Student Handbook

Athletic Training Program

2016-2017
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## Appendix

**Policy/Procedure Acknowledgement/Signature Page**
INTRODUCTION
What is a Certified Athletic Trainer?

“A Certified Athletic Trainer (ATC) is a highly educated and skilled professional specializing in the prevention, treatment, and rehabilitation of injuries. In cooperation with physicians and other allied health personnel, the ATC functions as an integral member of the athletic healthcare team in secondary schools, colleges and universities, sports medicine clinics, professional sports programs, industrial settings and other healthcare environments.” (NATA, 2000)

Athletic Training Program Mission Statement

The Florida State University’s accredited Athletic Training Program is recognized nationally for providing leading edge coursework and unique clinical experiences in order to individually prepare each student for their professional future in traditional athletic settings. Graduates of the program possess the knowledge, skills, character and desire to excel as innovators and life-long learners in athletic training and sports medicine.

Accreditation

The Florida State University Athletic Training Program is nationally accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Website:

http://www.chs.fsu.edu/Departments/Nutrition-Food-Exercise-Sciences/Undergraduate-Programs/Athletic-Training

PROGRAM BLACKBOARD SITE:

https://campus.fsu.edu/webapps/blackboard/execute/announcement?method=search&context=course&course_id=_171030_1&handle=cp_announcements&mode=cpview

BOC Domains of Athletic Training

Injury and Illness Prevention and Wellness Promotion
Examination, Assessment and Diagnosis
Immediate and Emergency Care
Therapeutic Intervention
Healthcare Administration and Professional Responsibility
Program Goals – To demonstrate knowledge of the practice of athletic training, to think critically about the practices involved in athletic training, and assume professional responsibility, the graduates of the athletic training education program will:

1. Possess an understanding of risk management and injury prevention and demonstrate the necessary skills to plan and implement prevention strategies.
2. Possess an understanding of the cellular events and reactions and other pathologic mechanisms in the development and progression of injuries, illnesses, and diseases.
3. Possess the ability to assess injuries and illnesses to determine proper care including the referral of the patient to other health care providers when appropriate.
4. Be able to recognize, assess, and treat the acute injuries and illnesses of athletes and others involved in physical activity and to provide appropriate medical referral.
5. Possess an understanding of pharmacologic applications (including awareness of the indications, contraindications, precautions, and interactions of medications) and governing pharmacy regulations relevant to the treatment of injuries, illnesses and diseases associated with the physically active individual.
6. Be able to plan, implement, document, and evaluate the efficacy of therapeutic modalities in the treatment of injuries to and illnesses of athletes and others involved in physical activity.
7. Be able to plan, implement, document, and evaluate the efficacy of therapeutic exercise programs for the rehabilitation and reconditioning of injuries and illnesses.
8. Possess an understanding of medical conditions and disabilities associated with physically active individuals.
9. Possess an understanding of the nutritional aspects of injuries and illnesses.
10. Be able to recognize, intervene, and refer when appropriate, the socio-cultural, mental, emotional, and physical behaviors of athletes and others involved in physical activity.
11. Posses the knowledge and skills to develop, administer, and manage a health care facility and associated venues that provide health care to athletes and others involved in physical activity.
12. Posses the knowledge and skills to understand professional responsibilities, avenues of professional development, and national and state regulatory agencies and standards in order to promote athletic training as a professional discipline and to educate athletes, students of athletic training, the general public, the physically active, and associated individuals.
13. Demonstrate an understanding of the values of privacy of the patient, a teamed approach to practice, legal practice, ethical practice, advancing knowledge, cultural competence and professionalism in the athletic training settings.
14. Pass the National Athletic Trainers’ Association Board of Certification Examination at a rate higher than the national average during any given year.
### PROGRAM OUTCOMES

To demonstrate knowledge of the practice of athletic training, to think critically about the practices involved in athletic training, and assume professional responsibility, the graduates of the athletic training program will:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>WHERE ASSESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Possess an understanding of risk management and injury prevention and demonstrate the necessary skills to plan and implement prevention strategies.</td>
<td>AT I Clinical I Clinical II</td>
</tr>
<tr>
<td>2. Possess an understanding of the cellular events and reactions and other pathologic mechanisms in the development and progression of injuries, illnesses, and diseases.</td>
<td>A&amp;P Ortho Upper Ortho Lower Issues in AT</td>
</tr>
<tr>
<td>3. Possess the ability to assess injuries and illnesses to determine proper care including the referral of the patient to other health care providers when appropriate.</td>
<td>Ortho Upper Ortho Lower Issues Clinical IV Clinical V General Med Cl.</td>
</tr>
<tr>
<td>4. Be able to recognize, assess, and treat the <em>acute</em> injuries and illnesses of athletes and others involved in physical activity and to provide appropriate medical referral.</td>
<td>First Aid/CPR Clinical II ATI</td>
</tr>
<tr>
<td>5. Possess an understanding of pharmacologic applications (including awareness of the indications, contraindications, precautions, and interactions of medications) and governing pharmacy regulations relevant to the treatment of injuries, illnesses and diseases associated with the physically active individual.</td>
<td>Modal/Pharm Clinical II</td>
</tr>
<tr>
<td>6. Be able to plan, implement, document, and evaluate the efficacy of therapeutic modalities in the treatment of injuries to and illnesses of athletes and others involved in physical activity.</td>
<td>Modals/Pharm Clinical II</td>
</tr>
<tr>
<td>7. Be able to plan, implement, document, and evaluate the efficacy of therapeutic exercise programs for the rehabilitation and reconditioning of injuries and illnesses.</td>
<td>Th. Ex/Lab Clinical V</td>
</tr>
<tr>
<td>8. Possess an understanding of medical conditions and disabilities associated with physically active individuals.</td>
<td>Issues in AT Gen Med Clinical</td>
</tr>
<tr>
<td>10. Possess the knowledge to be able to recognize, intervene, and refer when appropriate, the socio-cultural, mental, emotional, and physical behaviors of athletes and others involved in physical activity.</td>
<td>AT II Clinical III</td>
</tr>
<tr>
<td>11. Possess the knowledge and skills to develop, administer, and manage a health care facility and associated venues that provide health care to athletes and others involved in physical activity.</td>
<td>AT Admin Prof D Clinical VI</td>
</tr>
<tr>
<td>12. Possess the knowledge and skills to understand professional responsibilities, avenues of professional development, and national and state regulatory agencies and standards in order to promote athletic training as a professional discipline and to educate athletes, students of athletic training, the general public, the physically active, and associated individuals.</td>
<td>AT Admin Prof D Clinical VI</td>
</tr>
<tr>
<td>13. Demonstrate an understanding of the values of primacy of the patient, a teamed approach to practice, legal practice, ethical practice, advancing knowledge, cultural competence and professionalism in the athletic training settings.</td>
<td>ALL COURSES</td>
</tr>
</tbody>
</table>
Athletic Training Program Master Plan

The Athletic Training Program

The Athletic Training Program (ATP) consists of three major components; separate in function, but with similar and complementing goals. The three major components of the ATP are the: didactic, clinical course, and experiential clinical rotation component.

The Didactic Component – Didactic Courses and Labs

The athletic training faculty members teach the didactic portion of the educational program in a traditional classroom setting. These courses provide the theoretical basis for athletic training practice. A combination of applied theory, problem-based and reflective teaching methods forge the link between theory and practice. The courses that have psychomotor competencies linked to them require a laboratory. It is during the laboratory portion of the course that psychomotor skills are taught and assessed.

The Clinical Course Component – Athletic Training Clinical I-VI

Clinical courses are taught in a laboratory setting. The overall objective of these courses is to review and assess clinical proficiencies. Completing the clinical proficiencies in each of these courses will require utilization of the knowledge and skills acquired in the didactic coursework the prior semester (learning over time). These clinical courses are taught and supervised by a Clinical Preceptor (CP). CP’s have at least three years of experience and are hired as appropriately compensated educators. These individuals act as mentors, coaches, and facilitators, helping the students to understand the context for application of the skills and knowledge they have acquired. In this laboratory setting, the clinical proficiencies are practiced, and assessed. The CP is in constant auditory and visual contact during the entire experience, and serves as a facilitator for students to synthesize the knowledge they have learned and apply it to simulated professional practice. Specific clinical proficiencies are formally assessed by the CP prior to the student practicing them in the experiential clinical rotation. Each clinical course is tied to an experiential clinical rotation.

The Experiential Clinical Rotation Component –

Experiential clinical rotations comprise the third component of the ATP. The Clinical Coordinator assigns the program students to a Clinical Preceptor who is an ATC with at least one year of professional experience. During this rotation, the students practice the instructed and evaluated clinical proficiencies on live patients under the direct supervision of the CP. The clinical rotations follow a progression that allows for increasing amounts of clinically-supervised responsibility.

In preparing to be practitioners, athletic training students must be capable of doing, not just knowing. And while students first learn to perform the clinical skills in the structured clinical courses, applying these skills and knowledge in the practical setting is a vitally important aspect of the educational experience. Handling situations with real injuries is very different than hypothetical case studies and scenarios.

Summary

The three distinct components of the ATP provide the student with the knowledge, psychomotor skills and problem solving ability in order to be a successful entry level athletic trainer. Upon successful completion (as defined by each course syllabus) of all of these components, the athletic training student is eligible to be a candidate for Board of Certification examination.
# ATP-Master Plan

Course, Clinical Course and Clinical Rotation Progression

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year Courses</strong></td>
<td>University Requirements</td>
<td>University Requirements &lt;br&gt; ATR 1800-Intro to AT</td>
<td>Admission Orientation</td>
</tr>
<tr>
<td>Clinical Course</td>
<td>None</td>
<td>Observation</td>
<td></td>
</tr>
<tr>
<td>Experiential Clinical Rotation</td>
<td>None</td>
<td>Observation</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year Courses</strong></td>
<td><strong>AT I</strong>&lt;br&gt;Kinesiology Modalities and Lab</td>
<td><strong>AT II</strong>&lt;br&gt;First Aid/CPR-Issues in AT</td>
<td>General Medical Clinical&lt;br&gt;(+ 8 hours to meet University requirement)</td>
</tr>
<tr>
<td>Clinical Course</td>
<td><strong>AT Clinical I</strong></td>
<td><strong>AT Clinical II</strong></td>
<td></td>
</tr>
<tr>
<td>Experiential Clinical Rotation</td>
<td>Risk Management and Injury Prevention, Modalities, Pharmacology</td>
<td>Acute Care, Pathology, Psychosocial Intervention, Medical Conditions &amp; Previously assessed skills</td>
<td></td>
</tr>
<tr>
<td><strong>Third Year Courses</strong></td>
<td>Ortho Asses Upper and Lab Nutrition and Sport Strength and Conditioning</td>
<td>Ortho Asses Lower &amp; Lab Therapeutic Exercise &amp; Lab</td>
<td></td>
</tr>
<tr>
<td>Clinical Course</td>
<td><strong>AT Clinical III</strong></td>
<td><strong>AT Clinical IV</strong></td>
<td></td>
</tr>
<tr>
<td>Experiential Clinical Rotation</td>
<td>Orthopedic Clinical Examination, Nutritional Aspects of Injuries &amp; Previously assessed skills</td>
<td>Orthopedic Clinical Examination, Conditioning and Rehabilitative Exercise &amp; Previously assessed skills</td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year Courses</strong></td>
<td><strong>AT Administration Upper Level Department</strong></td>
<td><strong>AT Professional Development Upper Level Department</strong></td>
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<tr>
<td>Clinical Course</td>
<td><strong>AT Clinical V</strong></td>
<td><strong>AT Clinical VI</strong>&lt;br&gt;Physically Active Patient Rotation</td>
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<tr>
<td>Experiential Clinical Rotation</td>
<td>Health Care Administration &amp; Previously assessed skills</td>
<td>All Previously assessed skills utilized</td>
<td></td>
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</tbody>
</table>
### Course Requirements for

**B.S. in Athletic Training with a major in Athletic Training**

(Major Code: 254491-Formally Admitted, 254499-Not Formally Admitted)

**Note:** Some of the 3000 level courses below may be taken in the sophomore year IF prerequisites are met. See Bulletin for PREREQUISITES and further requirements.

<table>
<thead>
<tr>
<th>Name:</th>
<th>AA Degree? Y____N____</th>
<th>Transfer Hours:</th>
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<tbody>
<tr>
<td>Major:</td>
<td>From:</td>
<td>Graduation Date:</td>
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</tbody>
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#### University/College/Departmental Requirements

<table>
<thead>
<tr>
<th>Sem</th>
<th>Course #</th>
<th>Course Title</th>
<th>Grade</th>
<th>Hours</th>
<th>Semester</th>
<th>Pre-Requisites</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>MAC 1105</td>
<td>Basic College Algebra</td>
<td>6</td>
<td>F, Sp, S</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>MAC 1114</td>
<td>Analytic Trigonometry</td>
<td>2</td>
<td>F, Sp</td>
<td>MAC 1105</td>
<td></td>
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<tr>
<td></td>
<td>MAC 1140</td>
<td>Pre-Calculus Algebra</td>
<td>3</td>
<td>F, Sp</td>
<td>MAC 1105</td>
<td></td>
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<tr>
<td></td>
<td>STA 2122</td>
<td>Introduction to Applied Statistics</td>
<td>3</td>
<td>F, Sp, S</td>
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<td></td>
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<tr>
<td></td>
<td>CHM 1045</td>
<td>General Chemistry I</td>
<td>3</td>
<td>F, Sp, S</td>
<td>MAC 1105</td>
<td></td>
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<td></td>
<td>CHM 1045L</td>
<td>General Chemistry I Lab</td>
<td>1</td>
<td>F, Sp</td>
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<td></td>
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<tr>
<td></td>
<td>BSC 2010</td>
<td>Biological Science I</td>
<td>3</td>
<td>F, Sp, S</td>
<td>CHM 1045 &amp;L</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSC 2010L</td>
<td>Biological Science I Lab (Comp. Req.)</td>
<td>1</td>
<td>F, Sp, S</td>
<td>Co-req. BSC 2010</td>
<td></td>
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<tr>
<td></td>
<td>PHY 2053</td>
<td>College Physics</td>
<td>4</td>
<td>F, Sp</td>
<td>MAC 1140 and 1114</td>
<td></td>
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<tr>
<td></td>
<td>PHY 2053L</td>
<td>College Physics Lab</td>
<td>0</td>
<td></td>
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<tr>
<td></td>
<td>HUN 1201</td>
<td>Science of Nutrition (Note: a grade of B- or higher in this course is one of the requirements for entry into this major)</td>
<td>3</td>
<td>F, Sp, S</td>
<td></td>
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<tr>
<td></td>
<td>PSY 2012</td>
<td>General Psychology</td>
<td>3</td>
<td>F, Sp, S</td>
<td></td>
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<tr>
<td></td>
<td>FAD 2230</td>
<td>Family Relationships</td>
<td>3</td>
<td>F, Sp, S</td>
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<tr>
<td></td>
<td>HSC 4711</td>
<td>Wellness/Risk Reduction</td>
<td>3</td>
<td>F, Sp</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>SPC 1017</td>
<td>Fundamentals of Speech (or other course to meet oral competency requirement)</td>
<td>3</td>
<td>F, Sp, S</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Elective</td>
<td>1</td>
<td>F, Sp, S</td>
<td></td>
<td></td>
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<td></td>
<td>Liberal Studies/Graduation Requirements – See Bulletin</td>
<td>12</td>
<td>F, Sp, S</td>
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#### Departmental Courses

<table>
<thead>
<tr>
<th>PET 3322 &amp; PET 3322L Or BSC 2085* and lab</th>
<th>Functional Anatomy and Phys I (Note a grade of C+ or higher is required in this course)</th>
<th>3</th>
<th>1</th>
<th>F, Sp, S</th>
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<tbody>
<tr>
<td>PET 3323C Or BSC 2086* and lab</td>
<td>Functional Anatomy and Phys II</td>
<td>4</td>
<td>F, Sp, S</td>
<td>PET 3322 &amp; L</td>
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<tr>
<td>PET 3361</td>
<td>Nutrition and Sport (by Fall, 3rd year)</td>
<td>3</td>
<td>F, Sp</td>
<td>HUN 1201, PET 3322</td>
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<tr>
<td>PET 3380C</td>
<td>Applied Exercise Physiology</td>
<td>4</td>
<td>F, Sp, S</td>
<td>PET 3322 &amp; L</td>
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<tr>
<td>APK 3113</td>
<td>Strength and Conditioning (by Fall, 3rd year)</td>
<td>3</td>
<td>F, Sp</td>
<td></td>
</tr>
</tbody>
</table>

*Students in the AT major may take BSC 2085 and L and BSC 2086 and L in place of PET 3322 and lab and PET 3323C if:

1) a grade of C- or better is earned in BSC 2085 and lab
2) courses must be taken in tandem (ie PET 3322 and L and PET 3323C or BSC 2085 and L and BSC 2086 and L).
### Athletic Training Courses

<table>
<thead>
<tr>
<th>Spring-1st Year</th>
<th>Course Number/Title</th>
<th>Grade</th>
<th>Hours</th>
<th>Semester</th>
<th>Pre-Requisites</th>
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<tbody>
<tr>
<td>ATR1800</td>
<td>Introduction to Clinical AT</td>
<td></td>
<td>1</td>
<td>Sp</td>
<td>2.5 GPA</td>
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<table>
<thead>
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<th>Fall-2nd Year</th>
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<tbody>
<tr>
<td>ATR3102</td>
<td>Athletic Training I</td>
<td>3</td>
<td>F</td>
<td>“</td>
<td>AT Admission</td>
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<tr>
<td>ATR4302c</td>
<td>Therapeutic Modalities</td>
<td>3</td>
<td>F</td>
<td>“</td>
<td>“</td>
</tr>
<tr>
<td>ATR3842</td>
<td>Therapeutic Modalities Lab</td>
<td>1</td>
<td>F</td>
<td>“</td>
<td>“</td>
</tr>
<tr>
<td>ATR3310</td>
<td>Kinesiology</td>
<td>3</td>
<td>F</td>
<td>“</td>
<td>“</td>
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<tr>
<td>ATR1810</td>
<td>Athletic Training Clinical I</td>
<td>1</td>
<td>F</td>
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<table>
<thead>
<tr>
<th>Spring-2nd Year</th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>ATR 2020</td>
<td>First Aid - Professional Rescuer</td>
<td>2</td>
<td>Sp</td>
<td>AT Clinical I</td>
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<tr>
<td>ATR4503</td>
<td>Athletic Training II</td>
<td>3</td>
<td>Sp</td>
<td>“</td>
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<tr>
<td>ATR4932</td>
<td>Issues in Athletic Training</td>
<td>3</td>
<td>Sp</td>
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<tr>
<td>ATR2820</td>
<td>Athletic Training Clinical II</td>
<td>1</td>
<td>Sp</td>
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<table>
<thead>
<tr>
<th>Summer 2nd/3rd Year OR Summer 3rd/4th Year</th>
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<tr>
<td>PET4947</td>
<td>General Medical Issues Clinical</td>
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<td>Summer</td>
<td>Issues in AT</td>
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<table>
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<tbody>
<tr>
<td>ATR3012c</td>
<td>Orthopedic Assessment-Upper Ext</td>
<td>3</td>
<td>F</td>
<td>AT Clinical II</td>
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<tr>
<td>ATR3942r</td>
<td>Orthopedic Assessment-Upper Lab</td>
<td>1</td>
<td>F</td>
<td>“</td>
<td>“</td>
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<tr>
<td>APK3113</td>
<td>Strength and Conditioning (see pg. 1)</td>
<td>3 (3)</td>
<td>F</td>
<td>“</td>
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</tr>
<tr>
<td>PET3361</td>
<td>Nutrition and Sport (see pg. 1)</td>
<td>3 (3)</td>
<td>F</td>
<td>“</td>
<td>“</td>
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<tr>
<td>ATR3832</td>
<td>Athletic Training Clinical III</td>
<td>1</td>
<td>F</td>
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<table>
<thead>
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<tbody>
<tr>
<td>ATR3213c</td>
<td>Orthopedic Assessment-Lower Ext</td>
<td>3</td>
<td>Sp</td>
<td>AT Clinical III</td>
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<tr>
<td>ATR3942r</td>
<td>Orthopedic Assessment-Lower Lab</td>
<td>1</td>
<td>Sp</td>
<td>“</td>
<td>“</td>
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<tr>
<td>ATR3312c</td>
<td>Therapeutic Exercise/Rehabilitation</td>
<td>3</td>
<td>Sp</td>
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<td>ATR3942r</td>
<td>Therapeutic Exercise Lab</td>
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<td>Sp</td>
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<td>ATR4842</td>
<td>Athletic Training Clinical IV</td>
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<td>ATR4502</td>
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<td>ATR4862</td>
<td>Athletic Training Capstone Clinical</td>
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*Majors Only* All athletic training courses (*majors only) must be taken at The Florida State University and must be passed with a B- or better.

**Note:** Graduates of the Athletic Training major must complete all didactic, clinical and field experiences to be eligible to take the Board of Certification Exam. All junior college/transfer students must complete the same didactic, clinical, and field experiences as resident students. Completion of clinical courses requires a minimum of six (6) semesters.

**GENERAL REQUIREMENTS FOR GRADUATION:** (See General Bulletin for more details)

1. Liberal Studies completed with a 2.0 GPA; completion of Gordon Rule and CLAST
2. A Minimum of 120 credit hours
3. A Minimum of 60 credit hours at a senior institution
4. A minimum of 40 credit hours of 3000-4000 level courses
5. Nine credits in summer (only for students enrolling in FSU with less than 60 credit hours)
6. Last 30 credit hours at FSU
7. Completion of major course requirements: a grade of C- or higher in all required courses (B- or higher in HUN 1201 and all *majors only classes, and C- or higher in PET3322C); an overall FSU grade point average of 2.5
8. A University graduation check with Registrar’s Office (University Center A3900)
9. A College graduation check: get clearance form from the NFES Advising Center (207 SAN)
This map is a term-by-term sample course schedule. The milestones listed to the right of each term are designed to keep you on course to graduate in four years. The Sample Schedule serves as a general guideline to help you build a full schedule each term. The Liberal Studies and Elective courses must be selected to satisfy all area, literature, lab, and multicultural requirements unless your program meets these requirements with major courses. Milestones are courses and special requirements necessary for timely progress to complete a major. Missing milestones will result in one of two types of map registration stops. The first level (Degree Map Off-track) is placed following grade posting if the student has missed a milestone (course and/or GPA) for the first time in the major. If a student is in non-compliance with milestones for two (2) consecutive semesters (excluding summers), a Major Change Required stop is placed on the student's registration.

The athletic training/sports medicine program provides the coursework required by the Commission on Accreditation of Athletic Training Health Education Programs (CAATE).

Mapping Coordinator: TBA

<table>
<thead>
<tr>
<th>Sample Schedule</th>
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<td><strong>TERM 1</strong></td>
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<tr>
<td>ENC1101</td>
<td>3</td>
<td>Complete ENC1101 (≥ C)</td>
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<tr>
<td>MAC1105</td>
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<td>Complete MAC1105 (≥ C)</td>
</tr>
<tr>
<td>HUN1201 (B minus or higher)</td>
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<td>Complete HUN1201 (≥ B minus)</td>
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<tr>
<td>PSY2012</td>
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<td>GPA</td>
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<tr>
<td>ENC2135</td>
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<td>MAC1140</td>
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<td>CHM1045 and CHM1045 Lab</td>
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<td>Complete</td>
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<tr>
<td>LS History</td>
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<td>BSC2010 and BSC2010 Lab</td>
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<td>PET3322 or BSC2085 (Grade of C+ or better) **</td>
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<td>PET3322L or BSC2085L (Grade of C+ or better) **</td>
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<tr>
<td>* ATR 3132</td>
<td>3</td>
<td>ATR1810 w/ grade &quot;S&quot;</td>
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<tr>
<td>* ATR3102</td>
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<tr>
<td>PET3323C or BSC2086 and Lab **</td>
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<tr>
<td>* ATR4302C Lab (ATR3942r)</td>
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<td>* ATR1810</td>
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<td>MAC1114</td>
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<td>ATR2820 w/ grade &quot;S&quot;</td>
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<tr>
<td>* ATR4503</td>
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<td>Complete 2nd LS Mathematics or Statistics Course ( ≥ C )</td>
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<tr>
<td>* ATR2020</td>
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<tr>
<td>* ATR4932</td>
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<tr>
<td>* ATR2820</td>
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<tr>
<td>LS Ethics</td>
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<td>PET3361</td>
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<td>* APK3113</td>
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<td>FAD2230</td>
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<tr>
<td>LS Humanities/Cultural Practice</td>
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<td>Complete pre-graduation check</td>
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<td>APK3110C</td>
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<td>SPC1017 or other Oral Communication Competency course</td>
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<td>LS Social Science</td>
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TERM 8

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* B- or better required in these courses.

** Students in the AT major may take BSC2085 and lab and BSC2086 and lab in place of PET3322 and lab and PET3323C if: (1) a grade of C+ or better is earned in BSC2085 and lab, and (2) courses must be taken in sequence (i.e. PET3322 and lab and PET3323C or BSC2085 and lab and BSC2086 and lab).

Employment Information

Representative Job Titles Related to this Major: Certified Athletic Trainer (after passing certification exam)

Representative Employers: Information available on Academic Program Guide

International Opportunities

International study is available for all students and may include opportunities for internships or taking course work towards various minors. International study may have an impact on the MAP; therefore, it is important to consult with the academic advisor for this major before participating in an International Programs opportunity. Interested students should also contact the Office of International Programs.

This Map is not a contract, either expressed or implied, between the University and the student, but represents a flexible program of the current curriculum which may be altered from time to time to carry out the academic objectives of the University. The University specifically reserves the right to change, delete or add to any Map at any time within the student’s period of study at the University.
Athletic Training Program Admission and Retention Criteria

Limited Access
The Athletic Training Program is a limited access program. A limited access program utilizes selective admission to limit program enrollment. Criteria for selective admission include indicators of ability, performance, creativity, or talent to complete required work within the program. Admission to such programs is governed by the Articulation Agreement and by the State Board of Education rules. Access to the athletic training program is limited by restricting the number of students admitted annually to match the available resources.

Admission Criteria
Students may declare the Athletic Training major as enrolling freshmen and then formally apply to the program during the spring semester. The admission requirements and procedures for the athletic training program at Florida State University include common entry indicators. The common indicators included in each student’s portfolio will be ranked as follows:
1. Florida State University Cumulative grade point average of 2.5 or better based on at least fifteen (15) hours of FSU course work (weighted rank of GPA at 50%)
2. SAT/ACT Scores (weighted rank of SAT/ACT at 25%)
3. Interview Score (weighted rank of interview score at 25%)
In order to be eligible for the interview, the student must complete an application portfolio that includes completed observations, lab skill testing scores, clinical observation log sheets, a resume, three letters of recommendation, official copies of all post-secondary transcripts, SAT scores, and current enrollment in or completion of ATR 1800. Composite applicant scores, based on the above indicators, are calculated and ranked. The number of athletic training applicants admitted is determined by available vacancies created by graduation. The top-ranking students are then admitted to fill the vacancies.
All Junior College/Transfer students must complete the same requirements as resident students. Completion of clinical courses requires a minimum of 6 semesters.
*All athletic training core courses required for the major must be taken at FSU.

Retention Requirements
Students must:
- Maintain a minimum cumulative FSU GPA of 2.50. Students whose overall GPA falls below 2.50 will be placed on probation for one semester.
- Maintain a minimum semester GPA of 2.5. Two semesters < 2.5 results in dismissal.
- Achieve a B- or better in each required AT course.
- Receive satisfactory(S) CP assessments of student. Students who receive unsatisfactory (US) assessments will be placed on probation for the remainder of the semester (if the US is received on the mid-term assessment) or for the first half of the subsequent semester (if the US is received on the end of semester assessment). Two unsatisfactory assessments (either mid-term or end of semester) can result in dismissal.
- Obtain student liability insurance.
- Maintain current Professional Rescuer First Aid/CPR certification.
- Obtain the Hepatitis B Vaccine.
- Complete a pre-participation physical.
- Attend OSHA and blood borne pathogen training and abide by all OSHA regulations.
- Meet the published technical standards of the program.
*Endorsement for taking the BOC exam will be withheld until all curriculum requirements have been met and official grades are posted.

Probation Actions - two probation actions will result in automatic dismissal from the ATP.

Dismissal
Students may be dismissed for any of the following reasons:
- Two semesters with <2.5 GPA
- Cumulative FSU GPA falling below a 2.5 and inability to achieve this requirement after one semester probation.
- Unsatisfactory Mid Term Assessment during probation period.
- Unsatisfactory End of Semester Assessment during probation period.
Athletic Training Program Estimated Annual Student Costs:

Cost of Pre-Participation Physical/EKG: $125 (returner) – $365 (first-year)

Athletic Training Program Student Liability Insurance: $15 – 25

Criminal Background Check: $60-95


The Florida State University (University) is committed to a policy of non-discrimination for any member of the University's community on the basis of race, creed, color, sex, religion, national origin, age, disability, veteran's or marital status, or any other protected group status. This policy applies to faculty, staff, students, visitors, applicants, and contractors in a manner consistent with applicable federal and state laws, regulations, ordinances, orders and rules, and University's policies, procedures, and processes.

The University's standards of civility and collegiality recognize the dignity and value that each person contributes. In pursuing its mission of excellence as a comprehensive, graduate-research university with a liberal arts base, it is the policy of the University to create and maintain a harmonious, high performing work and educational environment. It is management's intent for the work environment to be conducive to the betterment of the University.

The University realizes that there is an advantage in incorporating diversity and inclusion to achieve its mission and objectives. Further, it is the aim of the University in all lawful ways to carry forward its mission by:

- Ensuring accessibility of programs (including athletics), services and activities;
- Implementing policies and procedures that ensure that opportunities are available equitably to all;
- Building a multidimensional, diverse workforce reflective of availability;
- Fostering leadership and direction that promotes an accountable, highly participatory, effective institution of higher learning at all levels; and
- Communicating the same to all individuals in various formats as applicable.

To facilitate or otherwise strive to ensure university-wide compliance, diversity and inclusion, the University President has appointed Renisha Gibbs, Director, Human Resources/Office of Diversity and Compliance and Chief Diversity Officer to develop, administer and coordinate university-wide initiatives. This will be accomplished through collaboration with the Office of the Dean of the Faculties and all other divisions and departments. Further, Human Resources and the Office of the Dean of the Faculties serve the University in helping to create an educational environment that promotes fairness, respect and trust and that is free from mistreatment, discrimination and harassment. Questions, complaints, issues and concerns regarding the above may be directed to your manager or supervisor, or Renisha Gibbs at (850) 644-8082.
Grievance Policy
The student may, at times, believe to be subject of unfair academic or clinical assessment. If a student has any such grievance, he/she has the right to make an appeal and to receive a fair hearing. The following procedure outlines the steps to be taken by the student in making appeals and the manner in which complaints will be handled.

A. Florida State University Grade Appeals System

(Approved by Faculty Senate and Student Senate October 19, 2005; Effective December 19, 2005)

The purpose of the grade appeals system is to afford an opportunity for an undergraduate or graduate student to appeal a final course grade under certain circumstances. Faculty judgment of students' academic performance is inherent in the grading process and hence should not be overturned except when the student can show that the grade awarded represents a gross violation of the instructor's own specified evaluation (grading) statement and therefore was awarded in an arbitrary, capricious, or discriminatory manner. The evaluation (grading) statement utilized during the grade appeals process is the one contained in the instructor's syllabus at the beginning of the semester. This system does not apply to preliminary or comprehensive exams or to thesis or dissertation defenses; these issues are reviewed by the Student Academic Relations Committee via the Dean of the Faculties. If you need further information, please contact Dr. Jennifer Buchanan in the Office of the Dean of the Faculties at 644-6876.

B. Clinical Rotations, Assessment, Progression, Retention, or Related Areas

1. Grievances related to clinical experiences, assessment, progression, retention, or related areas must be presented to the Athletic Training Program Director to resolve the issue through consultation. This should be done during the semester at the time the grievance occurs, or within 30 days of the occurrence. The Program Director will attempt to resolve the issue through consultation with all involved parties.

2. If no solution satisfactory to all parties is achieved, the grievance may be presented to the Athletic Training Program Committee in writing within 15 days following the discussion with the Program Director. In filing the written petition, the grievance must be stated clearly, indicate the date or dates on which the student consulted the Program Director, and give a brief statement as to the interpretation of the outcome of the discussion.

3. Upon receiving a petition for a review of a grievance, the Athletic Training Program Committee may seek additional information from the student (through interview or by letter) in an attempt to understand as fully as possible the nature of and the justifications for the complaint.

4. When the Athletic Training Program Committee has made a thorough review of the case and has reached a decision about the grievance presented, it shall make its decision and recommendations known, in writing, to the student and the Program Director.

5. If the decision made by the Athletic Training Program Committee is not acceptable to the student or to the Athletic Training faculty, the appeal may be taken to the College of Human Sciences Associate Dean for Undergraduate Programs for review.
Technical Standards

The Athletic Training Program at Florida State University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training 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 (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the Athletic Training Educational Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be retained in 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 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 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 educational 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 Florida State University Student Disability Resource Center 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 University 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.

**PLEASE READ AND SELECT THE STATEMENT WHICH BEST APPLIES TO YOU:**

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.

________________________________  ______________
Signature of Student  Date

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 the Florida State University Student Disability Resource Center 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.

________________________________  ______________
Signature of Student  Date

*SIGNATURE ON POLICY/PROCEDURE ACKNOWLEDGEMENT PAGE (final page of this document) WILL VERIFY THE ABOVE STATEMENT*
Faculty List
The following faculty in the Nutrition, Food, and Exercise Sciences Department are directly involved in the major field of study for Athletic Training:

Dr. Angela Sehgal - Program Director, Athletic Training Program
Mrs. Michele Garber - Associate Program Director, Athletic Training Program
Dr. Kris Stowers M.D. - Medical Director, Athletic Training Program
Dr. Arturo Figuero - Assistant Professor
Dr. Michael Ormsbee – Assistant Professor
Dr. Robert Moffatt – Professor – Exercise Science, Interim Chair NFES
Dr. Harris – Associate Dean, College of Human Sciences
Dr. Lynn Panton – Professor
Ms. Robin Gibson – Director of Sports Medicine
Mr. Sam Lunt – Associate Director of Sports Medicine
Mr. Nick Pappas – Assistant Athletic Trainer
Ms. Eunice Hernandez – Assistant Athletic Trainer
Mrs. Cheryl Pfeil – Assistant Athletic Trainer
Mr. Dave Plett – Strength and Conditioning Coach
Mr. Jerry Latimer – Assistant Athletic Trainer
Ms. Emily Hutcherson – Assistant Athletic Trainer

Medical and Other Health Care Personnel

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<tr>
<td>Kris Stowers</td>
<td>MD</td>
<td>Family Practice-Sports Medicine</td>
</tr>
<tr>
<td>Dr. Tom Haney</td>
<td>MD</td>
<td>Orthopedics</td>
</tr>
<tr>
<td>Spencer Gilleon</td>
<td>MD</td>
<td>Ear, Nose, and Throat</td>
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<tr>
<td>Bonnie Canada</td>
<td>ARNPC</td>
<td>Nurse Practitioner-Gynecology</td>
</tr>
<tr>
<td>John Katapodis</td>
<td>MD</td>
<td>Cardiology</td>
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<td>Robert Orsillo</td>
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<tr>
<td>John Van Tassel</td>
<td>DC</td>
<td>Chiropractor</td>
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<tr>
<td>Harlien Johnson</td>
<td>DPM/ATC</td>
<td>Podiatrist/Certified Athletic Trainer</td>
</tr>
<tr>
<td>Charles Maitland</td>
<td>MD</td>
<td>Neurologist</td>
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<td>Steve Aspros</td>
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<td>John Dilks</td>
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<td>Kristin Hernandez</td>
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<td>Dr. Tom Haney</td>
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<tr>
<td>Dr. William Thompson</td>
<td>MD</td>
<td>Orthopedics</td>
</tr>
<tr>
<td>Dr. Andra Prum</td>
<td>DO</td>
<td>Family Practice</td>
</tr>
<tr>
<td>Celeste Paquette</td>
<td>MD</td>
<td>Pediatrics</td>
</tr>
<tr>
<td>Dr. Chris DeLisle</td>
<td>DO</td>
<td>Pediatrics</td>
</tr>
<tr>
<td>Lane Curington</td>
<td>MSN, ARNPC</td>
<td>Nurse Practitioner-Urgent Care</td>
</tr>
<tr>
<td>John Van Tassel</td>
<td>DC</td>
<td>Chiropractor</td>
</tr>
<tr>
<td>Steve Curio</td>
<td>MD</td>
<td>Family Practice – CHP</td>
</tr>
<tr>
<td>Tyressa Judge</td>
<td>PT</td>
<td>Physical Therapy</td>
</tr>
<tr>
<td>Annmarie Garis</td>
<td>PT</td>
<td>Physical Therapy</td>
</tr>
</tbody>
</table>
Athletic Training Books
ATP Library

A Guide to Physical Examination and History Taking, Bates, Lippincott, Williams, and Wilkins

ACSM's Exercise Management for Persons with Chronic Diseases and Disabilities, ACSM, Human Kinetics

ACSM's Guidelines for Exercise Testing & Prescription, ACSM, Lippincott, Williams, and Wilkins


Athletic Injury Assessment with Power Web: Health & Human Performance, Booher, Thibodeau, Mosby

Athletic Training and Sports Medicine, AAOS/Schenck, AAOS


Clinical Athletic Training, Konin, Slack

Clinically Oriented Anatomy, Moore/Dalley, Lippincott, Williams, and Wilkins

Concepts of Athletic Training, Pfeiffer/Mangus, Jones/Bartlett

Counseling in Sports Medicine, Ray/Wiese, Human Kinetics

CPR for the Professional Rescuer, AAOS, Jones/Bartlett

CPR/AED for the Professional Rescuer, American Red Cross, Staywell

Documentation for Athletic Training, Konin/Frederick, Slack

Emergency Care and Transportation of the Sick and Injured, AAOS, Jones/Bartlett

Evaluation of Orthopedic and Athletic Injuries, Starkey/Ryan, FA Davis

Exercise Physiology Energy, Nutrition, and Human Performance, McArdle/Katch/Katch, Lippincott, Williams, and Wilkins

Exercise Physiology: Theory and Application to Fitness and Performance, Powers/Howley, McGraw-Hill

First Responders, AAOS, Jones/Bartlett

General Medical Conditions in the Athlete, Cuppert/Walsh, Elsevier Mosby

Law and the Team Physician, Gallup, Human Kinetics

Management Strategies in Athletic Training, Ray, Human Kinetics

Measurement of Joint Motion, Norkin/White, FA Davis

NATA Code of Ethics

NATA Position Papers

NATA Standards of Practice

NCAA Sports Medicine Handbook, NCAA, NCAA

Nutrition for Health, Fitness, and Sport, Williams, McGraw-Hill

Orthopedic & Athletic Injury Evaluation Handbook, Starkey/Ryan, FA Davis

Orthopedic Physical Assessment, Magee, Saunders

Pharmacology in Rehabilitation, Ciccone, FA Davis

Physical Examination of the Spine and Extremities, Hoppenfeld, Appleton-Century-Crofts

Practical Sports Nutrition, Burke, Human Kinetics

Principles of Anatomy and Physiology, Tortora, John Wiley and Sons


Special Tests for Orthopedic Examination, Konin/Wiksten/Isear/Brader, Slack

Sports and Exercise Nutrition, McArdle/Katch/Katch, Lippincott, Williams, and Wilkins

Sports Emergency Care, Rehberg, Slack

Sports Injury Management, Anderson/Hall/Martin, Lippincott, Williams, and Wilkins

Taber's Cyclopedic Medical Dictionary, Taber, FA Davis

The Spine in Sports, Hochschuler, Hanley and Belfus / Mosby

The Team Physician's Handbook, Mellion, Hanley and Belfus / Mosby

Therapeutic Exercise: Foundations and Techniques, Kisner/Colby, FA Davis

Therapeutic Exercise: Techniques for Intervention, Bandy/Sanders, Lippincott, Williams, and Wilkins
Therapeutic Modalities for Athletic Trainers, Starkey, FA Davis


Writing SOAP Notes, Kettenbach, FA Davis

Strozier Library
  Practical Exam Preparation Guide of Clinical Proficiencies for Athletic Training
    Amato, Herb, Venable, Christy D., Cole, & Steven L.

  Essentials of Athletic Training
    Amheim, D. D. & Prentice, W.E.

  Conducting and Reading Research in Health and Human Performance with Powerweb: Health and Human Performance (3rd edition)
    Baumgartner, T. A., Strong, C. H., & Hensley, L. D.

  Quick Reference Dictionary for Athletic Training
    Bernier, Julie N.

  Preparing for the Athletic Trainer’s Certification Examination (2nd edition)
    Cartwright, L.

  Therapeutic Modalities for Athletic Injuries
    Denegar, Craig R.

Gray’s Anatomy
  Gray, Henry

Practical Skills Manual for Evaluation of Athletic Injuries
  Holcomb, William R.

Physical Examination of the Spine and Extremities
  Hoppenfeld, Stanley

Kaplan MCAT Comprehensive Review
  Kaplan

Special Tests for Orthopedic Examination
  Konin, Jeff G., Wiksten, Denise L., & Isear, Jerome A. Jr.

Nutrition and Sport (volume VII of the Encyclopedia of Sports Medicine)
  Maughan, Ronald J.

Exercise Physiology: Energy Nutrition and Human Performance (4th edition)
  Mcardie, W. D., Katch, F. I., & Katch, V. L.

Essential Clinical Anatomy (2nd edition)  
Moore, Keith L., & Agur, Anne M. R.

Frank Netter’s Atlas of Human Anatomy (2nd edition)  
Netter, Frank

Exercise Physiology: Theory and Application to Fitness and Performance (3rd edition)  
Powers, S. K., & Howley, E. T.

The Ultimate Guide to Fitness  
Reebok

Evaluation of Orthopedic and Athletic Injuries  
Starkey, Chad, & Ryan, Jeff

Atlas of Palpatory Anatomy of the Lower Extremities  
Tixa, Serge

Athletic Training Student Guide to Success  
Van Ost, Lynn & Manfre, Karen
Videos on Reserve at Strozier Library

Assessing and rehabilitating shoulder instability <videorecording>
Myofascial release in sports medicine
Managing low back problems <videorecording>
Progressive rehabilitation of lower extremity sports injuries <video recording>
Spine injury management <videorecording>
Sports taping basics <videorecording>
Emerging theories in health promotion practice and research
Food protein analysis
Taber's cyclopedic medical dictionary
Pharmacology in rehabilitation

Journals
There are several Sports Medicine journal holdings available for use and reference in Florida State University’s libraries. The following is a list of Sports Medicine journal holdings available in Florida State’s libraries:

- The ACHPER National Journal Australian Council for the Health, Physical Education, and Physical Recreation
- American Journal of Sports Medicine
- Annals of Sports Medicine
- Journal of Athletic Training
- AJHPER (Australian Journal)
- British Journal of Sports Medicine
- Canadian Journal of Applied Physiology
- Canadian Journal of Sports Sciences
- Clinics in sports Medicine
- Fitness & Sports Review
- Athletic Training
- Journal of Orthopedic & Sports Physical Therapy
- Journal of Sports Medicine & Physical Fitness
- Korean Journal of Sports Science
- Medicine and Science in Sports
- Medicine and Science in Sports and Exercise
- The New Zealand Journal of Sports Medicine
- The Physician and Sports Medicine
- Scandinavian Journal of Sports Sciences
- Sports Medicine (from Auckland)
- Sports Training, Medicine, and Rehabilitation
- Sports Medicine Digest
- Journal of Sport Rehabilitation
- Training and Conditioning
- Strength and Conditioning Journal
- Athletic Therapy Today
- Journal of Strength and Conditioning Research
- Rehab Management
- Biomechanics
- International Journal Of Sports Nutrition and Exercise Metabolism
WEB SITES OF INTEREST

The NATA Board of Certification
http://www.bocatc.org/

The NATA Education Council
http://www.nataec.org

The NATA Research and Education Foundation
http://www.natafoundation.org/

The National Strength and Conditioning Association
http://www.nsca-lift.org/

American Orthopaedic Society for Sports Medicine (AOSSM)
http://www.sportsmed.org/

Professional Baseball Athletic Trainers Society (PBATS)

National Institutes of Health (NIH)
http://www.nih.gov/

National Center for Complementary and Alternative Medicine
http://nccam.nih.gov/

American College of Sports Medicine (ACSM)
http://www.acsm.org/index.asp

Joint Review Committee for Athletic Training
http://www.jrc-at.org/

ACCREDITATION
CAATE – Commission on Accreditation of Athletic Training Education
http://www.caate.net/

LEARNING RESOURCES

MERLOT Multimedia Educational Resource for Learning and Online Teaching

MERLOT Health Sciences Community

Evidence Based Health Care / Subject Guide / Ebling Library / UW-Madison

Herbal Medicine and Dietary Supplements / Subject Guide / Ebling Library / UW-Madison

Cultural Competence in Health Care / Subject Guide / Ebling Library / UW-Madison

University of Washington Radiology Webserver

Human Anatomy Online - Innerbody.Com

Musculoskeletal Atlas
PROFESSIONAL JOURNALS

Athletic Training Education Journal

American Journal of Sports Medicine

Clinical Journal of Sport Medicine

Journal of Orthopedic and Sport Physical Therapy The Journal of Athletic Training

Athletic Therapy Today

Physician and Sportsmedicine

Medicine and Science in Sports and Exercise
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.

PRINCIPLE 1:
Members shall respect the rights, welfare and dignity of all.
1.1 Members shall not discriminate against any legally protected class.
1.2 Members shall be committed to providing competent care.
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 without a release unless 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 abide by all National Athletic Trainers’ Association standards, rules and regulations.
2.3 Members shall report illegal or unethical practices related 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 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 their practice acts and other pertinent regulation.
3.3 Members shall provide services, make referrals, and seek compensation only for those services that are necessary.
3.4 Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge.
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 should maintain and promote ethical conduct in research and educational activities.
PRINCIPLE 4:
Members shall not engage in conduct that could be construed as a conflict of interest or that reflects negatively on the profession.
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 National Athletic Trainers’ Association current or past volunteer leaders 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 to influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.
©Board of Certification, Inc. Page 1 of 4
BOC Standards of Professional Practice

(Implemented January 1, 2006)

Introduction
The mission of the Board of Certification Inc. (BOC) is to certify Athletic Trainers and to identify, for the public, quality healthcare professionals through a system of certification, adjudication, standards of practice and continuing competency programs. The BOC has been responsible for the certification of Athletic Trainers since 1969. Upon its inception, the BOC was a division of the professional membership organization the National Athletic Trainers' Association. However, in 1989, the BOC became an independent non-profit corporation. Accordingly, the BOC provides a certification program for the entry-level Athletic Trainer that confers the ATC® credential and establishes requirements for maintaining status as a Certified Athletic Trainer (to be referred to as “Athletic Trainer” from this point forward). A nine member Board of Directors governs the BOC. There are six Athletic Trainer Directors, one Physician Director, one Public Director and one Corporate/Educational Director. The BOC is the only accredited certification program for Athletic Trainers in the United States. Every five years, the BOC must undergo review and re-accreditation by the National Commission for Certifying Agencies (NCCA). The NCCA is the accreditation body of the National Organization for Competency Assurance.

The BOC Standards of Professional Practice consists of two sections:
I. Practice Standards
II. Code of Professional Responsibility

I. Practice Standards

Preamble
The Practice Standards (Standards) establish essential practice expectations for all Athletic Trainers.
Compliance with the Standards is mandatory.
The Standards are intended to:
  assist the public in understanding what to expect from an Athletic Trainer
  assist the Athletic Trainer in evaluating the quality of patient care
  assist the Athletic Trainer in understanding the duties and obligations imposed by virtue of holding the ATC® credential
The Standards are NOT intended to:
  prescribe services
  provide step-by-step procedures
  ensure specific patient outcomes

©Board of Certification, Inc. Page 2 of 4

The BOC does not express an opinion on the competence or warrant job performance of credential holders; however, every Athletic Trainer and applicant must agree to comply with the Standards at all times.

Standard 1: Direction
The Athletic Trainer renders service or treatment under the direction of a physician.
Standard 2: Prevention
The Athletic Trainer understands and uses preventive measures to ensure the highest quality of care for every patient.

Standard 3: Immediate Care
The Athletic Trainer provides standard immediate care procedures used in emergency situations, independent of setting.

Standard 4: Clinical Evaluation and Diagnosis
Prior to treatment, the Athletic Trainer assesses the patient’s level of function. The patient’s input is considered an integral part of the initial assessment. The Athletic Trainer follows standardized clinical practice in the area of diagnostic reasoning and medical decision making.

Standard 5: Treatment, Rehabilitation and Reconditioning
In development of a treatment program, the Athletic Trainer determines appropriate treatment, rehabilitation and/or reconditioning strategies. Treatment program objectives include long and short term goals and an appraisal of those which the patient can realistically be expected to achieve from the program. Assessment measures to determine effectiveness of the program are incorporated into the program.

Standard 6: Program Discontinuation
The Athletic Trainer, with collaboration of the physician, recommends discontinuation of the athletic training service when the patient has received optimal benefit of the program. The Athletic Trainer, at the time of discontinuation, notes the final assessment of the patient’s status.

Standard 7: Organization and Administration
All services are documented in writing by the Athletic Trainer and are part of the patient’s permanent records. The Athletic Trainer accepts responsibility for recording details of the patient’s health status.

II. Code of Professional Responsibility
Preamble
The Code of Professional Responsibility (Code) mandates that BOC credential holders and applicants act in a professionally responsible manner in all athletic training services and activities. The BOC requires all Athletic Trainers and applicants to comply with the Code. The BOC may discipline, revoke or take other action with regard to the application or certification of an individual that does not adhere to the Code. The Professional Practice and Discipline Guidelines and Procedures may be accessed via the BOC website, www.bocatc.org.

Code 1: Patient Responsibility
The Athletic Trainer or applicant:
   1.1 Renders quality patient care regardless of the patient’s race, religion, age, sex, nationality, disability, social/economic status or any other characteristic protected by law
   1.2 Protects the patient from harm, acts always in the patient’s best interests and is an advocate for the patient’s welfare
1.3 Takes appropriate action to protect patients from Athletic Trainers, other healthcare providers or athletic training students who are incompetent, impaired or engaged in illegal or unethical practice
1.4 Maintains the confidentiality of patient information in accordance with applicable law
1.5 Communicates clearly and truthfully with patients and other persons involved in the patient’s program, including, but not limited to, appropriate discussion of assessment results, program plans and progress
1.6 Respects and safeguards his or her relationship of trust and confidence with the patient and does not exploit his or her relationship with the patient for personal or financial gain
1.7 Exercises reasonable care, skill and judgment in all professional work

**Code 2: Competency**

The Athletic Trainer or applicant:

2.1 Engages in lifelong, professional and continuing educational activities
2.2 Participates in continuous quality improvement activities
2.3 Complies with the most current BOC recertification policies and requirements

**Code 3: Professional Responsibility**

The Athletic Trainer or applicant:

3.1 Practices in accordance with the most current BOC Practice Standards
3.2 Knows and complies with applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
3.3 Collaborates and cooperates with other healthcare providers involved in a patient’s care
3.4 Respects the expertise and responsibility of all healthcare providers involved in a patient’s care
3.5 Reports any suspected or known violation of a rule, requirement, regulation or law by him/herself and/or by another Athletic Trainer that is related to the practice of athletic training, public health, patient care or education
3.6 Reports any criminal convictions (with the exception of misdemeanor traffic offenses or traffic ordinance violations that do not involve the use of alcohol or drugs) and/or professional suspension, discipline or sanction received by him/herself or by another Athletic Trainer that is related to athletic training, public health, patient care or education
3.7 Complies with all BOC exam eligibility requirements and ensures that any information provided to the BOC in connection with any certification application is accurate and truthful
3.8 Does not, without proper authority, possess, use, copy, access, distribute or discuss certification exams, score reports, answer sheets, certificates, certificant or applicant files, documents or other materials
3.9 Is candid, responsible and truthful in making any statement to the BOC, and in making any statement in connection with athletic training to the public
3.10 Complies with all confidentiality and disclosure requirements of the BOC
3.11 Does not take any action that leads, or may lead, to the conviction, plea of guilty or plea of nolo contndere (no contest) to any felony or to a misdemeanor related to public health, patient care, athletics or education; this includes, but is not limited to: rape; sexual abuse of a child or patient; actual or threatened use of a weapon of violence; the prohibited sale or distribution of controlled substance, or its possession with the intent to distribute; or the use of the position of an
Athletic Trainer to improperly influence the outcome or score of an athletic contest or event or in connection with any gambling activity
3.12 Cooperates with BOC investigations into alleged illegal or unethical activities; this includes but is not limited to, providing factual and non-misleading information and responding to requests for information in a timely fashion
3.13 Does not endorse or advertise products or services with the use of, or by reference to, the BOC name without proper authorization

**Code 4: Research**
The Athletic Trainer or applicant who engages in research:

- 4.1 Conducts research according to accepted ethical research and reporting standards established by public law, institutional procedures and/or the health professions
- 4.2 Protects the rights and well being of research subjects
- 4.3 Conducts research activities with the goal of improving practice, education and public policy relative to the health needs of diverse populations, the health workforce, the organization and administration of health systems and healthcare delivery

**Code 5: Social Responsibility**
The Athletic Trainer or applicant:

- 5.1 Uses professional skills and knowledge to positively impact the community

**Code 6: Business Practices**
The Athletic Trainer or applicant:

- 6.1 Refrains from deceptive or fraudulent business practices
- 6.2 Maintains adequate and customary professional liability insurance
Clinical Education Policies

The ATP has developed clinical education policies. These polices apply to any clinical education environment which the ATP has an affiliation agreement.

1) Clinical Courses:

a. The clinical education courses provide the student with opportunity for practice and evaluation of clinical proficiencies. The proficiencies assigned will reflect the cognitive and psychomotor competencies attained in the didactic courses taken the previous semester.

b. Each of the clinical courses also requires an Experiential Clinical Rotation (and vice versa). Each Rotation has detailed objectives outlined in the Individual Clinical Education Plan (ICEP). The student must complete the objectives for a portion of the clinical course grade.

c. The weighted percentages of the requirements for the clinical courses are: 50%-performance of clinical proficiencies (at 80% correct), and 50%-completion of ICEP requirements.

1. Clinical Proficiencies – Completed at 80% correct

2. ICEP Requirements – Completed Contract Consisting of:

   Mid Term CP Assessment of Student

   End of Semester CP Assessment of Student – (Must be ≥80% to receive “S”)

   Complete and CP verified Hours Log Forms

   Student Assessment of CP and Clinical Site

   Completed and CP verified ICEP “Must Do Evaluations”

2) Clinical Hours Log

a. Clinical hours must be registered in the clinical hour log daily and signed by the student’s CP. The CP is responsible for accurately monitoring the student hour log. It is the student’s responsibility to log and tabulate hours for CP verification. If the student does not log hours, those missing must be made up for clinical education requirements.

Program students must be able to devote an average of 20 hour per week during the clinical rotation. Twenty clinical hours is the maximum for one week, some will have less depending on the particular clinical rotation site schedule. The student must continually plan for events, practices, and competition at their clinical site. The CP will notify the student of any changes to the schedule. Consideration will be given to allow students comparable days off from clinical rotations during the academic year as compared to
Other student activities (athletics, club sports). Students must have a minimum of one day off per calendar week.

3) Clinical Supervision

a. Direct supervision applies to instruction and evaluation of clinical proficiencies by an CP. Constant visual and auditory interaction between the student and CP must be maintained.

b. Clinical supervision applies to the experiential clinical rotation under the direction of CP. Daily personal/verbal contact at the setting of supervision between the student and CP, who plans, directs, advises, and evaluates the student’s clinical rotation. The CP shall be physically present to intervene on behalf of the athlete/patient.

c. The Federal Work Study Program – Please see page 43 FSU General Bulletin

4) Clinical Assessments

a. The comprehensive assessment plan for the ATP considers a variety of issues relating to student knowledge and skill acquisition, personal/professional attributes, and problem solving performance. The assessments provide the program and students with valuable information concerning overall performance. Each assessment is kept on file in the student’s portfolio in the ATP office. The ATP reviews the information and uses the assessment tools to find weaknesses and strengths of the program and the students.

b. Students provide vital information about the effectiveness and efficiency of the program. Students will have ample opportunity to complete various assessments of the academic program, CP, courses, clinical sites, and clinical experience. An overview of this comprehensive assessment plan includes:

1. Written student assessments of individual courses and instructors.

2. Written student assessments of supervising CP for each CAATE required clinical rotation: high risk, low risk, equipment intensive, general medical (athletic male/female population and the physically active population).

3. Written CP assessments of the student each semester.

4. Written student assessments of clinical sites.

5. Written graduating senior assessment of program during the last semester in the ATP.

6. Oral exit interviews with graduating seniors during the last semester in the ATP.

7. Alumni assessment of program regarding professional preparation at 1 year.

8. Employer assessment of graduate within the first year of employment regarding professional preparation.
## Assessment Methods

<table>
<thead>
<tr>
<th>Variable Assessed</th>
<th>Assessment Method/Tool</th>
<th>Assessment Frequency</th>
<th>Reporting Period-Summative</th>
<th>Benchmark</th>
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<tr>
<td>Program Courses</td>
<td>SPOT</td>
<td>1/year</td>
<td>1/3 years</td>
<td>#4 Section C 70% very good or excellent</td>
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<td>Program Courses</td>
<td>Alumni Assessment of Program</td>
<td>1/year</td>
<td>1/3 years</td>
<td># 19 70% agree or strongly agree</td>
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<td>Program Courses</td>
<td>Graduate Exit Interview</td>
<td>2/year</td>
<td>1/3 years</td>
<td>70% very good or excellent responses</td>
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<td>Student Learning</td>
<td>Grades in ATP Courses</td>
<td>1/semester</td>
<td>1/3 years</td>
<td>100% B- or better</td>
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<td>Student Learning</td>
<td>CP Assessment of Student</td>
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<td>70% above average overall score</td>
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<td>Course Instructors</td>
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<td>1/semester</td>
<td>1/3 years</td>
<td>#8 Section D 70% very good or excellent</td>
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<td>Clinical Site</td>
<td>Student Assessment of Clinical Site</td>
<td>1/semester</td>
<td>1/3 years</td>
<td>#6 80% suggest continue using site</td>
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<tr>
<td>Clinical Instructor</td>
<td>Student Assessment of CP</td>
<td>1/semester</td>
<td>1/3 years</td>
<td>#34 70% above positive or very positive rating</td>
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<tr>
<td>Overall Program</td>
<td>Alumni Assessment of Program</td>
<td>1/year</td>
<td>1/3 years</td>
<td># 19 70% agree or strongly agree</td>
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<tr>
<td>Effectiveness</td>
<td>Initial Employer Assessment of Graduate</td>
<td>1/year</td>
<td>1/3 years</td>
<td># 17 70% agree or strongly agree</td>
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<tr>
<td>Overall Program</td>
<td>Written Graduating Senior Assessment of Program</td>
<td>1/year</td>
<td>1/3 years</td>
<td>70% very good or excellent composite score</td>
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<tr>
<td>Effectiveness</td>
<td>Online Assessment of Athletic Training Education</td>
<td>1/year</td>
<td>1/3 years</td>
<td>Average 7/10 composite satisfaction score</td>
</tr>
<tr>
<td>Program Effectiveness</td>
<td>NATA BOC Exam Results</td>
<td>1/year</td>
<td>1/5 years</td>
<td>Score above national average over five year cycle</td>
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</tbody>
</table>


Requirements for Clinical Rotations

These items must be completed annually PRIOR to beginning clinical rotations.

1. Verification of Immunizations

2. Completed Physical Including:
   a. CBC
   b. EKG
   c. Sickle Cell Screen
   d. TB Test (recommended)

3. Hepatitis B Vaccination

4. Technical Standards – Review and Signature

5. OSHA Training

6. Bloodborne Pathogen Training

7. Confidentiality Statement – Review and Signature

8. Liability Insurance Current Coverage

9. Affiliation Agreement Completion (Clinical Assignment Dependent)

10. Handbook In-service

11. Update of Personal/Academic File

12. Clinical Site Specific Orientation - Review of:
   a. Schedule
   b. Policies/Procedures
   c. Emergency Action Plan
   d. Protocols
   e. Verification of Current First Aid/CPR (Professional Rescuer)
   f. Individual Clinical Instruction Plan (ICEP)
Clinical Rotation Settings

The Florida State University Athletic Department  http://seminoles.com/

The Florida State University Health and Wellness Center  http://www.tshc.fsu.edu/

The Florida State University Campus Recreation  http://campusrec.fsu.edu/

Affiliated High Schools

Chiles High School  http://www.chiles.leon.k12.fl.us/

Godby High School  http://www.godby.leon.k12.fl.us/

Leon High School  http://www.leon.leon.k12.fl.us/

Lincoln High School  http://www.lincoln.leon.k12.fl.us/

Rickards High School  http://www.rickards.leon.k12.fl.us

Other Affiliated Settings

Tallahassee Community College  http://www.tcc.fl.edu/

Tallahassee Orthopedic and Sports Physical Therapy  http://www.tospt.com/

Capital Health Plan  http://www.capitalhealth.com/

Tallahassee Orthopedic Clinic  http://www.thoc.com/

Van Tassel, John DC - Athletic & Family Chiropractic  
(850) 385-5113 2309 Wednesday St Tallahassee, FL
OSHA and Blood Borne Pathogen Training

All students admitted to the program will undergo initial and annual OSHA training. Representatives from the Florida State University Department of Environmental Health and Safety Biological Safety Office will conduct the educational session. Course content includes Biohazardous Waste, Blood Borne Pathogens, and the Right-to-Know Hazard Communication Training. This training will occur each year and is required prior to beginning clinical rotations.

Summary
As a member of the Florida State University Athletic Training Program you are required to practice Universal Precautions under strict guidelines set forth by the Occupational Safety and Health Administration (OSHA).

You must adhere to the following guidelines to protect yourself and the athletes:

1. Wear vinyl or latex examination gloves whenever touching open skin, blood, body fluids or mucous membranes. Do not reuse gloves.

2. Wash your hands with soap and water immediately after being exposed to blood or body fluids, even if you wore gloves. Report incident to supervisor immediately.

3. All surfaces (counters, tables) must be thoroughly washed after being soiled with blood or body fluids. Use a 10% household bleach solution or a commercially available disinfectant.

4. Place all used sharps in a specially marked sharps container. Do not re-cap needles or other sharp objects.

5. Place all discarded medical waste in a specially-labeled “biohazardous waste” container.

6. When working with an outdoor sport and have medical waste to dispose of, place it in a red plastic biohazard bag and then discard it into the proper biohazardous waste container upon your return to the facilities.

7. Do not allow the athletes to share towels that have been contaminated with blood or body fluids.

8. Discard towels and clothing that have been contaminated with blood or body fluids into a separate receptacle. Do not put them in the laundry with the other soiled towels.

9. Be sure that all athletes’ wounds are well covered before practice or competition.

10. If you have an open wound, especially if it is on your hands, avoid providing first aid care to injuries that involve bleeding or body fluids until your wound has healed.
Florida State University
Athletic Training Program
Athletic Training Student Employment Policy

The Athletic Training Program (ATP) faculty recognizes that it is frequently necessary for students to hold part-time positions while attending the University. Students are permitted to pursue employment opportunities (on and off campus) provided the employment does not interfere with regular academic responsibilities, including clinical rotations. If outside employment is expected to interfere with the normal academic load, the student should reduce the enrollment accordingly, but expect program completion to exceed the normal time frame.

There are scholarships, assistantships, and federal work-study opportunities for students, based on established criteria. Regardless of the source of funding, students are not permitted to provide athletic training services during these employment opportunities.

The Florida State University
The Federal Work Study Program (FWSP)
(FSU General Bulletin)

The FWSP is a federally funded financial aid program, administered by the Office of Financial Aid, which enables students to earn a portion of their financial aid award. This program offers a positive alternative to loan indebtedness through meaningful part-time employment. Weekly work schedules are mutually determined by the student and the employing department to suit the student’s class/exam schedule and the employer’s needs. By federal regulation, the work schedule cannot interfere with a student’s class schedule. Federal Work Study is a need-based program, and is awarded on a first-come, first-served basis.

Students may utilize their Federal Work Study awards by participating in community service through the Community Service Learning Program (CSLP). This program is designed to locate and develop off-campus community service jobs and offer referrals for eligible students. Community service improves the quality of life of local residents, as well as encourages student awareness and continued participation in society at large. Students may assist with programs related to health care, child care, literacy training, education (including tutoring), welfare, and social services. Some students may serve as mentors for educational and recreational activities or work as counselors in areas such career counseling.

To determine eligibility for the Federal Work Study Program and CSLP, students must apply for financial aid at Florida State University by completing the Free Application for Federal Student Aid (FAFSA), and by submitting all other required documentation.
Communicable Disease Policy

The purpose of the Florida State University Athletic Training Program (FSU ATP) Communicable Disease Policy is to protect the health and safety of the students enrolled in the FSU ATP. The FSU ATP recognizes the importance of minimizing the exposure of athletes or patients in a clinical setting to communicable diseases. Therefore, it is recommended that athletic training students not report to their clinical site if they have active signs or symptoms of a communicable disease.

This policy is designed to provide Athletic Training Students (ATS), Clinical Preceptors (CP), and athletic training faculty with a plan to assist in the management of students with infectious diseases as defined by the Centers for Disease Control and Prevention (CDC). This policy was developed using the recommendations established by the CDC for health care workers (www.cdc.gov).

In situations where the Athletic Training Student is ill, he/she should immediately notify the Clinical Preceptor they are currently assigned to and either the FSU ATP Director or the Athletic Training Clinical Coordinator of their status. Athletic Training Students with illnesses are required to see a physician or nurse practitioner to determine if the illness is actively communicable or their illness has caused them to miss one day of class and/or clinical responsibilities. Athletic Training Students may use their own personal physician. If the student does not have access to their own physician they may also utilize the FSU Thagard Student Health Center or FSU team physicians if available. (The ATS is responsible for his or her health insurance and are responsible for all related charges). The ATS is to follow the recommendations and guidelines of that physician.

In the event that an ATS will be missing an inordinate amount of time due to adherence to the communicable disease policy, a decision of the student’s clinical status will be decided by the Clinical Coordinator, the ATP Medical Director and the Program Director. This may result in a reassignment of clinical responsibilities, a grade of incomplete due to medical reasons, and/or opportunities to make up lost experiences.

What are Communicable Diseases?

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

<table>
<thead>
<tr>
<th>Bloodborne Pathogens</th>
<th>Hepatitis viruses</th>
<th>Retroviral infections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conjunctivitis</td>
<td>Influenza</td>
<td>Rubella</td>
</tr>
<tr>
<td>Cytomegalovirus infections</td>
<td>Measles</td>
<td>Scabies</td>
</tr>
<tr>
<td>Diarrhea diseases</td>
<td>Meningococcal infections</td>
<td>Staphylococcus aureus infection</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Mononucleosis</td>
<td></td>
</tr>
<tr>
<td>Gastrointestinal infections (acute)</td>
<td>Mumps</td>
<td>Streptococcal infection</td>
</tr>
<tr>
<td>Herpes simplex</td>
<td>Parovirus</td>
<td>Tuberculosis</td>
</tr>
<tr>
<td>Human immuno-deficiency virus (HIV)</td>
<td>Pediculosis</td>
<td>Varicella</td>
</tr>
<tr>
<td></td>
<td>Pertussus</td>
<td>Viral respiratory infections</td>
</tr>
<tr>
<td></td>
<td>Poliomyelitis</td>
<td>Zoster</td>
</tr>
<tr>
<td></td>
<td>Rabies</td>
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</tbody>
</table>

**Communicable Disease Guidelines**
1. ATSs must successfully complete annual OSHA and prevention of the transmission of blood-borne pathogen training.
2. Students are required to use Universal Precautions at all times when functioning as an ATS in the ATP. This applies to all on and off-campus clinical sites.
3. ATSs are not to provide patient care if they have active signs or symptoms of a communicable disease.
Health Insurance Portability and Accountability Act (HIPAA)

The Office for Civil Rights enforces the HIPAA Privacy Rule, which protects the privacy of individually identifiable health information; the HIPAA Security Rule, which sets national standards for the security of electronic protected health information; the HIPAA Breach Notification Rule, which requires covered entities and business associates to provide notification following a breach of unsecured protected health information; and the confidentiality provisions of the Patient Safety Rule, which protect identifiable information being used to analyze patient safety events and improve patient safety.

The HIPAA Privacy Rule provides federal protections for individually identifiable health information held by covered entities and their business associates and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of health information needed for patient care and other important purposes.

The Security Rule specifies a series of administrative, physical, and technical safeguards for covered entities and their business associates to use to assure the confidentiality, integrity, and availability of electronic protected health information.

http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Confidentiality Policy

Introduction

The Florida State University’s systems contain confidential information pertaining to student-athletes/patients, health care professionals, the department, and the FSU ATP. These systems may include computer hard drives, removable media storage mediums, filing cabinets, and medical records. This information is a major asset to the FSU ATP and is required by law to be protected. The use of information systems is shared by many individuals and imposes many obligations. A purpose of this policy is to inform individuals who use these resources of their responsibilities and to secure their agreement to abide by the associated policies and procedures.

I, ____________________________________________

Print Name

I WILL:

• Only disclose information, verbally and in written form, to those authorized to receive it;
• Respect the privacy and rules governing the use of any information accessible through an information system or computer network and only utilize information necessary for performance as a student;
• Report any violation of confidentiality of computer usage policies;
• Respect the ownership of proprietary software;
• Respect the finite capability of the systems and limit my use so as not to interfere unreasonably with the activity of others;
• Abide by all the procedures and policies established to manage the use of the system.

I WILL NOT:

• Exhibit or divulge the contents of any record or report except in the performance of my assigned duties;
• Attempt to access information by using a user identification code or password other than my own;
• Remove any records, reports, or copies from their storage location except in the performance of my duties;
• Release my user identification code or password to anyone or allow anyone to access or alter information under my identity; I will only make incidental person use of these resources;
• Use these resources to engage in illegal activities, or harass anyone;
• Allow unauthorized use of information maintained, stored or processed by FSU;
• See personal benefit of, or permit others to benefit personally by any confidential information or use of equipment available through my clinical assignment;
• Remove any documents from the FSU Athletic Department/ATP, for any reason, without prior consent from the Director of Sports Medicine/Program Director;

I UNDERSTAND:

• That the information accessed through FSU information systems contains sensitive and confidential patient, business, financial, and employee information;
That I may access health information on myself, but must have specific authorization to access information on anyone else;
That I am responsible for logging out of computer information systems and will not leave unattended a display device to which I have logged on;
That all access to FSU systems will be monitored;
That my user identification code and password are the equivalent of my signature and that I am accountable for all entries and actions recorded under them;
That my obligation under this agreement will continue after graduation and that my privileges are subject to review, revision, and renewal;
That violators of this agreement will be denied access to information systems (electronic or otherwise), subject to disciplinary action (including dismissal) and may be subject to penalties under state law and federal laws and regulations.

By signing, I pledge that I have read, understand, and will comply with the Florida State University’s ATP Confidentiality Agreement.

__________________________________________  ______________________________________
Signature                                                                 Date

__________________________________________
Print Name

*SIGNATURE ON POLICY/PROCEDURE ACKNOWLEDGEMENT PAGE (final page of this document) WILL VERIFY THE ABOVE STATEMENT
FSU Athletic Department Policies

I. The Roles of an Athletic Training Student

It is expected that an athletic training student is dependable. **Missing or coming late to a rotation will not be tolerated.** If an emergency arises when a student is to be absent or late, it is the responsibility of the athletic training student to notify a staff athletic trainer and to make necessary arrangements for make ups. Adhere to the same guidelines that a sick athlete would follow in such instances.

Athletic Training is a profession that takes a great deal of time and work. It is NOT a “nine to five” job. However, if time is budgeted wisely students should not have trouble finding time to do everything they want to accomplish. An athletic training student who is not willing to put in the necessary work to have a quality experience while at FSU should re-evaluate their goals in this profession.

As a member of the athletic training family, it is expected that students always respect and honor the program with loyalty, honesty, and effort. The greatest gift a student can give to instructors, classmates, and the athletic training program is the willingness to make yourself a credit to the work that is done while in the athletic training program.

No program is perfect – no student is perfect. However, it is the responsibility of each athletic training student and staff member to strive each day to make the program better. If a student sees problems and thinks there is a solution, the student should feel free to bring that to a staff athletic trainer. It is the staff members job to be sure that the athletic training students are getting the best educational and clinical experience as possible. As students grow through the college experience, the program should continue to grow with you. Make this program your own – as it is a reflection of you.

II. Conduct

a. ATSs are expected to follow the same rules and regulations as the athletes are required to adhere to in the athletic facilities.

b. The way you present yourself is a reflection on you, your fellow students, and the athletic training program. For this reason we ask that you are conscious of the following things

   i. **Use of foul language.** Always be aware that because you use alternative language that you may offend athletes or other athletic training students.

   ii. **Attire.** This will be discussed later.

   iii. **Computer usage.** The computers in the athletic training room are for athletic training use only. While it is not out of order for the computers to be used for educational or internet purposes, we request that you do so in moderation. **UNDER NO CIRCUMSTANCES SHOULD PEER-TO-PEER SHARING SOFTWARE BE DOWNLOADED TO CAMPUS COMPUTERS.** If this is done, privileges will be revoked for the department computer by the University System.
iv. **Studying.** This will be discussed later.

v. **Down time.** Due to the nature of the athletic training field, there may be times where the facility is less busy. These times should be used to your advantage. This time is best spent honing athletic training skills, taking care of everyday training room duties, or assisting athletic training staff with extra projects. It is important to remember that there is always something to be done; the best students are the ones who are pro-active enough to make the most of “down time”.

vi. **Use of athletic facilities and departmental “perks”.** By being a member of the athletic training program you are afforded many of the same privileges afforded to scholarship athletes. Some of these include use of the dining hall, use of the weight room facilities, access to computers, access to tutors, and access to team physicians. Please remember that these are privileges and can be revoked at any time. You will be required to conduct yourself as an adult, adhere to guidelines set forth by the department.

vii. **Fraternizing with athletes.** Always conduct yourself in a professional manner. This includes out of the training room as well. Don’t associate with the athletes too much. We realize they are your peers; however you need to attempt to maintain a professional relationship with them both on and off the field.

viii. **Relationships with fellow athletic training students.** We realize that due to your close contact with one another relationships may grow. Please remember that we expect you to keep your personal lives outside of the athletic training room facilities and any issues that relate to said relationship. Any problems that come into the training room due to an outside relationship will be dealt with by staff athletic trainers and both involved students. Your personal relationships should never affect the level or quality of your work.

**Class Scheduling**

All athletic training students should make the best attempt to schedule all classes in the morning hours, ending no later than 1pm. We understand that this is not always possible, especially in upper level major courses. It is important that when you schedule your classes that you keep in mind the schedule of your clinical rotation.

**III. Attire**

a. Wear the Nike uniform every day. A dress of the day (DOTD) will be assigned to each facility by the staff member running that facility. All Athletic Training Students are expected to adhere to that attire while in the clinical setting. That uniform should be kept clean and neat. If attending an event, the attire should also be ironed and presentable.

b. For some events, athletic training students will be expected to wear polo shirts and khaki pants. This attire should be neat, clean, and pressed for events.

c. While using the facility weight room and dining hall, you are expected to dress neatly and modestly. Revealing tops and shorts should be avoided when in the athletic facilities. You are ALWAYS a reflection of the athletic training program no matter where you are. While we understand
that each person has their own sense of style and dress, we request that you always keep in mind the impression you give others regarding the athletic training program.

IV. General Notes

In order to keep trust between the athletic training students and athletic training staff, it is important that athletic training students and staff follow the appropriate chain of command regarding any problems he/she may have. Due to the high demand and pressure on the athletic training students, the athletic training staff has an open-door policy regarding our athletic training students. Any issues an athletic training student has with his/her clinical instructor should be handled directly with that person. If the issue cannot be cleared up in that manner, the ATS will then take the matter to their supervising ATC. It is also important to note that educational issues should be handled with the educator, and clinical issues should be handled with the clinical instructor. However, you should keep in mind that the clinical and education areas are joined and will promote a united front on issues regarding the athletic training program.
Policy and Procedure Acknowledgement

I, ______________________________ have read and understand the policies and procedures outlined in this handbook and as specified below. I understand that non-compliance of any of these policies may result in dismissal from the Athletic Training Program

A TP Program Policies/Procedures

__________________________________  _______________________
SIGNATURE                        DATE

OSHA Standards and Blood Borne Pathogen Training

__________________________________  _______________________
SIGNATURE                        DATE

Technical Standards and Admissions/Retention/Dismissal Process

__________________________________  _______________________
SIGNATURE                        DATE

HBV Vaccine

__________________________________  _______________________
SIGNATURE                        DATE

Confidentiality

__________________________________  _______________________
SIGNATURE                        DATE

Athletic Department Policies and Procedures

__________________________________  _______________________
SIGNATURE                        DATE