. Practice universal precautions at all times. All bodily fluids should be treated as if they are potentially infected with some sort of communicable disease. Gloves should be worn when contact is made with any bodily fluids, open wounds, or mucus membranes. Masks and eye protection should also be used if the situation warrants their use.
2. Frequent hand washing can help prevent self-infections, and should be practiced regularly by athletic training students.
3. Bandages, towels, syringes, or other materials that come into contact with bodily fluids should be properly disposed of in the appropriate biohazard or sharps container.
4. The Athletic Training Student should make a sincere effort to keep the Athletic Training Facility as clean as possible. Appropriate cleaning supplies should be used to disinfect all counters, tables, chairs, desks, whirlpools, floors, and any other surface in the Athletic Training Facility that may be home to microorganisms
5. The Athletic Training Student should practice good personal hygiene.

There are times when an Athletic Training Student may be at an increased risk for contracting or spreading a communicable disease. During these times, the Athletic Training Student should speak with his or her Preceptor to determine the best course of action.

The following situations and/or conditions may place an athletic training student at an increased risk for contraction or spreading communicable disease:

1. Any skin lesions may provide an entry point for a microorganism to enter the body. Skin lesions may also be able to pass microorganisms to another individual by direct or indirect contact. In the Athletic Training setting, all skin lesions should be properly covered to avoid contact with other individuals.
2. If an Athletic Training Student is suffering from an illness, he or she will be considered contagious, and able to pass microorganisms to others. It may be assumed that an Athletic Training Student is suffering from some form of illness if he or she has a fever, is vomiting, or has diarrhea.
3. A diagnosis of any highly contagious disease (strep throat, mononucleosis, conjunctivitis...) would put an Athletic Training Student at risk for spreading or contracting microorganisms.
4. If an athletic training student has been diagnosed with a chronic blood borne pathogen (HIV, HBV...) he or she may participate in the athletic training setting. However, the student must practice universal precautions at all times.
5. Any other chronic medical condition that may result in an Athletic Training Student contracting or spreading a microorganism should be evaluated by physician.

If an Athletic Training Student feels that he or she may be at risk for contracting or spreading a microorganism, or if the Athletic Training Student's Preceptor feels that the Athletic Training Student may be at risk for contracting or spreading a microorganism, a physician referral will be necessary. Once a physician referral has been made, the physician will ultimately determine the ability of the Athletic Training Student to continue in the clinical setting.

Athletic Training Students who are diagnosed by a medical professional with a communicable disease should immediately notify the Program Director as well as their direct Preceptor. The student shall not report to their clinical assignment until cleared by the Medical Director for the TCU Athletic Training Program or a designated physician.

**All ATS will be required to sign the Communicable Disease Policy Signature Page at the beginning of each academic year. Your signature indicates that you have read and received a copy of the policy and agree to follow the guidelines set forth in the policy.**

\*A copy of this policy is located in the Athletic Training Classroom (036 Rickel) and the Student Handbook that can be downloaded at [www.athelticttraining.tcu.edu](http://www.athelticttraining.tcu.edu).



**Appendix D**  
**Lightning Policy**  
**TCU Athletic Training and Sports Medicine**

## **Texas Christian University Athletic Training/Sports Medicine Lightning Policy**

The TCU Athletic Department utilizes the Thor Guard Lightning Prediction System to aid in lightning detection and as a pre-strike warning device.

The Head Coach, Staff Athletic Trainer, and Official (in the event of a game) shall monitor the threatening weather. In the event of a game, the referee or official has the ultimate "call" for the stoppage or continuance for the game. The Athletic Training Room, the Equipment Room and the Athletic Director's office are all equipped with TV weather channel and Internet radar weather sites for more information. The ThorGuard System is located in the office of the Coordinator of Athletic Training Services. The audible horns are located at the football and soccer stadiums.

The ThorGuard System should be used to determine if the lightning is too close for safe continuation of practice or game events.

### **ThorGuard Lightning Prediction Device**

The ThorGuard gives an audible horn signal when lightning is detected within the 12-mile radius. A strobe light will flash while the unit is in the Red Alert stage. A 15-minute automatic clock will count down from the last lightning strike. At the end of this period, if no lightning has been detected, the system will reset and issue an audible 3 horn blast and turn off the strobe light. At this time the system is reset.

*The staff should be aware that lightning strikes can be six (6) miles in length and the thunderstorms that contain them move at a rapid pace. Thunderstorms that are directly overhead pose an increased threat and provide very little warning prior to a strike. The average thunderstorm is six to ten miles wide and moves at a rate of twenty-five (25) miles per hour. The majority of lightning strikes occur from the leading edge of the storm.*

### **Safe Shelter**

Safe shelter is defined as a building normally occupied or frequently occupied by people. If a building is not present, then a motor vehicle should be used. The fans should be instructed to go under the stands or into the nearest public building for safe shelter.

## **Appendix E**

### **TCU Athletic Training Program Level I ATS Evaluation (ATrack)**

## Level I ATS Evaluation

Please use the following scale to complete this evaluation:

0 = No opportunity to observe.

1 = Poor: ATS does not possess the knowledge to perform this skill.

2 = Fair: ATS can perform skill, but not consistent with other students at this level.

3 = Average: ATS can perform skill consistent with other students at this level.

4 = Good: ATS can perform skill with a higher quality than most students at this level.

*Each score of 1 or 2 must include a written rationale and/or suggestions for improvement in the comments section.*

### **Professional Attributes**

1. Arrives on time for clinical experience.
2. Accomplishes tasks in a timely manner.
3. Follows up on his/her lack of knowledge and seeks out the correct information.
4. Asks questions of the preceptor.
5. Shows initiative to accomplish tasks without being asked.
6. Deals with conflict in a mature/professional manner.
7. Understands and acts accordingly to the professional code of ethics and standards.
8. Dresses professionally.
9. Understands and adheres to policies regarding patient confidentiality.
10. Shows respect toward preceptor, coaches, and athletes.
11. Demonstrates confidence in knowledge and skills.
12. Uses critical thinking skills to accomplish tasks.
13. Is open to new opportunities.
14. Demonstrates passion for his/her education and clinical assignment.
15. Readily accepts challenges that test their skills and knowledge
16. Serves as an advocate for the patient
17. Able to recognize conflicts of interest
18. Involves the patient in the decision making process
19. Works effectively with other members of the sports medicine team to ensure positive patient outcomes
20. Practices in a legally competent manner
21. Understands the laws that govern athletic training and the consequences of violating those laws
22. Makes clinical decisions that are evidence-based
23. Works respectfully and effectively with diverse populations to achieve optimal patient outcomes
24. Exhibits compassion and empathy
25. Demonstrates honesty and integrity
26. Demonstrates effective interpersonal communication skills

### **Clinical Skills**

#### ***Acute Care of Injuries and Illnesses***

1. Cleans and dresses open wounds/abrasions using appropriate first aid and universal precautions procedures.

2. Demonstrates knowledge and understanding of the facility EAP.

### ***Risk Management and Injury Prevention***

1. Appropriately applies previously prescribed protective devices such as prophylactic ankle and knee braces.
2. Effectively applies appropriate taping and wrapping procedures.

### ***Clinical Examination and Diagnosis***

1. Obtains a medical history.
2. Effectively communicates information to clinical supervisor.

### ***Pharmacology***

1. Abides by federal, state, and local regulations regarding commonly used medications.

### ***Health Care Administration***

2. Utilizes appropriate terminology to effectively communicate with other medical professionals.
3. Effectively utilizes documentation software.

### **Preceptor Feedback for ATS**

What did you feel were the ATS's strengths during this rotation?

In what areas would you like to see this ATS improve in future clinical placements?

What goals would you suggest for the ATS?

### **Overall the Athletic Training Student (Choose One):**

Exceeds Expectations

Meets Expectations

Performs Below Expectations

***The Preceptor must confirm that they have completed this form to the best of their knowledge and have reviewed it with the student and provide their digital signature using the last three digits of their TCU ID.***

***The ATS must agree that they have read and reviewed the form with their clinical preceptor and provide their digital signature using the last three digits of their TCU ID.***

## **Appendix F**

### **TCU Athletic Training Program Level II ATS Evaluation (ATrack)**

## **Level II ATS Evaluation**

Please use the following scale to complete this evaluation:

0 = No opportunity to observe.

1 = Poor: ATS does not possess the knowledge to perform this skill.

2 = Fair: ATS can perform skill, but not consistent with other students at this level.

3 = Average: ATS can perform skill consistent with other students at this level.

4 = Good: ATS can perform skill with a higher quality than most students at this level.

*Each score of 1 or 2 must include a written rationale and/or suggestions for improvement in the comments section.*

### **Professional Attributes**

1. Arrives on time for clinical experience.
2. Accomplishes tasks in a timely manner.
3. Admits to athletes when he/she does not know the correct answer to a question.
4. Follows up on his/her lack of knowledge and seeks out the correct information.
5. Asks questions of the preceptor.
6. Shows initiative to accomplish tasks without being asked.
7. Understands their professional responsibility.
8. Deals with conflict in a mature/professional manner.
9. Acts accordingly to the professional code of ethics and standards.
10. Dresses professionally.
11. Understands and adheres to policies regarding patient confidentiality.
12. Shows respect toward preceptor, coaches, and athletes.
13. Demonstrates confidence in knowledge and skills.
14. Uses critical thinking skills to accomplish tasks.
15. Is open to new opportunities.
16. Demonstrates passion for his/her education and clinical assignment.
17. Readily accepts challenges that test their skills and knowledge.
18. Serves as an advocate for the patient.
19. Able to recognize conflicts of interest.
20. Involves the patient in the decision making process.
21. Works effectively with other members of the sports medicine team to ensure positive patient outcomes.
22. Practices in a legally competent manner.
23. Understands the laws that govern athletic training and understands the consequences of violating those laws.
24. Makes clinical decisions that are evidence-based.
25. Works respectfully and effectively with diverse populations to achieve optimal patient outcomes.
26. Exhibits compassion and empathy.
27. Demonstrates honesty and integrity.
28. Demonstrates effective interpersonal communication skills.

### **Clinical Skills**

#### ***Acute Care of Injuries and Illnesses***

1. Cleans and dresses open wounds/abrasions using appropriate first aid and universal precautions.
2. Demonstrates knowledge and understanding of the facility EAP.
3. Appropriately cares for acute musculoskeletal injuries.

### ***Risk Management and Injury Prevention***

1. Instructs athlete in the proper use of weight training equipment.
2. Effectively applies appropriate taping and wrapping procedures.
3. Selects and fits appropriate protective devices such as prophylactic ankle and knee braces.
4. Assesses weather/environmental information and makes suggestions specific to lightning safety.

### ***Clinical Examination and Diagnosis***

1. Obtains a medical history.
2. Performs inspection / observation.
3. Palpates necessary anatomical structures to distinguish normal from abnormal.
4. Accurately measures joint range of motion.
5. Assess and accurately grade muscle strength.
6. Apply appropriate stress and special tests for the injured body part.
7. Assesses neurological status.
8. Makes appropriate suggestions for treatment based on the assessment.

### ***Therapeutic Modalities***

1. Consistently positions patients appropriately for modality application.
2. Selects appropriate therapeutic modalities given patient's phase of healing and indications.
3. Properly applies therapeutic modalities.
4. Understands the role of modalities as an adjunctive therapy.
5. Demonstrates ability to explain treatments to patients.

### ***Pharmacology***

1. Abides by federal, state, and local regulations regarding commonly used medications.

### ***Nutritional Aspects of Injuries and Illnesses***

Provides educational information about basic nutritional concepts and guidelines to the patient.

### ***Health Care Administration***

1. Maintains confidentiality in regards to an athlete's injury, treatment, etc.
2. Utilizes appropriate terminology to effectively communicate with other medical professionals.
3. Documents evaluations and treatments utilizing appropriate terminology and abbreviations.



**Preceptor Feedback for ATS**

What did you feel were the ATS's strengths during this rotation?

In what areas would you like to see this ATS improve in future clinical placements?

What goals would you suggest for the ATS?

**Overall the Athletic Training Student (Choose One):**

Exceeds Expectations

Meets Expectations

Performs Below Expectations

***The Preceptor must confirm that they have completed this form to the best of their knowledge and have reviewed it with the student and provide their digital signature using the last three digits of their TCU ID.***

***The ATS must agree that they have read and reviewed the form with their clinical preceptor and provide their digital signature using the last three digits of their TCU ID.***

## **Appendix G**

### **TCU Athletic Training Program Level III ATS Evaluation (ATrack)**

## Level III ATS Evaluation

Please use the following scale to complete this evaluation:

0 = No opportunity to observe.

1 = Poor: ATS does not possess the knowledge to perform this skill.

2 = Fair: ATS can perform skill, but not consistent with other students at this level.

3 = Average: ATS can perform skill consistent with other students at this level.

4 = Good: ATS can perform skill with a higher quality than most students at this level.

*Each score of 1 or 2 must include a written rationale and/or suggestions for improvement in the comments section.*

### **Professional Attributes**

1. Arrives on time for clinical experience.
2. Accomplishes tasks in a timely manner.
3. Admits to athletes when he/she does not know the correct answer to a question.
4. Follows up on his/her lack of knowledge and seeks out the correct information.
5. Asks questions of the preceptor.
6. Shows initiative to accomplish tasks without being asked.
7. Understands their professional responsibility.
8. Deals with conflict in a mature/professional manner.
9. Acts accordingly to the professional code of ethics and standards.
10. Dresses professionally.
11. Understands and adheres to policies regarding patient confidentiality.
12. Shows respect toward preceptor, coaches, and athletes.
13. Demonstrates confidence in knowledge and skills.
14. Uses critical thinking skills to accomplish tasks.
15. Is open to new opportunities.
16. Demonstrates passion for his/her education and clinical assignment.
17. Readily accepts challenges that test their skills and knowledge.
18. Serves as an advocate for the patient.
19. Able to recognize conflicts of interest.
20. Involves the patient in the decision making process.
21. Works effectively with other members of the sports medicine team to ensure positive patient outcomes.
22. Practices in a legally competent manner.
23. Understands the laws that govern athletic training and understands the consequences for violating those laws.
24. Makes clinical decisions that are evidence-based.
25. Works respectfully and effectively with diverse populations to achieve optimal patient outcomes.
26. Exhibits compassion and empathy.
27. Demonstrates honesty and integrity.
28. Demonstrates effective interpersonal communication skills.

## **Clinical Skills**

### ***Risk Management and Injury Prevention***

1. Instructs athlete in the proper use of weight training equipment
2. Effectively applies appropriate taping and wrapping procedures
3. Selects and fits appropriate protective devices
4. Assesses environmental conditions and makes appropriate recommendations

### ***Orthopedic Clinical Examination and Diagnosis***

1. Demonstrate a musculoskeletal assessment of the upper extremity
2. Demonstrate a musculoskeletal assessment of the lower extremity
3. Demonstrate a musculoskeletal assessment of the spine
4. Demonstrate a musculoskeletal assessment of the head and neck
5. Makes appropriate suggestions for treatment based on the assessment
6. Documents the results of the assessment including a diagnosis

### ***Acute Care of Injuries and Illnesses***

1. Applies proper first aid
2. Demonstrates knowledge and understanding of the facility EAP
3. Appropriately cares for acute musculoskeletal injuries

### ***Therapeutic Modalities***

1. Assesses athlete to identify indications and contraindications
2. Position and prepare athlete for the application of therapeutic modalities
3. Select appropriate therapeutic modalities
4. Properly applies therapeutic modalities
5. Correctly documents treatment

### ***Conditioning and Rehabilitative Exercise***

1. Assesses athlete to determine specific therapeutic exercise indications, contraindications, and precautions
2. Inspects therapeutic exercise equipment to ensure safe operating condition
3. Recommends and appropriately applies commonly used therapeutic exercises and techniques
4. Correctly documents rehabilitation exercises

### ***Pharmacology***

1. Obtains information regarding commonly used over the counter and prescription medications
2. Abides by federal, state, and local regulations regarding commonly used medications

### ***Psychosocial Intervention and Referral***

1. Utilizes techniques to motivate an athlete during the rehabilitation program
2. Effectively conveys psychosocial status of athlete to the clinical supervisor
3. Makes suggestion for proper referral (if necessary)
4. Effectively documents the psychosocial status of the athlete while maintaining confidentiality

### ***Nutritional Aspects of Injuries and Illnesses***

1. Develop or make recommendations for pre-participation meal
2. Makes proper referral if necessary

### ***Health Care Administration***

1. Maintains confidentiality in regards to an athlete's injury, treatment, etc
2. Utilizes appropriate terminology to effectively communicate with other medical professionals
3. Effectively documents treatment utilizing appropriate terminology and abbreviations
4. Effectively utilizes documentation software

### **Preceptor Feedback for ATS**

What did you feel were the ATS's strengths during this rotation?

In what areas would you like to see this ATS improve in future clinical placements?

What goals would you suggest for the ATS?

### **Overall the Athletic Training Student (Choose One):**

Exceeds Expectations

Meets Expectations

Performs Below Expectations

***The Preceptor must confirm that they have completed this form to the best of their knowledge and have reviewed it with the student and provide their digital signature using the last three digits of their TCU ID.***

***The ATS must agree that they have read and reviewed the form with their clinical preceptor and provide their digital signature using the last three digits of their TCU ID.***

## **Appendix H**

### **TCU Athletic Training Program Level IV ATS Evaluation (ATrack)**

## Level IV ATS Evaluation

Please use the following scale to complete this evaluation:

0 = No opportunity to observe.

1 = Poor: ATS does not possess the knowledge to perform this skill.

2 = Fair: ATS can perform skill, but not consistent with other students at this level.

3 = Average: ATS can perform skill consistent with other students at this level.

4 = Good: ATS can perform skill with a higher quality than most students at this level.

*Each score of 1 or 2 must include a written rationale and/or suggestions for improvement in the comments section.*

### Professional Attributes

1. Arrives on time for clinical experience.
2. Accomplishes tasks in a timely manner.
3. Admits to athletes when he/she does not know the correct answer to a question.
4. Follows up on his/her lack of knowledge and seeks out the correct information.
5. Asks questions of the preceptor.
6. Shows initiative to accomplish tasks without being asked.
7. Understands their professional responsibility.
8. Deals with conflict in a mature/professional manner.
9. Acts accordingly to the professional code of ethics and standards.
10. Dresses professionally.
11. Understands and adheres to policies regarding patient confidentiality.
12. Shows respect toward preceptor, coaches, and athletes.
13. Demonstrates confidence in knowledge and skills.
14. Uses critical thinking skills to accomplish tasks.
15. Is open to new opportunities.
16. Demonstrates passion for his/her education and clinical assignment.
17. Readily accepts challenges that test their skills and knowledge.
18. Serves as an advocate for the patient.
19. Able to recognize conflicts of interest.
20. Involves the patient in the decision making process.
21. Works effectively with other members of the sports medicine team to ensure positive patient outcomes.
22. Practices in a legally competent manner.
23. Understands the laws that govern athletic training and the consequences for violating those laws.
24. Makes clinical decisions that are evidence-based.
25. Works respectfully and effectively with diverse populations to achieve optimal patient outcomes.
26. Exhibits compassion and empathy.
27. Demonstrates honesty and integrity.
28. Demonstrates effective interpersonal communication skills.

## **Clinical Skills**

### ***Risk Management and Injury Prevention***

1. Selects and fits appropriate protective devices, including taping and wrapping
2. Assesses environmental conditions and makes appropriate recommendations

### ***Orthopedic Clinical Examination and Diagnosis***

1. Demonstrate a musculoskeletal assessment of the upper extremity
2. Demonstrate a musculoskeletal assessment of the lower extremity
3. Demonstrate a musculoskeletal assessment of the spine
4. Demonstrate a musculoskeletal assessment of the head and neck

### ***Medical Conditions and Disabilities***

1. Screens and refers common medical conditions, treats conditions when appropriate and determines readiness for activity

### ***Acute Care of Injuries and Illnesses***

2. Applies proper first aid and treatment for all types acute injuries and illnesses, that include musculoskeletal, spinal cord, environmental
3. Demonstrates knowledge and understanding of the facility EAP

### ***Therapeutic Modalities***

1. Determines the indications, contraindications and precautions for the selection, patient set-up, and evidence-based application of therapeutic modalities
2. Demonstrates the ability to modify therapeutic modalities to achieve desired results

### ***Conditioning and Rehabilitative Exercise***

1. Determines the indications, contraindications and precautions for the selection, application, and evidence-based design of a therapeutic exercise
2. Demonstrates the ability to modify rehabilitation program to achieve desired results
3. Performs a functional assessment for safe return to play

### ***Pharmacology***

1. Demonstrates knowledge regarding commonly used OTC and prescription medications
2. Abides by federal, state, and local regulations regarding commonly used medications

### ***Psychosocial Intervention and Referral***

1. Utilizes techniques to motivate an athlete during the rehabilitation program
2. Effectively conveys psychosocial status of athlete to the clinical supervisor, makes proper referral and documents status of athlete

### ***Nutritional Aspects of Injuries and Illnesses***

1. Demonstrates ability to counsel athlete on proper nutrition (weight gain/loss, pre-participation meal)
2. Recognize disordered eating and eating disorders and makes proper referral



### ***Health Care Administration***

1. Documents with and utilizes appropriate terminology to effectively communicate with other medical professionals
2. Effectively utilizes documentation software

### **Preceptor Feedback for ATS**

What did you feel were the ATS's strengths during this rotation?

In what areas would you like to see this ATS improve in future clinical placements?

What goals would you suggest for the ATS?

### **Overall the Athletic Training Student (Choose One):**

Exceeds Expectations

Meets Expectations

Performs Below Expectations

***The Preceptor must confirm that they have completed this form to the best of their knowledge and have reviewed it with the student and provide their digital signature using the last three digits of their TCU ID.***

***The ATS must agree that they have read and reviewed the form with their clinical preceptor and provide their digital signature using the last three digits of their TCU ID.***

## **Appendix I**

### **TCU Athletic Training Program ATS Evaluation of Clinical Site**

## ATS Evaluation of Clinical Site

Please use the following scale to complete this evaluation:

- 1 = Seldom.
- 2 = Occasionally.
- 3 = Often.
- 4 = Almost Always.
- 5 = Always.

1. The clinical site provided me with a stimulating learning environment.
2. The supplies and equipment at the clinical site were adequate to meet the demands and expectations placed upon me.
3. The supplies and equipment at the clinical site were adequate to meet the demands and expectations placed upon me.
4. The clinical site provided me with challenges in which I could utilize my skills.
5. The experiences I encountered during my clinical practicum reinforced the information and skills I learned in my courses.
6. Proper OSHA guidelines in the management of blood, bodily fluids, and medical waste were used at my clinical site.
7. The protocols and procedures were explained to me adequately and in sufficient time to implement them effectively.

List the STRENGTHS of this clinical site.

Describe the AREAS OF NEEDED IMPROVEMENT of this clinical site.

Please choose one of the following:

- The Athletic Training Program should continue to use this clinical site.
- The Athletic Training Program should not continue to use this clinical site.

## **Appendix J**

### **TCU Athletic Training Program ATS Evaluation of Preceptor**

## ATS Evaluation of Preceptor

Please use the following scale to complete this evaluation:

- 1 = Seldom.
- 2 = Occasionally.
- 3 = Often.
- 4 = Almost Always.
- 5 = Always.

1. Presents clear performance expectations and orientation to ATS at the beginning and throughout the learning experience
2. Clearly describes students separate roles as first responder and supervised student
3. Treats ATS presence as educational and not as means for providing medical coverage
4. Encourages Athletic Training Students to ask questions
5. Takes advantage of teachable moments during planned and unplanned learning experiences by instructing skills or content that is meaningful and applicable
6. Provides stimulating real scenarios for students to learn
7. Demonstrates legal and ethical behavior
8. Demonstrate interest and enthusiasm regarding the profession
9. Keeps up with current information within Athletic Training
10. Is a positive professional role model for Athletic Training Students
11. Maintains appropriate ethical behavior with athletes
12. Forms appropriate, professional relationships with ATS
13. Dresses professionally
14. Encourages Athletic Training Students to project a positive professional demeanor
15. Demonstrates passion for work to Athletic Training Students
16. Uses appropriate, constructive formative and summative feedback to ATS
17. Communicates with ATS in a non-confrontational and positive manner
18. Has an open, approachable demeanor to ATS when working in the clinical setting
19. Conveys opinions regarding ATS specific athletic training strengths and weaknesses
20. Suggests ways for ATS to improve areas of weakness
21. Evaluates ATS performance fairly
22. Corrects ATS tactfully in an appropriate location/place
23. Challenges athletic training students clinically
24. Encourages ATS to arrive at clinical decisions on their own according to their level of education and clinical experience
25. Is enthusiastic about teaching Athletic Training Students
26. Employs a variety of teaching styles to meet individual ATS needs
27. Cares about student learning in the clinical setting
28. Respects Athletic Training Students
29. Actively promotes clinical discussion with Athletic Training Students
30. Remains receptive to ATS ideas concerning assessment and treatment
31. Encourages ATS to become increasingly more independent and autonomous

List the STRENGTHS of this Preceptor.

Describe the AREAS OF NEEDED IMPROVEMENT of the Preceptor.

On the average, how many contact hours did your Preceptor spend with you for educational instruction (formal/informal) per day/week?

Please choose one of the following:

- The Athletic Training Program should continue to use this Preceptor.
- The Athletic Training Program should not continue to use this Preceptor.

## **Appendix K**

### **TCU Athletic Training Program ATS Evaluation of AT Program (Qualtrics) (Annual Assessment)**

## **ATS Evaluation of Athletic Training Program**

What was your level in the AT Program during the 2017 -- 2018 Academic Year?

Please rate your personal level of commitment to the profession of Athletic Training.  
(High, Average, Low)

Clinical Assignment (s) (choose all that apply for the academic year)

Please rate your level of satisfaction with the faculty for ATHLETIC TRAINING specific coursework. (These are courses that are Foundation Athletic Training Courses (Care and Prevention, Orthopedic Assessment, Organization and Administration, General Medical, etc.). (Very Dissatisfied, Dissatisfied, Somewhat Dissatisfied, Neutral, Somewhat Satisfied, Satisfied, Very Satisfied)

Please explain your response to your level of satisfaction with the faculty for ATHLETIC TRAINING specific coursework.

Please rate your level of satisfaction with the faculty for NON-ATHLETIC TRAINING coursework required for the major. (These are Kinesiology Core (Anatomical, Motor Behavior, Ex Physiology, etc.), Emphasis Courses (PAD, Pharmacology, etc.), and Associated Requirements (A&P, Nutrition, Statistics). (Very Dissatisfied, Dissatisfied, Somewhat Dissatisfied, Neutral, Somewhat Satisfied, Satisfied, Very Satisfied)

Please explain your response to your level of satisfaction with the faculty for NON-ATHLETIC TRAINING specific coursework.

Please rate your level of satisfaction with the PRECEPTORS for the Athletic Training Program. (Very Dissatisfied, Dissatisfied, Somewhat Dissatisfied, Neutral, Somewhat Satisfied, Satisfied, Very Satisfied)

Please explain your response to your level of satisfaction with the PRECEPTORS for the Athletic Training Program.

What do you consider to be the STRENGTHS of the Athletic Training Program?

What do you consider to be the WEAKNESSES of the Athletic Training Program?

What was the single most important LEARNING EXPERIENCE you had this past year?

What suggestions do you have for the IMPROVEMENT of the Athletic Training Program?

Please include any other comments you might have.



The purpose of the following question is to assess preceptor behaviors in order to better identify and plan educational needs for preceptor training. For the following statements, mark each on a scale from 1 to 5 (1 = 'never' to 5 = 'very often') indicating how often your current preceptor demonstrates the behavior. So if you are a Level I, please rate the preceptor for your final clinical experience.

Never (1)    Rarely (2)    Sometimes (3)    Fairly Often (4)    Very Often (5)

1. Provides a clear, concise explanation of the material.
2. Uses relevant verbal examples to examples to clarify my understanding.
3. Demonstrates a variety of clinical skills for my benefit.
4. Bridges classroom knowledge to the clinical site and patient care.
5. Provides the time and materials for skill practice.
6. Encourages me to participate in clinical activities and patient care up to my ability level.
7. Refers me to education aids (posters, books, journals, etc.) to encourage independent problem solving.
8. Watches me practice my clinical skills and interact with patients.
9. Offers praise for a job well done.
10. Gives immediate and specific feedback that helps me improve my skills.
11. Gives fair, non-judgmental performance evaluations.
12. Provides time to discuss performance evaluations and opportunities for improvement.
13. Asks simple questions that require only recall of memorized facts.
14. Asks complex or difficult questions that make me think critically (i.e., analyze, evaluate or problem solve the situation).
15. Actively plans or structures the overall clinical experience.
16. Participates in or leads discussions on thought-provoking, relevant topics.
17. Refrains from engaging in conversations that are unrelated to the clinical experience, my education, or patient care.
18. Actively supervises my clinical practice (ie. has constant auditory and visual contact with myself and my patients).
19. Takes an active role in organizing down time in the clinical setting to promote learning and prevent boredom.
20. Answers questions honestly and intelligently when asked.

Please use the space below to identify (1) behavior from the list above that you feel is most critical to your clinical experience. Why?

According to CAATE Standard 54: Athletic training students must be instructed on athletic training clinical skills prior to performing those skills on patients. Please provide an overview of how your preceptors address this standard. In other words, how do they instruct you on skills and ensure that you are competent in a skill to perform on a patient. The purpose of this question is to better understand best practices of our preceptors in regards to instructing clinical skills and ensuring patient safety. You do not have to include names of preceptors.

## **Appendix L**

### **TCU Athletic Training Program Alumni Survey (Qualtrics)**

# Athletic Training Program Alumni Survey

Please indicate the semester and year you graduated from TCU.

Please list any additional education or internship experience you have completed or are pursuing since graduating from TCU. Please include your major, degree and graduation date if applicable.

Are you currently employed as an Athletic Trainer? (Yes or No)

- Where are you employed as an Athletic Trainer?

What are your goals for 5 years from now?

To what extent do you feel your education through the TCU Athletic Training Program contributed to your preparation for your current position? (Strong contribution, Moderate contribution, Minor contribution, No contribution)

Please rate the following on the quality of the academic portion of the TCU Athletic Training Program:

Rating Scale: Excellent, Good, Average, Poor, Very Poor

- Course content in Athletic Training
- Course content from non-athletic training courses
- Instruction in Athletic Training courses
- Instruction in non-athletic training courses
- Academic standards
- Feedback from instructors
- Faculty interest in students
- Interaction with faculty
- Assistance from Academic Advisor

Please rate the following on the quality of the clinical portion of the TCU Athletic Training Program:

Rating Scale: Excellent, Good, Average, Poor, Very Poor

- Clinical experience at on campus sites
- Clinical experience at off campus
- Opportunities with men's sports
- Opportunities with women's sports
- Quality of clinical instruction by preceptor
- General quality of clinical experience
- Assessment methods of clinical skills
- Feedback on clinical skill & knowledge deficiencies
- Application of clinical experience to the 'real world'
- Integration of professional ethics and behavior in clinical practice

Please rate your knowledge and/or clinical skills in the following areas:

Updated: June 2018

Rating Scale: Excellent, Good, Average, Poor, Very Poor

- human anatomy and physiology
- biomechanics
- exercise physiology
- sport nutrition
- care and treatment of athletic injuries/illnesses
- prevention of athletic injuries/illnesses
- evaluation of athletic injuries/illnesses
- therapeutic modalities - theory and application
- rehabilitation - theory and application
- athletic training administration
- counseling of athletes
- communication with athletes, coaches, parents, and others
- use of special equipment (braces, splints, stretcher, etc.)
- written skills necessary for job responsibilities
- verbal skills necessary to communicate with coaches
- verbal skills necessary to communicate with athletes
- verbal skills necessary to communicate with other healthcare professionals

Do you feel the TCU Athletic Training Program prepared you for the BOC Certification Exam? (Yes or No or I did not take the BOC); Please explain your response.

What do you feel the overall strengths are of the academic and clinical education portion of the AT Program?

What do you feel the overall weaknesses are of the academic and clinical education portion of the AT Program?

If you had to do it all over again, would you enroll in the Athletic Training Program at TCU? (Definitely, Probably, Probably not, Definitely not)

Have you served on an Athletic Training or related committee or presented a project/presentation at the state, district, or national level since graduating from TCU? Please explain.

## **Appendix M**

### **TCU Athletic Training Program Employer Performance Evaluation (Qualtrics)**

## Employer Performance Evaluation

Please rate the graduate's demonstration of the following PROFESSIONAL QUALITIES.

Rating Scale: Excellent, Good, Average, Poor, Unacceptable

- Initiative
- Appearance
- Acceptance of responsibility
- Work ethic
- Organizational skills
- Passion for their job
- Communication skills with peers
- Communication skills with patients
- Interpersonal skills
- Ethical behavior
- Dependability

Please rate the graduate's demonstration of the following PRACTICAL SKILLS.

Rating Scale: Excellent, Good, Average, Poor, Unacceptable

- Prevention techniques
- Evaluation skills
- Rehabilitation
- Use of modalities
- Emergency care
- Immediate care
- Organization and Administration (record keeping, documentation, budget)
- Utilization of Evidence Based Practice

Please list the STRENGTHS of the TCU Athletic Training Program graduate.

Please list the AREAS OF NEEDED IMPROVEMENT of the TCU Athletic Training Program graduate.

Please list any RECOMMENDATIONS you may have for the TCU Athletic Training Program.

If given the opportunity, would you hire a graduate from the TCU Athletic Training Program for a future job opening? (Yes, Maybe, No)

Please feel free to add any additional comments.

Employer Name:

Employer Address:

**Appendix N**  
**Foundational Behaviors of Professional Practice**

## **Foundational Behaviors of Professional Practice**

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

### **Primacy of the Patient**

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

### **Team Approach to Practice**

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

### **Legal Practice**

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

### **Ethical Practice**

- Comply with the NATA's Code of Ethics and the BOC's Standards of Professional Practice.
- Understand the consequences of violating the NATA's Code of Ethics and BOC's Standards of

### **Professional Practice**

- Comply with other codes of ethics, as applicable.

### **Advancing Knowledge**

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

### **Cultural Competence**

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

### **Professionalism**

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

National Athletic Trainers' Association, Athletic Training Education Competencies (5<sup>th</sup> ed.)

**Updated: June 2018**



**Appendix O**  
**Physical Examination Form**



Student Information

Student's Name: Sex: Age: Date of Birth: Mailing Address: City: State: Zip: Home/Dorm Phone: Cell Phone: Name of Parent/Guardian: Person to Contact in Case of Emergency: Relationship to Student: Home Phone: Work Phone:

Explain "yes" answers below. Circle questions you don't know answers to.

1. Have you had a medical illness or injury since your last check up or physical? 2. Do you have an ongoing chronic illness? 3. Have you ever been hospitalized overnight? 4. Have you ever had surgery? 5. Are you currently taking any prescription or nonprescription (over-the-counter) medications or pills or using an inhaler? 6. Have you ever taken any supplements or vitamins to help you gain or lose weight or improve physical performance? 7. Do you have any allergies (for example, to pollen, medicine, food, or stinging insects)? 8. Have you ever had a rash or hives develop during or after exercise? 9. Have you ever passed out during or after exercise? 10. Have you ever been dizzy during or after exercise? 11. Have you ever had chest pain during or after exercise? 12. Do you get tired more quickly than your friends do during exercise? 13. Have you ever had racing of your heart or skipped heartbeats? 14. Have you had high blood pressure or high cholesterol? 15. Have you ever been told you have a heart murmur? 16. Has any family member or relative died of heart problems or sudden death before age 50? 17. Have you had a severe viral infection (for example, myocarditis or mononucleosis) within the last month? 18. Has a physician ever denied or restricted your physical activity for any heart problems? 19. Do you have any current skin problems (for example, itching, rashes, acne, warts, fungus, or blisters)? 20. Have you ever had a head injury or concussion? 21. Have you ever been knocked out, become unconscious, or lost your memory? 22. Have you ever had a seizure? 23. Do you have frequent or severe headaches? 24. Have you ever had numbness or tingling in your arms, hands, legs, or feet? 25. Have you ever had a stinger, burner, or pinched nerve? 26. Have you ever become ill from exercising in the heat? 27. Do you cough, wheeze, or have trouble breathing during or after activity? 28. Do you have asthma? 29. Do you have seasonal allergies that require medical treatment? 30. Do you use any special protective or corrective equipment or devices (for example, knee brace, foot orthotics, retainer on your teeth, hearing aid)? 31. Have you had any problems with your eyes or vision? 32. Do you wear glasses, contacts, or protective eyewear? 33. Have you ever had a sprain, strain, or swelling after injury? 34. Have you broken or fractured any bones or dislocated any joints? 35. Have you had any other problems with pain or swelling in muscles, tendons, bones, or joints? If yes, check appropriate box and explain below. Head Neck Back Shoulder Upper Arm Elbow Forearm Wrist Hand Finger Hip Thigh Knee Shin/Calf Ankle Foot 36. Do you want to weigh more or less than you do now? 37. Do you lose weight regularly to meet weight requirements for your sport? 38. Do you feel stressed out? 39. Record the dates of your most recent immunizations (shots) for: Tetanus: Measles: Hepatitis B: Chickenpox: FEMALES ONLY 40. When was your first menstrual period? 41. When was your most recent menstrual period? 42. How much time do you usually have from the start of one period to the start of another? 43. How many periods have you had in the last year? 44. What was the longest time between periods in the last year?

Explain "Yes" answers here:

Blank lines for explaining "Yes" answers.

I hereby state, to the best of my knowledge, that my answers to the above questions are complete and correct.

Signature of Student: Date:



**Physical Examination**

Student's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

Height: \_\_\_\_\_ Weight: \_\_\_\_\_ Pulse: \_\_\_\_\_ Blood Pressure: \_\_\_\_/\_\_\_\_ (\_\_\_\_/\_\_\_\_, \_\_\_\_/\_\_\_\_)

Vision: Right 20 / \_\_\_\_\_ Left 20 / \_\_\_\_\_ Corrected:  Yes  No Pupils:  Equal  Unequal

FINDINGS	NORMAL	ABNORMAL FINDINGS
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**MEDICAL**

- |                           |       |       |
|---------------------------|-------|-------|
| 1. Appearance             | _____ | _____ |
| 2. Eyes/Ears/Nose/Throat  | _____ | _____ |
| 3. Lymph Nodes            | _____ | _____ |
| 4. Heart                  | _____ | _____ |
| 5. Pulses                 | _____ | _____ |
| 6. Lungs                  | _____ | _____ |
| 7. Abdomen                | _____ | _____ |
| 8. Genitalia (males only) | _____ | _____ |
| 9. Skin                   | _____ | _____ |

**MUSCULOSKELETAL**

- |                   |       |       |
|-------------------|-------|-------|
| 10. Neck          | _____ | _____ |
| 11. Back          | _____ | _____ |
| 12. Shoulder/Arm  | _____ | _____ |
| 13. Elbow/Forearm | _____ | _____ |
| 14. Wrist/Hand    | _____ | _____ |
| 15. Hip/Thigh     | _____ | _____ |
| 16. Knee          | _____ | _____ |
| 17. Leg/Ankle     | _____ | _____ |
| 18. Foot          | _____ | _____ |

**ASSESSMENT OF EXAMINING PHYSICIAN**

I attest that this student is physically able to meet the technical standards for the Athletic Training Education Program at Texas Christian University.

Name of Physician (print or type): \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Physician: \_\_\_\_\_

Recommendations:

\_\_\_\_\_  
\_\_\_\_\_

*Based on recommendations developed by the American Academy of Family Physicians, American Academy of Pediatrics, American Medical Society for Sports Medicine, American Orthopaedic Society for Sports Medicine and American Osteopathic Academy for Sports Medicine.*

## **Appendix P**

### **Student Handbook and Policy Agreement Statement**



**Harris College**  
of Nursing & Health Sciences

**Athletic Training Program  
Student Handbook & Policy  
Agreement Statement**

Each academic year, all students in the Athletic Training Program will be required to sign a form indicating that they agree to the following statement:

I hereby acknowledge that I have read the Athletic Training Student Handbook for the Athletic Training Program at Texas Christian University. I acknowledge that I have access to the Handbook on the Athletic Training Program website and on ATrack. I further acknowledge that I have read the principles listed in the Code of Ethics as well as the policies and procedures set forth in the Handbook and that I fully understand, agree with, consent to, and will abide by the terms outlined. I understand that failure to fully comply with the Athletic Training Student Handbook, including all policies and procedures contained in the Handbook, may result in disciplinary action and/or dismissal from the Athletic Training Program.