

Baldwin-Wallace College

Athletic Training Education Program

This Program is Accredited by the



Commission on Accreditation
of Athletic Training Education

Prepared by: The Athletic Training Education Program Faculty - Revised August 2011

Baldwin-Wallace College Athletic Training Education Program Student Handbook

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Introduction

Historical Background

The National Athletic Trainers' Association was founded in 1950 when a core group of approximately 100 athletic trainers met in Kansas City to discuss the future. Since that time the NATA has grown dramatically and currently the membership exceeds 30,000 worldwide allied health care professionals. The NATA is geographically divided into ten districts. Ohio is a member of the largest district, District Four, and the associated Great Lakes Athletic Trainers Association (GLATA). Ohio also houses its' state governed organization known as the Ohio Athletic Trainers' Association (OATA). Each district and state organization is run independently but collectively forms the NATA. Currently headquartered in Dallas, TX, the NATA is chaired by a full-time executive director and staff. Members serve on the state, district and national level as volunteer leaders for the association and facilitate all of the NATA's 24+ committees. The stated mission of the NATA is to enhance the quality of health care provided by certified athletic trainers and to advance the profession of athletic training.

Athletic Training: The Profession

The certified athletic trainer is a highly educated and skilled professional specializing in health care of the physically active. In 1990, the American Medical Association (AMA) officially recognized athletic training as an allied health profession. Such recognition helped enhance respect for the athletic training profession and increased accountability to professional and educational expectations.

In an effort to standardize educational preparation, the Joint Review Committee on Athletic Training was created (JRC-AT). The JRC-AT was charged with the responsibility of evaluating athletic training education programs seeking accreditation and giving recommendations to the Commission on Accreditation of Allied Health Education Programs (CAAHEP). In 2003, the JRC-AT leadership decided that athletic training education had outgrown the constraints of CAAHEP and began the process of becoming an independent accrediting agency. Effective July 2006, the JRC-AT officially changed its' name to the Committee for Accreditation of Athletic Training Education (CAATE) and is the accrediting agency for all athletic training education programs. In the future, CAATE will seek recognition by the Association of Specialized Professional Accreditors (ASPA) and the Council for Higher Education Accreditation (CHEA). Recognition from both will affirm that CAATE's accreditation process follows fair and consistent standards and guidelines.

The Athletic Training Education Program accreditation process has provided greater credibility to the qualifications of athletic trainers and has created new employment opportunities. Certified athletic trainers are now employed in a variety of settings and roles including, but not limited to: secondary schools, colleges, universities, professional sports, sports medicine clinics, corporate/industrial settings, the military, physician extenders, medical supply/equipment sales, college educators, researchers, and administrators.

Certified athletic trainers have, at minimum, a bachelor's degree usually in athletic training from an accredited curriculum program. (Effective January 1, 2004, in order to be eligible for the certification exam, an individual must graduate from an accredited athletic training program.)

Athletic training education curriculum focuses on the twelve content areas dictated by the educational council:

- | | |
|---|---|
| 1) risk management | 7) therapeutic exercise |
| 2) pathology of injuries and illness | 8) medical conditions and disabilities |
| 3) orthopedic assessment and evaluation | 9) nutritional aspects of injuries and illnesses |
| 4) acute care of injury and illnesses | 10) psychosocial intervention and referral |
| 5) pharmacology | 11) health care administration |
| 6) therapeutic modalities | 12) professional development and responsibilities |

Athletic Training: The Profession (con't)

The 4th Edition of Athletic Training Education Clinical Competencies provides a listing of specific required competencies within the twelve content areas. Please refer to the intranet Blackboard web site for a reference guide delineating where each competency is instructed within the Athletic Training Education Program at Baldwin-Wallace College. Certified athletic trainers must fulfill the requirements for certification established by the Board of Certification, Inc. (BOC) and pass a national examination. The former BOC certification exam consisting of a written portion with multiple-choice answers, a practical section, and a written simulation component was administered in this format for the last time in April 2007. Currently, the BOC examination is administered in a computer-based format. The test will continue to cover a variety of topics within the five practice domains of athletic training:

1. Injury /Illness prevention and wellness protection
2. clinical evaluation and diagnosis
3. immediate care and emergency care
4. treatment and rehabilitation
5. organization and professional health and well-being

Once an athletic training student passes the certification examination, proving skills and knowledge within each of the six domains, the designation of "ATC" is permissible. In order to maintain the ATC status, a set number of continuing education units (CEUs) must be completed every 2 years. In Ohio, like many other states, BOC certification is required for state licensure. Individuals in the state of Ohio must be licensed in order to refer to themselves as an athletic trainer.

Specifically at Baldwin-Wallace College

Baldwin-Wallace College's Athletic Training Education Program (ATEP) evolved from a well-established internship program to an accredited curriculum. In April 2003, the program earned initial accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) as recommended by the JRC-AT. Effective 2006, due to the JRC-AT's decision to become an independent accrediting agency, Baldwin-Wallace College's Athletic Training Education Program was recognized as being accredited by the Commission for Accreditation of Athletic Training Education (CAATE). CAATE is the new name for the former accrediting body previously referred to as the JRC-AT. Post a successful 2007 site visit, B-W's Athletic Training Education Program received "Continuing Accreditation" from CAATE with our next comprehensive review scheduled for 2014-2015.

Our athletic training education program is divided into two portions: the Level I/First Year students and the accepted clinical program students/Level II-IV. Curriculum content specifically covers the 12 educational competencies as listed in the previous section. Each area is also broken down into the following four domains:

1. Cognitive Domain (knowledge and intellectual skills)
2. Psychomotor Domain (manipulative and motor skills)
3. Affective Domain (attitudes and values)
4. Clinical Proficiencies (decision-making and skill application)

Mastery of skills is demonstrated via the successful completion of the clinical modules. The modules are based on the criteria dictated by the latest edition of the NATA Education Council's competencies. Students must meet specific requirements and apply for admission into the clinical portion of the Athletic Training Education Program. The Level I/First Year phase requires a consecutive one-year observation period. During this initial year, students are expected to gain practical experience in observing the athletic training room atmosphere at Baldwin-Wallace College as well as an understanding of the duties/responsibilities of an athletic trainer. This level is open to any student enrolled in Baldwin-Wallace College and interested in earning a Bachelor of Arts in Athletic Training. Detailed information regarding the admission process will follow in the proceeding pages.

Definition of Terms/Abbreviations

Below are a list of commonly used athletic training education terms.

ABBREVIATIONS:
ACI: Approved Clinical Instructor
CI: Clinical Instructor
CIE: Clinical Instructor Educator
ATS: Athletic Training Student

DEFINITIONS:

Clinical Instructor Educator A Clinical Instructor Educator (CIE) is a Board of Certification, Inc. (BOC) Certified Athletic Trainer or physician (MD or DO) who attends the NATA CIE Seminar and is subsequently qualified to conduct an ACI training workshop. The CIE is expected to have a minimum of three years of work experience as an athletic trainer or physician. The CIE may or may not be the Director of the Athletic Training Education Program. The CIE assists in developing, implementing, and evaluating the clinical education program at the academic institution. This includes assisting in coordinating clinical experiences in accordance with the clinical education objectives of the Program and facilitating the development of the clinical education setting(s) and the approved clinical instructors.

Synonym: Clinical education coordinator

References: Education Council FAQ Weidner TG, Laurent T. Selection and evaluation guidelines for Clinical education settings in athletic training. JAT. 2001; 36(1):62-67

Approved Clinical Instructor An Approved Clinical Instructor (ACI) is a BOC Certified Athletic Trainer with a minimum of one year of work experience as an athletic trainer, and who has completed Approved Clinical Instructor training. BOC certified athletic trainers who wish to be an ACI (e.g., graduate assistant), but who have less than one year of clinical experience, must be supervised by a more experienced ACI. An ACI provides formal instruction and evaluation of clinical proficiencies in classroom, laboratory, and/or in clinical education experiences through direct supervision of athletic training students.

Note that other content experts (e.g., exercise physiologists, nutritionists, mental health counselors, physicians) can be used to teach and evaluate those Clinical Proficiencies that fall within the domain of their professional expertise. However, an ACI must evaluate the students' ability to integrate these skills into professional practice.

Clinical Instructor A clinical instructor (CI) is a BOC certified athletic trainer or other qualified health care professional with a minimum of one year of work experience in their respective academic or clinical area. Clinical instructors teach, evaluate, and supervise athletic training students in the field experiences. A clinical instructor is not charged with the final formal evaluation of athletic training students' integration of clinical proficiencies. A clinical instructor may also be an ACI.

Reference: Standard IB1c(2)(a)(b)

Athletic Training Student An Athletic Training Student (ATS) who is enrolled in a CAATE accredited entry level athletic training education program. *Specifically at Baldwin-Wallace College an Athletic Training Student is one who has fulfilled the requirements of the Program's admission guidelines and has been accepted into the clinical component of the education program. An ATS at B-W must be a Level 2 or above actively fulfilling the requirements for a Bachelor of Arts in Athletic Training.*

Synonyms: Student, ATS

Clinical Education Clinical education represents the athletic training students' formal acquisition, practice, and ACI evaluation of the Entry-level Athletic Training Clinical Proficiencies through classroom, laboratory, and clinical education experiences under the direct supervision of an ACI or a clinical instructor. Formal evaluation of the application and integration of clinical proficiencies are completed by an ACI and may be in conjunction with additional clinical instructors. Related to clinical education is field experience, in which students have the opportunity to practice clinical proficiencies under the supervision of a clinical instructor. Clinical education shall occur in a minimum period of two academic years (4 semesters, 6 quarters, or 6 trimesters) and be associated with course credit. Courses shall include academic syllabi that include measurable educational objectives and specific clinical proficiency outcomes that can be documented over time.

Synonyms: Supervised clinical practice, clinical education experience

References: Standard IIA1b, f, Ed. Council Guidelines for Clinical Education

Direct Supervision This applies to the instruction and evaluation of the clinical proficiencies by an ACI. Constant visual and auditory interaction between the student and the ACI must be maintained. The instructor shall be physically present for proficiency instruction and evaluation.

Reference: Education Council Guidelines for Clinical Education, Standard IIA1g

Supervision This applies to the field experiences under the direction of a clinical instructor. Daily personal/verbal contact at the site of supervision between the athletic training student and the ACI or clinical instructor, who plans, directs, advises, and evaluates the students' athletic training field experience. The instructor shall be physically present to intervene on behalf of the athlete/patient.

Clinical Education Experience Clinical education experience provides an opportunity for integration of psychomotor, cognitive and affective skills, and clinical proficiencies within the context of direct patient care. An ACI must directly supervise formal clinical education experience. A clinical instructor or an ACI must supervise other clinical education experiences such as during the field experience.

References: Standard IIA1e, Education Council Guidelines of Clinical Education

Field Experience

Field experience provides the student with the opportunity for informal learning and to practice and apply the Entry Level Athletic Training Clinical Proficiencies in a clinical environment under the supervision of a clinical instructor or ACI. The primary settings for field experiences must include athletic training facilities, athletic practices, and competitive events. Ample opportunity should be provided for supervised student experience working with athletic practices and competitive events in both men's and women's sports. There shall be exposure to upper extremity, lower extremity, equipment intensive, and general medical experiences of both genders.

References: Standard IIA1f, Education Council Guidelines for Clinical Education

Clinical Education and Field Experience Exposure Requirements

Upper Extremity: High-risk sport to the upper extremity based upon injury statistics. Traditionally this would include throwing sports, swimming, gymnastics, etc. that require extensive stresses of the upper extremity of both genders.

Lower Extremity: High-risk sport to the lower extremity based upon injury statistics. Traditionally this would include soccer, cross-country running, track, basketball, etc. that require extensive stresses of the lower extremity of both genders.

Equipment Intensive: High-risk sports where all participants are required to wear protective equipment for the head and the shoulders. Traditionally this would include football, ice hockey, and men's lacrosse.

General Medical: General medical experiences of both genders are those associated with physicians, physician assistants, or nurse practitioners.

Educational Competencies

The educational content required of entry-level athletic training programs.

These competencies should be used to develop the curriculum and educational experiences of students enrolled in accredited entry-level athletic training education programs.

Reference: NATA Athletic Training Educational Competencies

Clinical Proficiencies

The entry-level athletic training clinical proficiencies define the common set of skills that entry-level athletic trainers should possess and redefine the structure of clinical education from a quantitative approach to an outcomes-based qualitative system.

Synonym: Entry-level Athletic Training Proficiencies, proficiencies

Reference: NATA Athletic Training Educational Competencies 3rd Edition

Learning Over Time	Learning over time is the documented continuous process of skill acquisition, progression, and student reflection. Learning over time involves the demonstration of systematic progression through the cognitive, psychomotor, and affective taxonomies within different contextual environments (e.g., athletic training room, practice field). Assessment of learning over time is built around multiple indicators and sources of evidence.
Standards and Guidelines	<p>The Standards are the minimum standards of quality used to accredit programs that prepare individuals to enter Athletic Training. The Standards constitute the minimum requirements to which an accredited program is held accountable. The Guidelines provide examples to assist in interpreting the Standards.</p> <p>Reference: 2001 Standards and Guidelines for an Accredited Educational Program for the Athletic Trainer</p>
Level I/First Year	A Level I/First Year is a potential athletic training student that is working on meeting the requirements for admission into the curriculum component of the Athletic Training Education Program. This individual may be an upperclassman, but according to our standards is addressed as a Level I or First Year since they have not yet been admitted into the program. During this time, the Level I/First Year is participating in observation rotations, First Year meetings, and pre-requisite classes.

Academic Program

Mission Statement

The mission of the Baldwin-Wallace College Athletic Training Education Program builds upon that of the College, anchoring itself on the foundation of liberal arts studies. Our accredited comprehensive curriculum prepares students to become BOC certified athletic trainers and challenges them to achieve life-long personal and professional goals. We believe in providing academic and clinical diversity as demonstrated by our vast array of experiential learning opportunities. The Athletic Training Education Program strives to foster intellectual curiosity and utilize knowledge, skills, attitudes, and values as catalysts in cultivating the student into a highly effective professional and a contributing, compassionate citizen.

Program Objectives/Goals

The Objectives/Goals of our program are:

1. to successfully prepare students to become BOC certified athletic trainers
2. to offer a challenging and comprehensive curriculum that interconnects the professional preparation with the liberal arts philosophy
3. to integrate didactic knowledge with clinical experience
4. to utilize the feedback from our assessment tools for revision and re-evaluation
5. to prepare the student for a variety of employment settings based on maintenance and addition of affiliated sites
6. to challenge the student to “globally” problem solve based on knowledge from the twelve educational domains
7. to instill the desire to be an active leader in professional and community organizations

Admission Requirements

Students seeking admission to the athletic training program must meet the requirements outlined below. First Year/Level I students may be omitted from the list of potential athletic training students (ATS) if all the requirements have not been met. Furthermore, fulfilling all requirements does not guarantee acceptance into the ATEP. Determining factors include: the success of Level I/First Year experience, meeting all academic prerequisites, completion of Level I/First Year Clinical Modules, professionalism, and the number of students already enrolled in the athletic training education program. The number of students admitted into the program varies from year-to-year. Application packets must be submitted by the end of the spring semester following the completion of the below requirements. Points are allotted for each section of the packet. A score of 110 out of the possible 130 is required for admittance. Incomplete portions will result in a deduction of possible points. Any of the forms identified below as part of the application process can be found in the appendices or on the COAST Organization Blackboard site under Course Documents.

1. Athletic Training Education Program Application: see appendices for copy of form (8 pts)
2. Documentation of Observation Requirements: 150 hours required during the course of the first year. Students will be assigned to a variety of 5-7 week athletic training clinical sites; assignments will be dependant on multiple factors. A minimum of 3 rotations is preferred with a total of 150 hours documented via clinical hour's logs. The logs are to be signed monthly by the supervising ATC. Students may accumulate no more than 50 hours off-campus and cannot begin accruing observation hours until after the first day of classes. Documented hours must be submitted to the Program Director at the conclusion of the spring semester. (15 pts.... partial points will not be awarded for observation hours totaling less than **75** hours)

Admission Requirements (con't)

3. Prerequisite Classes (points are calculated by taking the earned letter grade's point value and multiplying it by 3 for the HPE/BIO prefix courses and by 2 for the PSY prefix course.
Example: A in HPE 202 = 4.0pts x 3= 12 pts.... maximum number of points possible is 56 pts)
 - HPE 202- Athletic Training I
 - HPE 205- First Aid and Safety
 - BIO 203- Human Anatomy and Physiology I
 - BIO 204- Human Anatomy and Physiology II or HPE 206 Medical Terminology
 - PSY 110- Applications of Psychology(Letter Grade Values: A+= 4.0, A = 4.0, A- = 3.667, B+ =3.333, B=3.0, B-=2.667, C+=2.333, C=2.0, C-=1.667, D+=1.333, D=1.0, D-=.667)
4. **"Overall"** Grade Point Average (GPA): a **minimum cumulative** GPA of 2.5 for **ALL** attempted coursework is required. Applicants must earn a minimum grade of a "C" in BIO 203 and 204 and a minimum of a "B" in HPE 202. (points are calculated by multiplying overall GPA point value by 5: ex. GPA of 2.7x 5= 13.5 pts; max. number of points is 20)
5. The student must have current Adult CPR with AED for the HealthCare Provider (BLS) and a First Aid card from American Heart Association or equivalent certifications matching the ECC standards. Students will have the opportunity to earn this certification while taking HPE 205. (1 pt)
6. Proficiency Examination: date and time for this exam will be announced during the spring semester. (8 maximum points possible [the points allotted per question will vary depending on number of test questions] ex: if 80 test questions each question is worth 0.1 pt: 65 correct answers = 6.5 pts)
7. Submission of Three Electronic Recommendations to be completed by a coach, AT, employer, HS instructor, guidance counselor, or college professor. It is the responsibility of the student to send an electronic link to the individual completing the reference. Recommendations from B-W's athletic training staff are not permitted. (5 pts per recommendation – 15 pts)
8. A Level One/First Year Student Evaluation Form to be completed by one of B-W's ATs (5 pt)
10. The student must be a designated Athletic Training Education Major (Students are permitted to double major)
11. Student must complete OSHA Blood-Borne Pathogen training- a training provided via HPE 205 (1 pt)
12. The Technical Standard Form must be signed and submitted to the Program Director verifying understanding of physical, emotional and mental requirements of the program (1pt)

Students that score below 110 points will be further evaluated on the below criteria in order to provide an additional opportunity to obtain the minimum 110 required points:

- Participation in the First Year meetings (½ meetings attended=2 pts, ¾ meetings attended=3 pts, more than ¾ meetings attended=4 pts)
- Quality in which modules were completed (3 or less marginal scores=5 pts, no more than 7 marginal scores=3 points, no more than 11 marginal scores=1 point)
- NATA Student Membership (1 pt)
- Active member of COAST- cannot hold an office (1 pt per meeting)
- Final score from the Level One/First Year Athletic Training Student Evaluation Form completed by a B-W Staff ATC (Performance as well as most = 4 pts; better than most =5 pts, equaled by few =6 pts, better than almost all (top 2%) =7 pts.... no points awarded for min. or unsatisfactory performance ratings)

Admission Requirements (con't)

Depending on number of applicants or special circumstances, interviews with two or more of the Athletic Training Education Program Faculty and Staff may be required for final admittance into the Athletic Training Education Program.

All applicants are notified in writing of their status of admission prior to the start of the new school year. If the application to the clinical phase is rejected, the student has the opportunity to appeal the decision. The appeal must be made within two weeks after official notification and should be directed to the Health and Physical Education Division Chair with a copy forwarded to the Program Director. The student must submit all materials that may substantiate the appeal. The student will then appear before an appeals committee (consisting of the Program Director, one member of the ATEP faculty, one member of the HPE faculty, and chaired by the HPE Division Chair.) A majority decision of the committee is necessary for the final decision. The student will be notified, in writing, within one week of the committee's decision. If the student's appeal is granted by the committee, the student will be permitted to re-apply the following year.

Immediate Requirements Once Admitted

- Students must have an approved physical examination by one of B-W's team physicians. Times for physical will be announced.
- Proof of Hepatitis B vaccination
(if needed, vaccination series may be obtained at the B-W Health Center)
- Complete Vaccination Records

ATEP Additional Required Costs

The majority of costs for supplies associated with participation in the Athletic Training Education Program are covered through student tuition; however, some additional fees do exist. Those extra costs including BCI & CI Criminal Background testing; TB testing; OATA/GLATA/NATA student membership, First Aid/ ECC certification related fees, personal health insurance, BOC exam registration fee, and costs associated with off-campus transportation to clinical affiliated sites (which vary in distance, but don't exceed 20 miles one way). While every attempt is made to anticipate additional costs, the above list is not exhaustive or exclusive.

Non-Discriminatory Policy (Excerpt from the College Catalog)

Baldwin-Wallace College does not discriminate because of race, creed, age, disabilities, national origin, gender or sexual orientation in the administration of its policies or programs.

Technical Standards for the Baldwin-Wallace College Athletic Training Education Program

The Athletic Training Education Program at Baldwin-Wallace College 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 Education Program establish 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. All students admitted to the Athletic Training Education Program must have the following abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for selection to the Athletic Training Education Program must demonstrate:

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

Candidates for selection to the Athletic Training Education Program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. The Office of Disability Services in Bonds Hall will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. If a student states he/she can meet the technical standards with accommodation, then the College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review a whether the accommodations requested are reasonable, 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.

All students applying for admittance into the Athletic Training Education Program must submit a signed Technical Standards form (see appendices for a copy), certifying that they have read and understand the technical standards listed above, and believe to the best of their knowledge that they meet each of the standards with or without accommodation

For individuals that require some accommodations, an excerpt from the College's catalog has been included in this handbook (see Baldwin-Wallace College Policies and Procedures for Students with Disabilities), describing the student disability services available at Baldwin-Wallace College. You are responsible for contacting the Office of Disability for more complete and detailed information.

Athletic Training Major

Proposed schedule provides a suggested template for the major course requirements and suggested electives

Semester 1 (Fall)

BIO 203L	Human Anatomy & Physiology I	4 cr
PSY 100	Principles of Psychology	3 cr
HPE 202	Athletic Training I	3 cr

Semester 2 (Spring)

BIO 204L	Human Anatomy & Physiology II	3 cr
HPE 205	First Aid and Safety	2 cr
HPE 206	Medical Terminology	2 cr

Semester 3 (Fall)

HPE 201	Orientation to HPE	1 cr
HPE 281	Practicum in Athletic Training I	1 cr
HPE 305	Lower Extremity Evaluation	3 c
HPE 306 & 306L	Therapeutic Modalities & Therapeutic Modalities Lab	4 cr

Semester 4 (Spring)

HPE 208	Emergency Care Techniques for AT	1 cr
HPE 211W	Nutrition for the Athlete	3 cr
HPE 302	Exercise Physiology	3 cr
HPE 307	Upper Extremity Evaluation	3 cr
HPE 282	Practicum in Athletic Training II	1 cr

Semester 5 (Fall)

HPE 303	Health / Physical Fitness Assessment	2 cr
*HPE 304	Health / Physical Fitness Assessment Practicum *Recommended (not Required)	1 cr
HPE 381	Practicum in Athletic Training III	1 cr

Semester 6 (Spring)

HPE 308	Athletic Training Administration (even years)	3 cr
HPE 309	Therapeutic Exercise	3 cr
HPE 209	Research Design and Statistics	3 cr
HPE 382	Practicum in Athletic Training IV	1 cr

Semester 7 (Fall)

HPE 445	Theory and Practice of Strength and Conditioning	3 cr
HPE 451	Kinesiology	3 cr
HPE 481	Practicum in Athletic Training V	1 cr

Semester 8 (Spring)

HPE 308	Athletic Training Administration (even years)	3 cr
HPE 423D	Exercise Prescription for Special Populations	3 cr
HPE 482	Practicum in Athletic Training VI	1 cr

Baldwin-Wallace College Policies and Procedures for Students with Disabilities
(Excerpt from the College Catalog)

Eligibility for Services

To be eligible for disability-related services on campus, students are responsible for identifying themselves and disclosing information about the disability to Disability Services for Students (includes the B-W Learning Center). Students must supply written documentation of the disabling condition as defined by the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 to Carol Templeman, Bonds Hall, Berea, OH 44017, fax: 440-826-3718 or Barbara Coniam, B-W Learning Center, Dietsch Hall, Rm. #107, Berea, OH 44017, fax: 440- 826-3832. Once eligibility has been established, the student and a staff member will work to determine appropriate accommodations. Under the ADA and Section 504, a person has a disability if he or she has a physical or mental impairment that substantially limits one or more of the major life activities (e.g., walking, standing, seeing, speaking, hearing, breathing, learning, working, or taking care of oneself), has a record of such an impairment, or is regarded as having such an impairment. For more information please refer to the Disability Services section of the College catalog.

Academic Plan

For information regarding course sequencing please refer the HPE website, specifically the Athletic Training Eight Semester Schedule. An additional resource when planning to progress through the curriculum is the Academic Program Evaluation available via WebExpress. In order to properly utilize the Academic Program Evaluation, it is imperative that the Registrar's office has record of the student's declared major(s) and minors. Students are required to bring an up-to date copy of their Academic Program Evaluation to each advising session.

Curricular Content

Athletic Training Education Program courses are designed to fulfill the Athletic Training Educational Competencies as developed by NATA Education Council. These are identified on the Blackboard site. The curriculum phase is designed to be a total of 6 semesters of clinical experience under the direct supervision of a certified athletic trainer. An Approved Clinical Instructor (ACI), which may differ from the staff ATC or CI (clinical instructor), collaborates with the ATS to complete designated modules that demonstrate proficiency in various athletic training skills. Supervision for these students by a CI or ACI is defined by the NATA as "daily personal, verbal contact at the site of supervision between the athletic training student and the certified athletic trainer who plans, directs, advises, and evaluates the student's athletic training experience." Students are exposed to upper and lower extremity predominate sports, equipment intensive sports, and general medicine. The curriculum phase requires dedication and commitment to the Athletic Training Education Program. Due to the large amount of time demanded of athletic training students it is imperative that students possess good time management skills. With each new clinical rotation, the athletic training student is expected to attend practices, scheduled treatments, and competitions as well as maintain good academic performance in the didactic setting.

Graduation Requirements

It is the responsibility of the student to meet all requirements for graduation. The general curriculum requirements for graduation are located in Section I of the College Catalog. The College Catalog is available on-line and to ensure accurate information students should refer to the edition that corresponds with their year of entry into the College. In addition, the clinical requirements from the Athletic Training Education Program must be completed, including off- campus rotations at approved clinical sites.

Transfer Policy

Students interested in transferring into the ATEP at Baldwin-Wallace College from other colleges/universities must follow all procedures for admission to the College as outlined in the College catalog. Successful candidates for admission typically submit credentials from colleges/universities accredited by one of the nation's six regional accrediting associations, have met the general admission requirements for first time students, and have earned a B average in their college/university course work. Candidates should be in good academic, social, and financial standing at their previous institutions. Students not in good standing at a previous institution may be considered for admission provided they have been out of school at least one full year prior to their proposed date of entrance. **Transfer students must complete all of the First year/Level One outlined admission criteria requirements in order to be eligible for selection into the Athletic Training Education Program.** Because of the accreditation requirements, the Baldwin-Wallace College Athletic Training Education Program must guarantee that the student has learned and completed each of the established educational competencies upon completion of the major. Therefore, the following Athletic Training Education coursework **must be completed at B-W** unless otherwise determined by the Program Director: HPE 202, 208, 281, 282, 305, 306, 306L, 307, 308, 309, 381, 382, 481, 482 and BIO 203, 204. Please note that due to course sequencing required clinical rotation hours and the First Year/ Level One required selection process; transfer students should expect to be actively enrolled in B-W's Athletic Training Education Program for a minimum of 3 full years.

STUDENT POLICIES

Retention Policy

Students that are admitted into the ATEP will be evaluated each semester. In order to advance within the ATEP the following requirements must be met:

- Minimum GPA of 2.5 and a C or better earned in the following coursework: HPE 208, 305, 306, 306L, 307, 308, 309. The first semester that a student fails to meet these requirements will result in academic and clinical probation at which time enrollment in the applicable practicum class as well as participation in clinical rotation will be revoked and applicable course repetition will be required. It should be noted that course repetition will increase graduation credit hour requirements and may alter a student's anticipated graduation date. An additional subsequent unsatisfactory GPA will result in dismissal from the ATEP.
- Consistent affirmative Final Evaluation Addendum. Evidence of a student failing to act upon mid-rotation recommendations will be cause for dismissal from the Athletic Training Education Program.
- Compliance of Athletic Training Education Program Rules and Regulations.
- Completion of the practicum course requirements. Students who fail to achieve a passing practicum grade must repeat the practicum.

The athletic training student is expected to attend classes on a regular basis. Please note that athletic training participation and voluntary team travel does not necessarily excuse a student from class. The student should notify the instructor of travel conflicts as early in the semester as possible and make arrangements to schedule any permissible "make-ups" prior to the absence. Also note that unless accompanying an ATC, hours accumulated traveling as an athletic assistant do not count towards the minimum accrual of clinical hours. It is the athletic training student's personal responsibility to seek academic advising/counseling and/or attend tutoring sessions when needed.

Athletic Training Room Management

The athletic training rooms are maintained to provide medical care to individuals, primarily member of B-W's intercollegiate athletic teams. Supplies and inventories are maintained for use as directed by the athletic training full time staff. No supplies are to be removed from the athletic training rooms without prior authorization. No athlete is to remove any supplies, including tape. Should supplies be needed, requests can be turned in on paper to the designated staff AT with the following information included: name of product, description of product, quantity currently in stock, date, and requester's name. The athletic training rooms are medical facilities and should be kept clean. A list of daily maintenance practices is posted and must be followed. Referrals for treatment or evaluations by the team physician should be made by an AT and final decisions for sport participation are to be made by the team physician or in certain circumstances an AT.

Additional answers to questions pertaining to the athletic training rooms can be found in the Standard Operating Procedures Manuals, a copy of the manual is located in each of the athletic training rooms. Failure to abide by the Standard Operating Procedures (SOPs) for the athletic training rooms will result in "dereliction of duty" noted on an Athletic Training Education Program Incident Report. (see Disciplinary / Incident Procedures section for additional information.)

Attendance

Presence at clinical rotations is a key factor in the educational success of the athletic training student. Therefore, absence from one's clinical setting is discouraged. If a situation arises that a student cannot attend a scheduled clinical experience, he/she should contact his or her CI and apprise them of the situation *immediately*. The ATS is expected to attend all scheduled practices and games unless excused. A student's failure to report to their clinical rotation will be addressed by the clinical instructor or supervisor and noted as either unexcused absence or tardiness on the student's evaluation form. Students assigned to Clinical Instructors with preseason, holiday, or postseason responsibilities may be asked to continue their clinical rotations during these times. Athletic training students are required to speak to their CI when clinical rotation assignments are posted to become aware of necessary expectations/requirements.

Days-Off Policy:

Baldwin-Wallace College Athletic Training Students are expected to participate in an average of ten hours per week of clinical rotation not to exceed 75 hours per month. (Students must participate in a minimum of 4 hours per week of clinical rotation unless prior approval is received from the Program Director.) Following the NCAA guideline established for student-athletes, Athletic Training Students must have at minimum one day per week off from clinical rotation. This policy is to be enforced by the supervising clinical instructor. The Clinical Instructor will ensure compliance by assessing the number of days and hours accumulated by the ATS prior to signing the clinical hours log, this verification on the clinical hours log must be completed by the CI on a bi-weekly basis. The Program Director and ATEP Faculty will additionally confirm that this policy is being practiced.

Sports Participation and Athletic Training

Due to the extensive time commitment required for both athletic participation and athletic training, participation in both is not always a feasible combination for all students. For those with a strong desire to be an athletic training education major as well as an intercollegiate athlete, good communication between the students, the coaches and the Program Director is essential. Students must be willing to prioritize their obligations throughout the academic year and must possess excellent time management skills. Please note that additional clinical rotations may be required if athletic participation precludes the student from being exposed to all the required clinical elements.

Off-Campus Employment and Athletic Training

Off-campus employment combined with athletic training responsibilities is very difficult. Athletic training requires many hours in the classroom, as well as in the clinical setting. It is essential to the overall clinical educational component that athletic training students make athletic training a priority.

Team Travel (portions adapted from B-W Student Athlete Handbook)

Team travel with a certified athletic trainer is an expectation for select clinical rotations and internships. Team travel without an accompanying certified athletic trainer is not permitted.

Individuals are reminded when traveling they are representing all of Baldwin-Wallace College. It is expected that their behavior reflect positively on the institution. Students should ALWAYS be respectful to others and be professionally dressed. Please check with the CI to verify the departure time and location as well as the approved team travel attire.

Individuals are expected to be prompt for all committed/ designated travel. All restaurants, hotels and vans/busses are to be left in the condition they were received, if not better upon departure. Alcohol consumption is unacceptable while traveling with teams. (Please note that any time an individual is wearing B-W athletic training apparel, alcohol consumption is not acceptable.) Amenities (phone, pay-per-view) available at hotels during travel are not covered by the college. A coach has the prerogative to have those items turned off in rooms. Property damage and theft are intolerable. If, however, that does occur any property damage or theft committed while traveling is the financial responsibility of those involved. If the individual cannot be identified, the entire team will be held fiscally responsible.

First Aid Skills

As an athletic training student, maintenance of skills in First Aid, AED, and CPR is required. It is the policy of the B-W athletic training department and all affiliated internship sites to directly supervise all athletic training students, however, it is recognized that there may be brief periods where the student is left unsupervised. In which case, that ATS has the opportunity to volunteer to provide first aid skills under the direction /supervision of the coach. Baldwin-Wallace College has adopted the definition of first aid provider as defined by the Education Council Guidelines for Clinical Education which states the athletic training student is qualified to assist in the recognition or evaluation, stabilization, initial treatment, and disposition of an athlete who is injured or suddenly taken ill. It is the responsibility of the coach and the individual providing first aid to refer athletes to appropriate medical personnel or facility. An athletic training student who is unsupervised may only provide first aid and serve in this role as supervised and directed by the coach on site. In this role, a student is able to apply prophylactic tape, stretch athletes, and provide first aid. Other athletic training functions such as injury assessments, return-to-play decisions, modality, or rehabilitation treatments are out of the realm of responsibility for this role. Students providing first aid should never be confused with the duties of a certified athletic trainer or an supervised athletic training student.

Conduct with Athletes

The role of an ATS is twofold: student role and pre-professional role. Both in and out of the clinical setting, students should remember that they are filling both of these roles and act accordingly. It is recognized that in working closely with a team, friendships may arise between athletic training students and athletes/patients. A professional demeanor should be exercised at all times. In the clinical setting, students should act as professionals. In this role, they are responsible for the care of that team's athletes or the patients at that facility for the ultimate purpose of learning and improving upon athletic training skills.

Dating Athletes

Personal relationships with athletes are highly discouraged. If, however, a situation arises where an athletic training student is dating an athlete, this relationship should not become evident in the athletic training room. The supervising ATC and the Program Director should be made aware of the relationship in order to make any necessary clinical rotation changes. If the relationship becomes a problem and the athletic training student cannot perform his/her duties, the student may be reprimanded or removed from assigned duties.

Dress Code

During a student's clinical rotation as well as COAST meetings that involve a guest speaker, professional behavior and dress is expected. It is the responsibility of each ATS to keep his or her uniform neat and clean. Being in professional attire and neatly groomed during your clinical instruction periods is an important factor in gaining the respect of athletes, coaches, physicians, ATCs, and the general public. Refer to the guidelines listed below for appropriate attire. If there is question as to whether something is suitable, chances are it's unacceptable. If the ATS arrives at practice or competition in unprofessional attire it is expected and within the supervising athletic trainer's authority to require that the ATS change their outfit. Dress code violations will be noted on ATS's evaluation. An athletic training student is a representative of Baldwin-Wallace College and should do nothing to embarrass or discredit himself/herself, the program, or the college. To reiterate, please keep in mind Baldwin-Wallace College athletic training apparel is not to be worn socially.

- **Shirts:** B-W Athletic Training Shirts or B-W shirts in any of the following colors: solid grey, gold, brown, black, or white. Collared shirts or plain t-shirts in the previous allocated colors are also permissible.
- **Sweatshirts:** B-W logo sweatshirts or athletic training fleece or sweatshirts are allowed.
- **Shorts/pants:** Shorts must be mid-thigh in length and all pants/shorts including wind pants must be either black, brown, khaki, white or gold. Jeans are not acceptable unless a casual dress day is implemented.
- **Nametags:** Name tags must be worn whenever Clinical Rotation involves connection with the Team Physicians. First name tag will be provided; a replacement will cost \$1.00
- **Shoes:** Comfortable shoes that are appropriate for running and athletic training duties.
- **Hats:** Athletic training visors and B-W logo hats are permitted.
- **Jewelry:** Minimum amounts of jewelry should be worn. Anything that interferes with duties in the athletic training room should be removed.
- **Game Day Attire:** Collared B-W Athletic Training shirts, khaki pants/shorts, or attire as deemed appropriate by the supervising ATC should be worn on game days. Everyone should be dressed similarly and first year students should wear a white collared shirt with khakis or black shorts/pants.
- **Travel Attire:** Game day dress should be worn unless the coach or supervising ATC designates specific travel attire. Please note: Athletic Training apparel SHOULD NOT be worn if traveling as an Athletic Dept. Assistant
- **Jackets and parkas:** Outerwear, preferably signifying an affiliation to BWC, can be worn as weather dictates.
- **Facial Hair-** If facial hair is present, it should be trimmed and well maintained.
- **COAST Meetings-** If a guest speaker is scheduled to speak to the organization come prepared by wearing business casual attire ie; khaki pants/slacks/corduroys, collared/button up shirt, skirt, sweater, loafers etc. Direct dress code questions to COAST officers.

Communication

Athletic training students are expected to continue evolving good interpersonal communication skills and speak in such a way that separates himself/herself from the athlete. Respect and courtesy are essential. ATS should not tolerate inappropriate language or behavior from an athlete or coach and any problems along those lines should be reported to the supervising staff athletic trainer. Professionalism is to be practiced at all times and under no circumstances will vulgarity be tolerated. Discipline in the athletic training room must be

maintained to promote a conducive learning environment and therefore inappropriate communication styles may be noted as failure to communicate, lack of professionalism, or insubordination on the ATS's evaluation form. If at anytime the student is uncomfortable with an evaluation, interaction with a coach/athlete/peer, or any other possible athletic training room scenarios, the certified supervising staff athletic trainer and the Program Director should be contacted.

Confidentiality of Records

Under Health Information Portability and Accountability Act (HIPAA) all medical records are considered confidential. Athletes at B-W sign a waiver so that their medical information may be shared with members of the sports medicine team. Any individuals such as press, professional scouts, fans, teammates, parents, etc are not privy to such confidential medical information. Refer all such inquiries regarding an athlete's condition to the supervising athletic trainer. Medical records are to remain in the athletic training room. If confidentiality is compromised in any manner, a breach of confidentiality will be recorded in the ATS's academic file and may be cause for removal from the Athletic Training Education Program.

OSHA

All students in the Athletic Training Program must undergo OSHA Blood Borne Pathogen Prevention and Management training annually. Each student is initially introduced to the OSHA and Blood-Borne Pathogens information as he/she is fulfilling the requirements to apply for the program as part of Athletic Training I (HPE 202). Additionally, the campus Health Center assists with OSHA training by providing the Athletic Training Department with interactive CD-ROMs. The interactive CD-ROM course or first hand attendance at a Blood-Borne Pathogen meeting conducted during a COAST meeting, is mandatory for all athletic training education students and must be documented in his/her student academic folder. Failure to complete the Blood-Borne Pathogen Prevention and Management training will result in the inability for the ATS to advance in the clinical program or participate in their next clinical rotation. Baldwin-Wallace College advocates that all personnel, faculty/staff or students at high risk for exposure receive the Hepatitis B vaccination series. As a result ATS may receive the vaccination free of charge. Although the vaccine is recommended, students have the right to waive the shots. Verification that the student has received the complete Hepatitis vaccine series, or a signed waiver form if the vaccine is refused, must be kept in the student's academic folder. Universal Precautions materials are made readily available to all certified athletic trainers and athletic training students and to individuals working in the athletic training rooms that may be exposed to blood-borne pathogens. All athletic training rooms contain disposal devices for any contaminated materials. Contaminated sharps, such as needles and syringes are to be placed in a closable puncture-resistant and leak-proof container, i.e. "sharps containers." Regulated waste, as defined by OSHA, generated in the athletic training facilities is placed in red biohazard bags. These bags are available in all of the athletic training rooms. All red biohazard bags are to be disposed of in a central biohazard container that is located in each of the athletic training rooms. The large biohazard containers and sharps containers are then maintained and disposed of by a third party who is contracted by Baldwin-Wallace College. Each affiliated site follows standard biohazard waste removal procedures as predicated by OSHA. Additional information regarding OSHA and Blood-Borne Pathogen information is available in the Baldwin-Wallace Athletic Training Room SOP; a copy of the SOP is located in each of the athletic training rooms.

Sexual Harassment and Sexual Assault (adopted from B-W Student-Athlete Handbook and B-W Student Handbook)

The ATEP follows the college policy in regards to sexual harassment and sexual assault. Sexual harassment and assault will be noted in the ATS's academic file if infractions occur. All athletes and coaches must not commit acts that would fall under either of the following two areas defined:

Sexual harassment is unwelcome behavior of a sexual nature that substantially prevents or impairs the full enjoyment of educational or occupational benefits or opportunities. What is often an issue is not sexual attention per se, but intimidation, coercion, or abuse of power. Such behavior may be especially harmful in situations where the imposition of unwanted sexual attention is accompanied by the promise of academic or employment rewards or the threat of reprisal.

No matter how carefully worded a definition of sexual harassment might be, unforeseen situations may arise which cannot easily be included in any definition. Thus, sexual harassment is defined to include, but is not limited to, the following:

- ❖ repeated behavior of a sexual nature which has the purpose or effect of substantially interfering with an individual's performance or which creates a hostile, offensive, or intimidating environment
- ❖ repeated behavior which is inappropriate to the academic or employment setting; for example, repeated unwelcome or irrelevant comments, gestures or touching, which may reasonably be perceived as a sexual overture or denigration
- ❖ a request for sexual favors when submission to, or rejection of, such a request might reasonably be viewed as a basis for evaluative decisions affecting an individual's career or educational experience

Sexual Assault: (adopted from the B-W Student Athlete Handbook)

The spirit of the B-W community is violated when the health and well being of any person (student, faculty, staff, or guest) is jeopardized. Therefore, the College considers any form of sexual assault (as defined below) a serious offense and such behavior is prohibited. Fortunately, sexual assaults are relatively rare occurrences on the Baldwin-Wallace College campus. This policy is designed to help eliminate them. B-W will educate and, if necessary, discipline behavior that violates this policy in an effort to prevent any form of sexual assault within our community.

In the State of Ohio, Sexual Assault Means: (per Ohio Revised Code, Section 2907)

- ❖ Sexual assault includes, but is not limited to, any kind of sexual conduct (penetration) or contact (touching) that involves force, threat of force, intimidation, or coercion that is against a person's will.
- ❖ Sexual conduct (penetration, however slight) may involve: penis, vagina, anus, or mouth.
- ❖ Sexual contact (touching) may include: genitals, buttocks, thighs, pubic region, or breast.
- ❖ An unwarranted touch may be considered sexual physical contact no matter how slight.
- ❖ Also prohibited is contact with a person who is unable to consent, such as, any unmarried person under the age of 16; anyone who is physically helpless; anyone who is mentally incapacitated.
- ❖ Rape is a penetration crime and is only one of many types of sexual offenses.

At Baldwin-Wallace College, Sexual Assault Means:

- ❖ any kind of sexual physical contact (including rape) that involves force or any form of coercion or intimidation
- ❖ sexual physical contact includes the intentional touching of another person on an area of the body generally recognized as a private part of the body
- ❖ an unwarranted touch may be considered sexual physical contact no matter how slight

- ❖ also prohibited is contact with a person who is unable to consent because they are incapacitated. An incapacitated person may be one who is under the influence of alcohol or drugs, or who is incapable of understanding the implications and consequences of any act

Sexual Harassment Policy Regarding Classroom (Syllabi Statement)

This statement is including on course syllabi in regards to sexual harassment and classroom physical contact.

The Baldwin-Wallace College's Sexual Harassment Policy may be viewed in its' entirety on the B-W web page and on page 67 of the Student Handbook ([2http://www.bw.edu/stulife/handbook/2011-2012_handbook.pdf](http://www.bw.edu/stulife/handbook/2011-2012_handbook.pdf)). This course adheres to College's Sexual Harassment Policy and also acknowledges the unique situation involved in effectively teaching the practical skills associated with this course. The instruction of the practical skills may require some physical contact between the instructor and the student, as well as between the student and another student. It is the responsibility of the student to immediately inform the instructor if he or she is uncomfortable with the minimal physical contact required. Once informed and when possible, the instructor will strive to modify the delivery of the practical skills content and application through different teaching methodologies.

Miscellaneous

- 1) Equipment issued by the college should be properly cared for and returned after use. The athletic training student is financially liable for all equipment not returned or returned in disrepair.
- 2) The athletic training student must maintain proper conduct with the game officials at all times.
- 3) The athletic training student is expected to follow all rules established by the athletic department, NCAA and each team pertaining to alcohol, drugs, gambling and curfews, etc. For further explanation of Team Rules and Regulations, see the B-W's Handbook for Student Athletes.

Standards of Ethical Conduct adopted from NATA Code of Ethics

The Code of Ethics of the National Athletic Trainers' Association has been written to make membership aware of the principles of ethical behavior that should be followed in the practice of athletic training. The primary goal of the Code is the assurance of high quality health care. The Code presents aspirational standards of behavior that all members should strive to achieve. The principles cannot be expected to cover all specific situations that may be encountered by the practicing athletic trainer, but should be considered representative of the spirit with which athletic trainers should make decisions. The principles are written generally and the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. Whenever there is a conflict between the Code and legality, the laws prevail. The guidelines set forth in this Code are subject to continual review and revision as the athletic training profession develops and changes.

Principle 1: Members shall respect the rights, welfare and dignity of all individuals.

1.1 Members shall not discriminate against any legally protected class.

1.2 Members shall be committed to providing competent care consistent with both the requirements and the limitations of their profession.

1.3 Members shall preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient's care unless the person consents to such release or release is permitted or required by law.

Principle 2: Members shall comply with the laws and regulations governing the practice of athletic training.

2.1 Members shall comply with applicable local, state, and federal laws and institutional guidelines.

2.2 Members shall be familiar with and adhere to all National Athletic Trainers' Association guidelines and ethical standards.

2.3 Members are encouraged to report illegal or unethical practice pertaining to athletic training to the appropriate person or authority.

2.4 Members shall avoid substance abuse and, when necessary, seek rehabilitation for chemical dependency.

Principle 3: Members shall accept responsibility for the exercise of sound judgment.

- 3.1 Members shall not misrepresent in any manner, 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 via education and/or experience and by pertinent legal regulatory process.
- 3.3 Members shall provide services, make referrals, and seek compensation only for those services that are necessary.

Standards of Ethical Conduct adopted from NATA Code of Ethics (con't)

Principle 4: Members shall maintain and promote high standards in the provision of services.

- 4.1 Members shall recognize the need for continuing education and participate in various types of educational activities that enhance their skills and knowledge.
- 4.2 Members who have the responsibility for employing and evaluating the performance of other staff members shall fulfill such responsibility in a fair, considerate, and equitable manner, on the basis of clearly enunciated criteria.
- 4.3 Members who have the responsibility for evaluating the performance of employees, supervisees, or students are encouraged to share evaluations with them and allow them the opportunity to respond to those evaluations.
- 4.4 Members shall educate those whom they supervise in the practice of athletic training with regard to the Code of Ethics and encourage their adherence to it.
- 4.5 Whenever possible, members are encouraged to participate and support others in the conduct and communication of research and educational activities that may contribute knowledge for improved patient care, patient or student education, and the growth of athletic training as a profession.
- 4.6 When members are researchers or educators, they are responsible for maintaining and promoting ethical conduct in research and educational activities.

Principle 5: Members shall not engage in any form of conduct that constitutes a conflict of interest or that adversely reflects on the profession.

- 5.1 The private conduct of the member is a personal matter to the same degree as is any other person's except when such conduct compromises the fulfillment of professional responsibilities.
- 5.2 Members of the National Athletic Trainers' Association and others serving on the Association's committees or acting as consultants shall not use, directly or by implication, the Association's name or logo or their affiliation with the Association in the endorsement of products or services.
- 5.3 Members shall not place financial gain above the welfare of the patient being treated and shall not participate in any arrangement that exploits the patient.
- 5.4 Members may seek remuneration for their services that is commensurate with their services and in compliance with applicable law.

Reporting of Ethics Violations

Anyone having information regarding allegations of ethical violations, and wishing to supply such information to NATA, shall supply this information, with as much specificity and documentation as possible, to NATA's Executive Director or Chair of the Ethics Committee. Information need not be supplied in writing, and the reporting individual need not identify him or herself. Information, however, that is too vague, cannot be substantiated without the assistance of the reporting person, or information where, in the opinion of the NATA Executive Director or Ethics Chair, there is no need for anonymity for the reporting individual will not be forwarded for action by the committee.

An individual may report information on the condition that the individual's name or certain other facts be kept confidential. NATA may proceed with an investigation subject to such a condition; however, NATA must inform the reporting individual that at some point in the investigation NATA may determine that it cannot proceed further without disclosing some of the confidential information, either to the applicant or member under investigation or to some other party. A reporting individual, upon receiving this information from NATA, may decide whether or not to allow the information to be revealed. If the reporting individual decides that the necessary information must remain confidential, NATA may be required to close the unfinished investigation for lack of necessary information. Individuals are strongly encouraged to provide relevant information, with as much detail as possible, in writing to:

NATA
Ethics Investigations
2952 Stemmons Frwy
Dallas, TX 75247-6196

Disciplinary / Incident Procedures

The athletic training student is expected to abide by the Code of Ethics established by the NATA as well as those set forth in this handbook. Failure to do so will result in an imposition of penalties by the Program Director for all infractions. Accusations of misconduct will be assigned the appropriate punishment after consultation with the Athletic Training Education Program leadership. Each case will be individually reviewed. Some examples of punishment include suspension from team assignments and/or suspension from the ATEP. The athletic training student may appeal the suspension by either contacting the Health and Physical Education Division Chair for academics violations or the appropriate Athletic Director for athletic infractions. Depending on the circumstances additional college regulated sanctions may also be employed. All infractions are to be documented and reported to the Program Director.

Clinical Instructors will record and report any observed infraction via the Athletic Training Education Program Incident Report. (Copy of form located in appendices) The clinical instructor will inform the athletic training student of the documented infraction and require the student's signature as acknowledgement. The signed Incident Report will be submitted to the Program Director for retention in the student's file or for additional action as deemed necessary. If an athletic training student refuses to sign the form, the clinical instructor and student will both meet with the Program Director and any additional necessary parties.

Athletic training students have a right to appeal any penalty. Appeals should be directed toward the Health and Physical Education Division Chair within 2 weeks of the official notification of punishment. The student must submit all materials that may substantiate the appeal. The student will then appear before an appeals committee (the members of the appeals committee may vary according to the infraction and may consist of the following individuals: Program Director, ATEP faculty, a member of HPE faculty, a Coach, an Athletic Director, the CI or supervising ATC, the Head Athletic Trainer, a counseling center representative, and chaired by the HPE Division Chair.) A majority decision of the committee is necessary for the final decision. The student will be notified, in writing, within one week of the committee's decision.

Some of the behavior and actions of concern during the clinical rotations have been briefly discussed previously, but in the space provided below additional behaviors warranting an Athletic Training Education Program Incident Report are identified and defined:

1. **Attendance** – failure to be present at an assigned responsibility such as a practice, game, treatment/rehabilitation session with an athlete, required program meeting or other such athletic training function. Approved, excused absences are permissible.
2. **Tardiness** – arriving late to an assigned responsibility in which attendance is expected
3. **Dress Code** – failure to uphold the dress code of the program after a single warning has been issued
4. **Dereliction of Duty** – failure to be engaged in the responsibilities of your clinical assignment including preparation activities, clean-up activities, and other responsibilities characteristics of your assigned site
5. **Insubordination** – failure to comply with the direct instructions of a faculty or staff member or, in certain instances, failure to comply with the instruction of an upperclassman if those instructions originated with a faculty or staff member and were specifically directed to you
6. **Sexual Harassment** – violations of the university defined policy
7. **Failure to Communicate** – failure to notify designated clinical instructor or supervisor of such events as athlete injuries, modifications to treatment or rehabilitation plans, approved excused absences from the clinical site, or other occurrences which could risk the well-being of the student, athletes, supervisor, or program
8. **Negligence** – any act of omission or commission committed by a student relative to the accepted duties and standard of care
9. **Breach of Confidentiality** – divulging information regarding sensitive program information or any information regarding athletes or the personal information of an athletic team to any party outside of your immediate supervisor
10. **Attitude/Lack of Professionalism** – this a willful lack of respect for other students, supervisors, faculty, athletes, or coaches after a warning of such behavior has been issued

Disciplinary / Incident Procedures (con't)

11. ***Intoxication/Controlled Substance Use*** – this pertains specifically to times when ATs are fulfilling the responsibilities of their clinical site or are otherwise engaged in clinical instruction, field experience, or first responder duties including team travel. Team Travel refers to any time when the ATs is on the road with a team, regardless if it is before or after the actual event. This also applies to any times that housing is being provided by the College in order for a student to be engaged in a clinical rotation (ie. Pre-season or winter break)
12. ***Felony Conviction*** – conviction of a felony without appeal during the time period between official acceptance to the program and graduation from the program. Keep in mind the Code of Ethics of the National Athletic Trainers' Association.

Athletic Training Education Program

Application

Date _____

Name _____ ID # _____

Campus Address _____ Campus Phone _____

E-Mail _____

Home Address _____ Phone _____

Major(s) _____ Academic Advisor _____

Do you plan on participating on any intercollegiate teams while at B-W ? _____

If yes, what team(s) _____

Emergency Contact:

Name _____ Phone _____

Relationship _____

I (print name) _____ understand that I must meet all prerequisite requirements for the Baldwin-Wallace College Athletic Training Education Program before being considered for selection into the clinical education portion of the Athletic Training major. Those requirements are listed in the Athletic Training Student Handbook, which I have received. I understand the contents of the Athletic Training Education Program Student Handbook, including but not limited to the application process and the retention policy. The Athletic Training Education Program at Baldwin-Wallace College 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 Education Program establish 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. All students admitted to the Athletic Training Education Program must sign the Technical Standard's Abilities and Expectations Statement. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Student's Name (print) _____

Student's Signature _____ Date _____

Program Director Check-List

____ Recommendation Forms (3)

____ Technical Standards Signed

____ Written Exam Results

____ Immunization Records

____ Observation Hours (____ on / ____ off campus)

____ Completion of Modules

____ Required Coursework Completed

____ Overall GPA

____ Prerequisite GPA

____ ATC Staff Evaluation (1)

____ Physical Exam

____ Interview Question Results (if applicable)

____ Current CPR/AED Certification

Technical Standards Statement

Candidates for selection to the Athletic Training Education Program must demonstrate:

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

Candidates for selection to the Athletic Training Education Program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

The Office of Disability Services in Bonds Hall will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review a whether the accommodations requested are reasonable, 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.

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

Student's Name (print) _____

Student's Signature _____

Date _____

Technical Standards Statement

Alternative statement for students requesting accommodations

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact Baldwin-Wallace College's Office of Disability Services to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

Student's Name (print) _____

Student's Signature _____

Date _____

IMMUNIZATION RECORD

NAME _____

ID # _____

Fill in ALL applicable dates / or attach a copy of your immunization records.

MMR (Measles, Mumps, Rubella) # 1 _____ #2 _____

Polio # 1 _____ #2 _____ #3 _____ #4 _____ #5 _____

Tetanus/Diphtheria #1 _____ #2 _____ #3 _____ #4 _____ #5 _____

Tetanus/Diphtheria Booster within last 10 years _____

Hepatitis B #1 _____ #2 _____ #3 _____

Meningococcal #1 _____

Varicella: Hx of disease Yes _____ No _____ or vaccine _____

Tuberculosis Screening within last year: applied _____ read _____

Results: Negative _____ Positive _____

Printed Name of Person Completing Form: _____

Relationship to student: _____

Signature: _____

Date: _____