SOUTHERN CONNECTICUT

ATHLETIC TRAINING MANUAL

2016 – 2017
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FOREWORD

TAKING PRIDE IN YOUR FUTURE

Welcome, you have chosen to enter the athletic training profession at a very interesting time in terms of the evolution of the profession. Athletic trainers are expanding their scope of practice to include emerging settings that are very different than the athletic trainers of just a decade ago. Athletic trainers now serve in medical offices assisting physicians, the military, the performing artists, and the industrial setting.

It more important that you understand that no matter where it is practiced, athletic training is an *allied health profession*. As an athletic trainer you will examine and provide care for patients, deal with privacy issues and be involved in situations common to all health professions. You have an opportunity to join this profession, but there are things you should know.

Our program is the longest accredited program in Connecticut. We have a very successful program, based largely on the successes of the students graduating before you. Although our alumni continue to demonstrate the quality of Southern's program, it is up to you, a future alumnus, to expand on it. On campus, in our athletic training rooms, at affiliated sites, and attending professional conferences, you will represent our program and the University. More importantly, you will represent yourself. How others perceive you directly relates to the opportunities both you and your classmates will have in the future.

You have a chance to enhance your growth and reputation in several ways. Your outward appearance is probably the easiest way to go about it. Your style of dress, hygiene and grooming will tell others a lot about you. When visiting your physician’s office, how do you expect the professionals there to look and behave? *That is what is expected of you.* Try to use professional language and terminology and keep a positive attitude at all times.

Remember, we are not trainers; we are *athletic trainers*. We do not work in training rooms; we serve in *athletic training rooms*. Develop a respect for your title and the setting in which you work. Attendance at professional symposia will display your belief in the importance of expanding your educational base, and demonstrate to other professionals your dedication to learning and athletic training. It is our belief that we have an outstanding program, but it is up to you to show others, both within and outside of the university. You will be a product of this program, so you will determine its success.
INTRODUCTION

As a member of the Southern Connecticut State University Athletic Training Program, you must be knowledgeable of the content in this manual. Students are expected to familiarize themselves with the SCSU Undergraduate Catalog to satisfy all published degree requirements. Failure to do so does not provide a basis for exceptions to academic requirements or policies. It is expected that students will receive assistance from various faculty and staff members, but students must take responsibility.

MISSION STATEMENT

In adhering to the tenets of Southern Connecticut State University and the Exercise Science Department, the Athletic Training Program is committed to establishing itself as a regional and national leader in the preparation of entry-level athletic training professionals who will serve in a wide range of professional settings and become high-quality health care providers and citizens. The program faculty will provide each student with excellent advisement, solid academic instruction and active, instructive clinical experiences while offering opportunities for student research and professional involvement.

STUDENT LEARNING OUTCOMES

The following statements express the expected outcomes for athletic training program graduates and students within the program.

1. Athletic training students will demonstrate the expectations of a reflective allied health care practitioner who uses evidence-based decision making to enhance patient care and clinical outcomes.
   a. Students will demonstrate the expected knowledge and skills of an entry-level athletic trainer.
   b. Students will demonstrate proficiency in applying clinical skills by providing effective patient care based on evidence-based practice.
   c. Students will complete self-assessments during their clinical education to enhance clinical skills and remediate deficiencies.
   d. Students will demonstrate knowledge of evidence-based practice concepts (Writing a PICO question, locating the best available evidence, and appraising the evidence) to support clinical practice decisions.
   e. Students will incorporate patient outcome models into their relevant clinical experiences.

2. Athletic training students will promote and contribute to the athletic training profession in anticipation of becoming involved athletic training professionals.
   a. Students will be members of professional organizations.
   b. Students will enhance the athletic training profession and health care.
3. Athletic training students will model professional and ethical behaviors to represent themselves as future health care providers.
   a. Students will demonstrate professional and ethical behaviors when interacting with patients, other health care professionals, and other professionals.
ATHLETIC TRAINING PROGRAM - DESCRIPTION

FACULTY DIRECTORY

<table>
<thead>
<tr>
<th>FACULTY MEMBER</th>
<th>OFFICE</th>
<th>TELEPHONE</th>
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<tbody>
<tr>
<td>Daniel Swartz</td>
<td>Pelz 7</td>
<td>392-6080</td>
</tr>
<tr>
<td>Professor</td>
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<tr>
<td>EXS Department Chairperson</td>
<td></td>
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<tr>
<td>Gary E. Morin Ph.D., ATC</td>
<td>Pelz 17</td>
<td>392-6089</td>
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<tr>
<td>Professor</td>
<td></td>
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<tr>
<td>AT Director/Staff ATC</td>
<td></td>
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<tr>
<td>Matt Rothbard Ed.D., ATC</td>
<td>Pelz 17</td>
<td>392-6083</td>
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<tr>
<td>Associate Professor</td>
<td></td>
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<tr>
<td>Clinical Education Coordinator</td>
<td></td>
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<tr>
<td>Charles Davis M.Ed., ATC</td>
<td>Pelz 17</td>
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<tr>
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<td>Staff ATC</td>
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</tbody>
</table>

MEDICAL DIRECTOR

Arthur “Greg” Geiger, MD

MFH Athletic Training Room

ATHLETIC TRAINING IN THE STATE OF CONNECTICUT

Athletic trainers practicing in the Connecticut are required to obtain a license to practice the profession. Athletic Training students are exempt from this requirement, but must serve under the supervision of a Licensed Athletic Trainer (LAT) or other licensed health care professional. It is imperative that Athletic Training students represent themselves as students of the profession at all times. Any reference implying certification, licensure or status as an athletic trainer is in violation of the NATA Code of Ethics and Connecticut State Law. This violation may prevent future athletic training employment and could lead to fines, as well as imprisonment.
ATHLETIC TRAINING ADMISSION REQUIREMENTS

Formal program application into the Exercise Science Department and Athletic Training program occurs in the spring of the student’s first year on campus, typically as part of EXS 185 Concepts and Practices in Athletic Training. Students completing the application process will receive notification regarding admission after the conclusion of the spring semester and the release of the spring semester grades. Admission to the major is normally limited to eighteen students per year (SEE EXCEPTIONS BELOW). The Athletic Training program does not accept applications at any other time during the year. Note that the following guidelines apply to those students who are entering the program as a freshman/first year student; transfer students should refer to page 28 for applicable rules and details.

APPLICATIONS TO THE ATHLETIC TRAINING PROGRAM ARE DUE TO THE PROGRAM DIRECTOR BY THE THIRD MONDAY IN APRIL

Program Admission

Students applying to the Athletic Training Program must complete or submit the following:

Courses completed and/or enrolled in prior to applying for admission into the ATEP:

- EXS 158 – Athletic Training Professional Practice (C- or better)
- EXS 185 – Concepts & Practices of Athletic Training (C- or better)
- EXS 281 – Anatomy & Physiology I (C- or better)

Admission Requirements:

- Submission of an Admission Application
- Submission of a signed technical standards form
- Minimum GPA of 2.7 or better
- Successful completion of EXS 158, 185, and 281 (C- or better)
- Successful completion of entrance examinations (70% or better)
  - Written examination
  - Oral/Practical examination
- Completion of 15 observation hours
- Three letters of recommendation
- Current certification in emergency cardiac care which includes education in Adult CPR and AED

Prior to the beginning of clinical education assignments, each student must complete training on Blood Borne Pathogens, which addresses Occupational Exposure to Bloodborne Pathogens. In addition, students must also complete Confidentiality Standards training, which includes HIPAA and FERPA regulations as they apply to patient medical records. Verification of training in these topics must be on file with the Program Director before beginning clinical education.

Description of Admission Requirements:

**GPA:** The GPA requirement of **2.70 minimum** is mandatory and will not be altered. Depending on the number and quality of students applying, students should be aware that earning a 2.7 GPA or better does not guarantee acceptance, even if all other requirements have been met. (see program scoring)

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**Admission Examinations:** The admission examinations (written and practical) are based on the materials presented in EXS 158, 185, and 281. Candidates must earn a grade of 70% or better in all examinations. The applications of candidates who have not earned a 70% or better on any of the examinations may be deferred, and the candidates will meet with an Athletic Training faculty member to review and retake the examination(s). Students not earning a 70% or better on the entrance examinations are permitted to retake any of the examinations one additional time, provided there is space available in that year’s applying class. If minimum scores are not met, the student will be denied admission.

***Technical Standards*** - The technical standards for admission establish the expectations and requisite abilities considered essential for students admitted to the Athletic Training Education Program in order to achieve the level of competency required for graduation and practice. These include abilities and skills in five categories: observation, communication, motor, intellectual and behavioral, and social. Please read the Technical Standards form available on the program website for more details.

1. **Observation:** A candidate must be able to observe demonstrations in the classroom and clinical setting, and be able to effectively gather and assimilate information from them. A candidate must have sufficient visual and other sensory modalities to accurately observe an athlete at a distance and at close range, in order to gather necessary data about the athlete, such as that needed to describe posture, habitus, mood, activity and non-verbal communications.

2. **Communication:** A candidate must be able to communicate effectively and sensitively with athletes from different social and cultural backgrounds, and to develop effective professional rapport with other members of the health care team. Communication includes not only speech and nonverbal communications, but also reading and writing. It includes the ability to record assessment results and follow-up notes clearly, accurately and efficiently, as well.

3. **Motor:** Candidates must possess sufficient postural and neuromuscular control, and eye-to-hand coordination in order to utilize the standard instruments used in the Athletic Training profession. They must possess sufficient control of the upper and lower extremities to meet the physical requirements for training (Ex: standing in the Athletic Training Room or at playing venues for long periods of time) and performing a safe injury assessment. They must have adequate sensory function to fulfill minimum competency objectives in order to be able to elicit information from athletes through palpation, auscultation, percussion and other assessment maneuvers. Additionally, candidates must be able to learn and perform the fundamental skills associated with injury assessment, management, and therapeutic rehabilitation, and be able to quickly and appropriately provide general and emergency care to athletes.

4. **Intellectual:** Candidates must have the mental capacity to learn and assimilate a large amount of complex, technical and detailed information, solve clinical problems through critical analysis, perform measurements, and synthesize and apply concepts and information from various disciplines in order to formulate therapeutic plans.

5. **Behavioral and Social Attributes:** A candidate must possess the emotional and mental health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the care and management of injuries to athletes, and the development of mature, sensitive and effective relationships with athletes. Candidates must be able to tolerate physically taxing workloads and have the ability to maintain composure and emotional stability during periods of high stress. They must be able to adapt to changing environments, display flexibility, and function in the face of uncertainties inherent in the clinical problems of many athletes. Compassion, integrity, interpersonal skills, interest, and motivation are all personal qualities that are essential to the role.

Additionally, it is recognized that degrees of ability vary widely among individuals. Any candidates who feel they may not meet the technical standards set forth are encouraged to contact the Athletic Training Education Program Director. Any candidates who may require accommodations to fulfill the technical standards due to a disability are
encouraged to contact the Disability Resource Center (DRC) (203-392-6828, DRC@southernct.edu). Information regarding the process and policies can be found at the DRC website www.southernct.edu/drc. Southern's Athletic Training Education Program is committed to enabling its students, by any reasonable accommodations, to complete the course of study leading to a Bachelor of Science degree in Athletic Training.

If a candidate states that s/he can meet the technical standards with reasonable accommodation, the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodations. This includes a review of whether the accommodations would jeopardize clinician/patient safety, or the educational process of the candidate or the institution, including all coursework, clinical experiences, and internships deemed essential to graduation from the Athletic Training Education Program.

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Materials: Admissions materials, including application, technical standards and physical examination forms, are available online at:

http://www.southernct.edu/academics/schools/education/departments/exercisescience/athletictraining/programpolicies.html

Candidate applications will be scored according to the format explained on the back of the application form.

ACCELERATED ADMISSIONS

Students with an overall GPA of 3.0 and at least a B- in the three prerequisite courses will be guaranteed admission into the Athletic Training program provided all other admission requirements are met. Students seeking program admission that do not meet these higher requirements shall be considered on a space-available basis, provided all other requirements are met.

ADMISSION DECISIONS

The Athletic Training program accepts up to 18 students annually for entrance into the program, provided all admission requirements are met. Additional students may be admitted if, (1) more than 18 students earn a 3.0 overall GPA and have at least a B- in the three required courses (EXS 158, 185, 281), (2) a special circumstance such as a transfer who already meets certain program requirements that warrants individual consideration for admission.

Eligibility for admission is based on successful completion of all admission requirements. After tallying scores, one of the following will occur:

1. The candidate will be accepted into the Exercise Science Department/Athletic Training Program.
2. The candidate’s application will be deferred until deficiencies (failures or any incomplete courses) have been corrected before the beginning of the subsequent fall semester. Students not correcting deficiencies will be denied admission into the program. Please note that the Athletic Training program will defer candidates only if there are available slots in that year’s applicant class.
3. The candidate will be denied admission into the program.

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If the candidate was denied admission, but felt there were extenuating circumstances that resulted in failure to meet the admission requirements, a written appeal can be submitted to the Exercise Science Department Chairperson within ten (10) days of receiving the notification denying admission. The ten days will begin upon the acknowledged receipt of electronic notification. A committee comprised of Exercise Science Faculty members and the Department Chairperson will hear the appeal. In the appeal, the candidate should include all documents and reasons supporting the validity of the appeal. After the appeal has been heard, one of the following actions will be taken:

1. The candidate will be accepted into the Athletic Training Education Program.
2. The candidate will be deferred until the deficiencies have been corrected within the time limitations established by the committee and agreed upon by the candidate.
3. The candidate will be denied admission into the Athletic Training Program.

Candidates denied admission into the Athletic Training program as freshmen may reapply in the following spring. Prior to the second application, candidates should concentrate on fulfilling university/general education requirements and/or retaking first year professional courses that did not meet minimum grade requirements. Candidates reapplying in their second year may be accepted as part of the new incoming class, provided they have met all minimum standards and have achieved enough points necessary to be considered one of the top eighteen candidates for the year. If accepted, they will begin their second year courses during their third year of college education. Any candidates not accepted at this time, may not reapply, and will be directed to meet with their academic advisors to discuss other majors at Southern.
### FIRST YEAR (FRESHMAN) FALL – 16 credits

- **EXS 158 (1) Athletic Training Professional Practice**
- T1FY (3) Inquiry Course
- MAT 100 or WLL (3)
- Foreign Language Prerequisite (100) (3)
- T1TF (3) COM 101 Professional Presentations (preferred)
- T1CT (3)

### FIRST YEAR (FRESHMAN) SPRING – 18 credits

- **EXS 185 (3) Concepts & Practices of Athletic Training**
- **EXS 281 (3) Anatomy & Physiology I**
- T1QR (3) MAT 107 Statistics
- T1WC (3) ENG 112
- T2MB (3) Wellness
- Foreign Language Prereq. (101) (3)

### SECOND YEAR (SOPHOMORE) FALL – 15/16 credits

- **EXS 282 (3) Anatomy & Physiology II**
- **EXS 283 (2) Clinical Anatomy & Kinesiology**
- **EXS 288 (3) Orthopedic Assessment LSpine & LE**
- **EXS 202 (1) Athletic Training Clinical Practice I**
  - T2LE or T2PR (3-4) Required BIO, CHE or PHY
  - PCH 200 (3) Intro. To Nutrition

### SECOND YEAR (SOPHOMORE) SPRING – 18 credits

- **EXS 286 (3) Therapeutic Agents**
- **EXS 289 (3) Orthopedic Assessment CSpine &UE**
- **EXS 328 (2) Adv. Taping & Bracing Techniques**
- **EXS 203 (1)Athletic Training Clinical Practice II**
  - T1MC (3) WLL 200 level
  - T2AE (3) American Experience
  - BIO 111 or CHE 121 (3-4) if necessary

### THIRD YEAR (JUNIOR) FALL – 17/18 credits

- **EXS 227 (3) Emergency Principles of Athletic Training**
- **EXS 388 (3) Therapeutic Exercise for Musculoskeletal I.**
- **EXS 411 (3) General Medical Perspectives**
- **EXS 302(2)Athletic Training Clinical Practice III**
- **EXS 383 or 384 (3) Biomechanics / Exercise Physiology**
  - T2LE or T2PR (3-4) Required BIO, CHE or PHY

### THIRD YEAR (JUNIOR) SPRING – 14/15 credits

- **EXS 490 (3) Organization & Admin. In Athletic Training**
- **EXS 303 (2) Athletic Training Clinical Practice IV**
- **EXS 383 or 384 (3) Biomechanics / Exercise Physiology**
  - T2TP (3) Time and Place
  - T2GA (3) Global Awareness
  - BIO 111 or CHE 121 if necessary

### FOURTH YEAR (SENIOR) FALL – 15 credits

- **EXS 308 (3) Essentials of Strength & Conditioning**
- **EXS 402 (3)Athletic Training Clinical Practice V**
- **EXS 301 Exercise & Nutrition /EXS 380 Sport Psychology (3)**
  - T2CE (3) Cultural Expression
  - Free Elective (3)

### FOURTH YEAR (SENIOR) SPRING – 15 credits

- **EXS 403 (3) Athletic Training Clinical Practice VI (Tier III)**
- **EXS 301 Exercise and Nutrition /EXS 380 Sport Psychology (3)**
  - T2CC (3) Conflict & Consensus
  - T2CD (3) Creative Drive
  - Free Elective (3)

Plan may be altered in communication with advisor and student goals

Students considering graduate programs should consider BIO 110/111, CHE 120/121 for Tier 2 requirements, other students can consider BIO 104
CRITERIA FOR PROGRAM RETENTION

Once accepted into the Athletic Training program, Athletic Training students must annually meet specific requirements to maintain their position in the program. Students must:

- Maintain a GPA of 2.7 overall
- Receive a C- or better on all Athletic Training / Exercise Science courses
- Score 70% or better on all written and practical retention examinations
- Complete all necessary Professional Development Units (PDUs)

Please note: Earning a C- or better is mandatory for all prerequisites. Failure to achieve this minimum standard may preclude students from registering for subsequent professional courses in the curriculum sequence. This will interrupt a student’s completion of the program, even if all other standards are met.

Written and practical examinations will be conducted at the end of the sophomore and junior years, and at the end of the fall semester senior year. The skills and materials included in each examination will be as follows:

**Sophomore Retention Examinations:**
- Will be taken at the conclusion of the sophomore student’s sophomore year
- Will include skills and materials covered in EXS 158, 185, 281, 282, 288, 289 and 328. EXS 286 material will be covered in the EXS 286 final examination.

**Junior Retention Examinations:**
- Will be taken at the conclusion of the junior student’s third year
- Will include skills and materials covered in all courses taken prior to the junior year, EXS 388 and EXS 411. EXS 490 material will be covered in the EXS 490 final examination.

**Senior Exit Examinations:**
- Will be taken at the end of the senior student’s fall semester.
- Will include skills and materials covered in all athletic training core courses.

If a student does not score 70% or better on the Retention written, and/or practical examinations, the student will meet with an Athletic Training Faculty member, review the results, and retake the examination(s). If the student earns a score greater than 70%, s/he will be retained in the program, provided all other criteria are met. If the student does not earn a score of 70% or better on the retake examination(s), as a sophomore or junior, s/he will be dismissed from the Athletic Training program and must meet with his or her Academic Advisor to discuss other educational opportunities available at Southern. Seniors not successfully passing the senior exit examinations will...
be permitted to graduate as an athletic training major, but will not be endorsed by the Program Director to take the BOC Examination. In addition, the student may not be permitted to register for certain professional courses.

If a student does not maintain the minimum 2.7 GPA, s/he will be placed on academic probation for one semester. By the conclusion of the probationary semester, the student must have achieved the minimum 2.7 GPA. Sophomores and juniors not achieving the minimum 2.7 GPA will be dismissed from the Athletic Training program. Students dismissed from the program will meet with her/his Academic Advisor to discuss other educational opportunities. Seniors not achieving the minimum GPA requirement will not be endorsed to take the BOC Examination while on academic probation and will be prevented from graduating until the minimum GPA has been achieved.

Students on academic probation may, at the discretion of the AT program faculty, be removed from that semester’s clinical rotation until the minimum GPA or other deficiencies are corrected. If dismissed from the program, Athletic Training students have the right to appeal as outlined in the admissions policy.

**SOPHOMORE RETENTION**

**Requirements for Retention:**
To retain your status as an Athletic Training Student, you must:

1. Maintained a minimum GPA of 2.7
2. Earned a C- or better in all Exercise Science AT Major courses
3. Successfully completed (70% or better) Written and Practical Examinations.
4. Completed Professional Development Unit Requirements (12 PDU’s)
5. Maintain certification in Emergency Cardiac Care

**JUNIOR RETENTION**

**Requirements for Retention:**
To retain your status as an Athletic Training Student, you must:

1. Maintained a minimum GPA of 2.7
2. A grade of C- or better in all Exercise Science AT Major courses
3. Successfully completed (70% or better) Written and Oral/Practical Examinations
4. Complete all necessary Professional Development Unit Requirements (24 PDU’s)
5. Maintain certification in Emergency Cardiac Care

**SENIOR REVIEW**

**Requirements for Retention:**
To complete your status as an Athletic Training Student, you must:

1. Maintained a minimum GPA of 2.7
2. A grade of C- or better in all Exercise Science / Athletic Training courses

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3. Completed (70% or better) Written and Oral/Practical Examinations
4. Complete necessary Professional Development Unit Requirements (12 PDU’s)
5. Maintain certification in CPR/AED for Professional Health Care Providers

PROFESSIONAL DEVELOPMENT UNITS

As members of an allied health profession, students are expected to supplement their professional knowledge and demonstrate involvement professionally. At Southern, we believe in involving students early in their professional development so that they become familiar with the expectations of a professional athletic trainer. We wish our students to be the future leaders of our profession and to be involved with society. We have instituted Professional Development Units PDUs, which are expected of every student member of the program. PDUs are designed to assist students in developing professional appreciation and leadership skills, and to promote professional involvement.

PDUs should be reported on specific forms (Appendix J), and should be turned in before the end of the annual retention process. They can be earned anytime following the conclusion of the academic year for the following academic year.

As students of different academic levels demonstrate different clinical skills, we feel students should demonstrate different levels of professional involvement. The following are the minimum requirements for the different student levels:

- **Sophomores**: 12 PDU’s earned June 1 – May 30 (start at acceptance)
- **Juniors**: 24 PDU’s earned June 1 – May 30 (start end of sophomore year)
- **Seniors**: 12 PDU’s earned June 1 – December 31 (start end of junior year)

PDUs are earned by attending symposiums, becoming members in professional organizations, serving on professional committees, and being an active membership in professional clubs/volunteer activities. Generally, the number of PDU’s allotted to each activity is 1 PDU for each hour of contact time for the activity (ie volunteer activity that meets 3 hours = 3 PDU’s). The following are suggested examples, divided by category and point values, for PDUs.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>CHARACTERISTICS</th>
<th>PDU’s</th>
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<tr>
<td>Regional/National Symposia</td>
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<tr>
<td>NATA Membership</td>
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<td>Sportsmedicine Club</td>
<td>Number of Hours Met During Meetings</td>
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<tr>
<td>Submission of Professional Presentation</td>
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Students not meeting the PDU requirement will be placed on probation until the requirement has been corrected.

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TRANSFER

Transfer students normally must follow the four year curriculum outlined in the plan of study. Transfer students who have previously attended an accredited athletic training program may be able to receive credit for certain didactic courses. These students will be handled on a case by case basis. Potential transfer students are encouraged to visit the AT website or contact the Program Director for more information.

If a student has sophomore or higher standing (24 or more earned academic credits), and has completed EXS 158 Foundations of Professional Practice in Athletic Training, EXS 185 Concepts and Practices of Athletic Training and EXS 281 Anatomy and Physiology I or equivalent courses, transfer students may be permitted to apply for admission to the AT program upon entering the university.

Admission to the AT program must include a formal application to the AT program, evidence that first-year athletic training skills have been learned, an interview, three letters of recommendation and other materials (i.e. transcripts, official course descriptions, and signed competency skills sheets from former institution) demonstrating that competencies were taught that are covered in the three required courses. Admission into the AT program will be based on the quality of the student’s application, the ability to demonstrate first-year competencies as measured by successful completion of the entrance examinations. Admission to the program further requires the availability of seats in the appropriate class. Students that are accepted may begin clinical rotations during their first semester on campus as a first semester sophomore.

If these conditions are not met, the student must follow the normal sequence of classes, beginning as a first year student and complete all four years of athletic training education. These students must apply for AT program admission in the spring semester of their first year, just as would an AT program student following the regular admissions procedures.

All transfer credits must be accepted by the university’s admission office. The Admissions Office will assign each course transferred in with a course number equivalent to a course offered at Southern Connecticut State University. It should be noted that AT program core courses are not counted toward graduation unless accepted by the AT program. Such courses will be evaluated based on their inclusion of competencies and proficiencies, as well as their similarity to SCSU’s AT program Plan of Study.
HONORS THESIS OPTION

Students demonstrating advanced academic competencies may complete an honors thesis during their senior year. The thesis consists of original research done under the auspices of an Athletic Training and/or other Exercise Science faculty member. A committee consisting of faculty members familiar with the students’ subject area of interest is created to provide guidance and ongoing review of the students’ projects. Research topics should be appropriate to one of the athletic training domains and are expected to contribute to the body of athletic training knowledge.

Normally students pursuing a thesis complete the formal research proposal and data collection during fall semester of their senior year. The spring semester is used to analyze the data and complete the writing of the thesis. The final thesis must undergo committee review and is presented to the EXS Department in the form of an oral defense. Successful completion of the honors thesis is recognized by the submission of the final product to the university during the University Honors Convocation. Outstanding works will be recommended for submission as a presentation at national and regional professional symposia.

Students desiring the honors thesis option must apply during their junior year. Applications should include the selection of a committee chairperson and the submission of a prospectus to the University Honors Committee. Students must have a minimum GPA of 3.2. Note that all members of the University Honors College are required to complete a thesis to successfully complete the Honors Program.

SCHOLARSHIPS

The AT program offers the William J. McCarthy Athletic Training Scholarship to a junior student who excels both in the classroom and in the clinical situation. This endowed scholarship honors William McCarthy, Southern Connecticut State University’s first Head Athletic Trainer and the scholarship’s major benefactor. The AT faculty select the recipient from a pool of junior AT students who have earned a minimum GPA of 3.2 and have demonstrated quality health care in the clinical setting. No application is necessary and the winner is notified during the summer. If no candidates meet the requirements, the scholarship will not be awarded.

A second scholarship is the Rita A. and Salvatore A. Misasi Sr Endowed Scholarship which is a renewable scholarship for an Athletic Training Major. The scholarship requires a letter of application, a GPA of 2.7 of higher and an essay demonstrating why the applicant feels he/she is deserving of scholarship recognition. The scholarship recipient is determined by the AT Faculty.
Several other scholarship opportunities are available to AT program students. The Exercise Science Department offers the Irma Pelz Scholarship, which is awarded annually to the EXS student demonstrating quality academic performance, service to the university (including AT clinical hours) and financial need. Applications are accepted in the spring semester and are available in the Pelz Exercise Science Office.

Southern offers several other scholarship opportunities for deserving students. These scholarships are sponsored by the Alumni Office and information is available on the Alumni Office website. Information on application procedures, scholarship requirements and deadlines are available at:

https://www.southernct.edu/alumni/scholarship-program/

Finally, all three professional athletic training organizations (NATA, EATA, and CATA) sponsor scholarships for excellent students. To apply for the scholarships, AT students must be members of the respective organization, must have earned at least a 3.0 GPA, and must demonstrate evidence of successful clinical experiences. Membership in the NATA automatically provides the student membership in a regional (if applicable) and state association. It should be noted that state membership is determined by the home address provided by the student. Out of state students interested in applying for the CATA Scholarship must list Southern Connecticut State University as their home address. Those students listing another state as their home address may be eligible for scholarship consideration in their home state. Application for NATA membership can be made through the NATA website. Scholarship applications can be made online at each organization’s website. The approximate application deadlines for each organization’s scholarship are listed below as follows:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Website</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Athletic Trainers’ Association</td>
<td>(<a href="http://www.goeata.org">www.goeata.org</a>)</td>
<td>November 1</td>
</tr>
<tr>
<td>National Athletic Trainers’ Association</td>
<td>(<a href="http://www.NATA.org">www.NATA.org</a>)</td>
<td>January 19</td>
</tr>
<tr>
<td>Connecticut Athletic Trainers’ Association</td>
<td>(<a href="http://www.ctathletictrainers.org">www.ctathletictrainers.org</a>)</td>
<td>March 15</td>
</tr>
</tbody>
</table>

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CLINICAL EDUCATION

Students will begin to develop mastery of their clinical skills through guided assignments established by the clinical coordinator after program acceptance. This process will occur while gaining clinical experience under the direct supervision of a Clinical Preceptor. Students are required to complete 600 (minimum) to 1800 (maximum) hours of clinical experience over the course of their 270 assigned clinical days (see course descriptions).

This experience is part of the clinical experience course requirements. Once students are admitted into the AT program, they will enroll in six clinical practice courses, one each semester until graduation. As part of each course, students will be assigned to a Preceptor, who has agreed to serve as a professional mentor. Initially, students will be normally assigned to Preceptors on campus, and then in their junior and senior years, they can be assigned to either on- or off-campus clinical sites.

As sophomores, students are assigned 30 contact days of clinical experience as part of both EXS 202 Clinical Practice I and EXS 203 Clinical Practice II. During their junior year, and as they gain knowledge, confidence and skills, students’ clinical education will consist of 45 days of clinical experience each semester of the Junior year, which will be directed through modules assigned in EXS 302 Clinical Practice III, EXS 303 Clinical Practice IV. During their senior year, the senior athletic training student’s clinical experience will consist of 60 contact days each semester, and assignments will be directed in EXS 402 Clinical Practice V and EXS 403 Clinical Practice VI. In their last semester (spring senior year), each senior athletic training student will be assigned to a clinical rotation that allows them to utilize all of their skills in a final cumulative experience. Please note that each ‘contact day’ of clinical experience may differ with each clinical assignment regarding the length of time a student is expected to be present, but students are expected to arrive at the beginning of the ‘contact day’ and remain at the clinical site until the conclusion of that day’s assignment.

During the six semesters of directed clinical education, you will have the opportunity to interact with a variety of settings, preceptors and patients by completing clinical rotations in all of the following areas:
1. Individual and Team Sports
2. Sports requiring protective equipment
3. Patients of different ages
4. Patients of different sexes
5. Non-sport patient populations
6. General medical

At the initial meeting at a clinical experience site, the student and preceptor should develop a schedule of times that the student will be present. In some cases, although the clinical experience is based on the respective clinical course, the student’s schedule may extend beyond the course calendar. This particularly true for students who are Southern athletes. Student goals should reflect the emphasis of the clinical practice course enrolled in that semester and those skills already learned/evaluated in previous coursework. Remember, student schedules must incorporate a minimum of one day off in every seven day period over the course of the semester. The
established schedule should be submitted to the Clinical Coordinator. Students should bring their clinical modules to provide a guide for preceptors to determine goals and competencies to be learned during the semester.

Please be aware that your clinical education extends beyond attending your clinical hours. As part of your experience, you will be required to complete regular assignments that MUST be submitted the clinical course instructor by the assigned dates. These assignments have a crucial impact on your clinical course grade, and failure to complete them in the prescribed manner will significantly harm your progress (and your GPA).

Most importantly, as you create and establish your schedule and plan of activities for your clinical assignment, you must follow certain hard guidelines that must never be broken. First, under no circumstances shall an athletic training student perform any clinical skills on a client or patient before being evaluated on that skill by a preceptor or faculty member. Second, all elements of the clinical experience must be completed under the direct supervision of your preceptor. You are not to act independently in your role as an athletic training student. Your Preceptor has been informed of these guidelines and will act accordingly.

As stated in the SCSU University Undergraduate Catalog, costs associated with travel to and from the clinical sites are the responsibility of the student. Students should also possess adequate automobile insurance, if they are using their own vehicles.

TEAM TRAVEL

Although the Athletic Training faculty feels that traveling with all athletic teams is a beneficial opportunity, athletic training students, in accordance with accreditation guidelines, are NOT permitted to travel unless accompanied by a Clinical Preceptor. If your preceptor is accompanying the team, students may be expected to travel with the team as part of their assigned clinical experience. Students will not miss classes to travel with athletic teams unless excused by the course instructor(s). If team travel schedules conflict with class schedules, students are to inform their preceptor as soon as possible.

Also, if students feel coerced to cover or travel to an event when their preceptor will not be in attendance, please report this situation to one of the AT program Faculty immediately!!
THE ATHLETIC TRAINING STUDENT

PROFESSIONALISM

The clinical experience settings are medical facilities and must function as such. Professionalism is extremely important in all settings, but is sometimes more evident in the clinical situation. In the traditional athletic training environment, the atmosphere is sometimes more relaxed and casual. It is, therefore, very important to be acutely aware of what is said and who might be listening. A client’s or patient’s medical file is personal and confidential, and the information contained in it cannot be given out without the expressed written consent of the athlete or patient/patient’s guardian. To do so is against Connecticut and Federal law. Note that providing medical information beyond the athletic training room and what is allowable legally may result in the immediate removal from the AT program. (see section on academic misconduct)

DRESS CODE GUIDELINES

The way in which Athletic Training students present themselves to patients/clients, patients, and the public is very important. People often perceive and judge a person’s abilities by general appearance. Athletic trainers in general tend to harm their own profession by dressing like the coaches we work with, or worse, acting like the patients/clients to whom we are providing medical care. Students should present themselves in a professional manner, i.e., dressing neatly and professionally. This will go a long way toward gaining the respect and trust of those of patients and colleagues. Athletic Training students are encouraged to gear their clinical wardrobe around the following acceptable colors for shirts and pants or shorts: blue, white, gray, or black. Khaki pants or shorts can be worn.

Usually, the opportunity to purchase clothing specially designed to reflect your affiliation with the AT program will occur the fall semester. This clothing may be purchased through an AT program faculty member or through the SCSU Sports Medicine Club. The clothing cost is the responsibility of the student. If the student does not wish to purchase the clothing, then he/she may substitute a navy blue or white collared shirt in its place.

Dress code guidelines apply to all clinical experience sites. Off-campus preceptors may provide you with clothing specific to that site. Failure to adhere to the dress code guidelines of any clinical site will result in the Athletic Training student being asked to leave the facility:

A. Athletic Training Rooms and Clinics:
   1. Southern Connecticut Athletic Training polo or tee shirt (tucked in).
   2. Appropriately colored pants or shorts with pockets (khaki preferred).
3. Dress shirt, blouse, or sweaters are appropriate.
4. Casual, dress, or tennis shoes.

B. Indoor Sports
   1. Practice:
      a. Pants or shorts with pockets
      b. Comfortable shoes, tennis shoes or causal shoes
      c. SCSU Athletic Training polo or tee shirt tucked in
   2. Games (at the discretion of the Preceptor):
      a. Men and Women
         1. Dress slacks and button-up collared shirt with tie or blouse
         2. Sweater and sports jacket or suit are optional
         3. Casual or dress shoes
         4. SCSU Athletic Training polo shirt and khaki pants
   C. Outdoor Sports (Inclement weather – dress appropriately)
      1. Practice
         a. Shorts or pants with pockets (wind pants are acceptable)
         b. SCSU Athletic Training polo, tee shirt (tucked in), or sweatshirt.
         c. Hats are only appropriate outdoors. All hats must read Southern Connecticut or be of the appropriate color (blue, white, gray, black) with a neutral logo (Nike, Reebok, Adidas, etc.)
      2. Games:
         a. Southern Connecticut Athletic Training polo shirt tucked in.
         b. Khaki pants or shorts with pockets
         c. Hats are appropriate if representative of Southern Connecticut State University.

The following attire is not acceptable at any time:
   1. Cut-off shorts or pants.
   2. Tank tops, mid-drift shirts, or any shirt that is open in the back or revealing.
   3. Blue jeans of any kind or color.
   4. Sandals, or any open toes shoes, high heels or other non-functional shoes.
   5. Ragged or inappropriate t-shirts (no shirts with logos of any kind unless sport related)
   6. Skirts or dresses
   7. Hats (indoors) or bandanas of any kind

SELF-EXPRESSION AND INDIVIDUALITY

People express themselves in many different ways and the recent trends in body piercing, tattooing, and unique hairstyles certainly falls under self-expression. However, because the clinical experience settings are classified as medical facilities and Athletic Training students are pursuing an education in a health profession, self-expression should be restricted while performing assigned duties. Excessive jewelry should be removed and longer hair should be pulled back appropriately as not to interfere with a patient’s or client’s care or other clinical tasks. Please practice good hygiene. All hair, including facial hair, must be clean and neatly groomed. Hands should be clean and fingernails short. Please use discretion in the use of make-up, perfume, and cologne. Always remember to ask yourself how you would feel if your health care provider did not present her/himself as a professional.

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RELATIONSHIPS WITH OTHERS

Preceptors
Athletic Training Students will be supervised by and responsible to their preceptors at all times while in the clinical setting. They are encouraged to discuss educational, clinical, and even personal issues whenever an appropriate time presents itself. Preceptors are in charge at all times. If conflicts develop, students should attempt to resolve them immediately by openly discussing the problem with preceptors. If conflicts cannot be resolved in a timely manner, please inform and meet with the Clinical Coordinator or Program Director as soon as possible.

Coaches
Coaches have the common goal of placing the best team on the field in order to provide the best opportunity to win. Athletic trainers have a significant impact on coaching decisions based on the physical status of their patients/clients. Proper communication with the coaches regarding injury status is an essential part of the athletic training profession. Frustrating situations sometimes occur, but for the most part, they can be minimized by effective communication and consistent follow-up. Although preceptors are ultimately responsible for teams and communication with coaches, Athletic Training students may sometimes be called upon to communicate with coaches concerning injuries. Regardless, it is important for the novice athletic training student to at least observe the daily interaction between coaches and the athletic training staff and to develop this vital skill. To earn the coaches’ respect and trust, it is important to be thorough, concise, professional, and honest at all times. Please remember: do not volunteer information about an injured athlete’s condition without explicit instructions from the Preceptor.

Other Athletic Training Students
All Athletic Training students are part of the most challenging and demanding program on campus. Only Athletic Training Students truly understand the demands of their studies and clinical requirements. With the heavy emphasis on clinical experiences and sharing the same courses every year, students will see every aspect of their classmates – the good, the bad and the ugly. Students are not required to like every other student, but they may be required to work with them. There will be times students will wish to avoid certain people and there will be times students will want to work together. This is normal. What should be avoided are negative comments and/or actions that degrade other Athletic Training students. Athletic Training students are all in this together, and learning to work with a variety of individuals is an important professional characteristic. Please remember that membership in the Athletic Training Program involves the ability to get along with your fellow students. Learning to study and work together will benefit all students. However, if problems persist that cannot be worked out, students should contact their preceptor, the Program Director and/or the Clinical Coordinator.
Patients/Clients:
Treat all patients/clients with integrity, respect, and courtesy, and expect the same from them. Strive to combine friendliness, concern and professionalism. In time, Athletic Training students will gradually learn the attitudes, temperaments, and peculiarities of individual patients/clients, and use this insight to foster a trusting and professional relationship with them. Athletic Training students should encourage patients/clients to adhere to all of the rules and regulations pertaining to them while in the Athletic Training Room. A few rules to follow when working with patients/clients are:

1. Grant special privileges to no one. All patients/clients are to be treated equally.
2. Do not allow patients/clients to dictate what they want done, or how to do it. Athletic Training students should work closely with their preceptors to determine the proper course of care.
3. The Team Physician and/or Preceptor are responsible for estimating when a patient or client will return to participation or activities of daily living following an illness or injury. Athletic Training students should never provide the patient or client, or anyone else, information or opinions that may conflict with that given by the Team Physician and/or Preceptor.
4. Refrain from doing things for patients/clients that are against policy of the clinical site.
5. A patient or client may confide in Athletic Training students, rather than seeking the advice of the preceptor or Team Physician. Athletic Training students should make patients or clients aware that they are obligated to discuss injuries and illness with the preceptor when a patient/client’s health and well-being are concerned, and they should encourage the patient or client to do the same. Information should never be withheld from the preceptor, especially when a patient or client’s health and well-being may be jeopardized by doing something that is contraindicated.
6. The AT Faculty discourages personal relationships between Athletic Training students and patients/clients.

ABSENCE FROM CLINICAL RESPONSIBILITIES

It is very important and essential for Athletic Training students to be at all assignments. The success of each student’s education and clinical experience depends on each student fulfilling her/his responsibilities. Others are relying on Athletic Training students to be where they are supposed to be, and doing what they are supposed to be doing.

Athletic Training Students who are unable to attend their assigned clinical experience time for valid reasons must notify their Preceptors within 24 hours. Valid reasons for absence from games, practices, and clinical hours include, but are not necessarily limited to, illness (Please see section on Communicable Diseases), class commitment, or death of a family member. Athletic Training students should be aware that excuses for non-athletic training commitments are not permissible and are unacceptable. Disciplinary action will be taken when

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Athletic Training students continually miss assignments without regard for this policy, and will include lowering of clinical course grades, removal from the clinical site and/or dismissal from the program.

**CLINICAL EDUCATION PERFORMANCE EVALUATIONS**

Each Athletic Training student is evaluated at the middle and end of each clinical rotation. Preceptors will complete a separate evaluation on each student for each clinical assignment. The preceptor’s evaluation lists suggested criteria as a basis for evaluation, as well as a section for the Preceptor to suggest to the student ways to improve professionally. The narrative evaluation is the most significant aspect of the Athletic Training Student's overall performance record. The Preceptor will rate the Athletic Training Student on personal and professional attributes, plus clinical skills. Completed evaluations will be kept in the student’s file, and may be made available for a student’s reference when pursuing employment. Remember, all clinical evaluations are graded and will be included in the student’s grade for the clinical courses. For a better understanding of the scope of impact on a clinical course’s grade, the formative/summative evaluation process, please refer to individual course syllabi.

Evaluations of the clinical instructor and facility will be compiled at the conclusion of the year. The complied results will be forwarded to the clinical instructor to facilitate improvement in future clinical instruction and a copy shall be maintained with the program director.
COMMUNICABLE DISEASE POLICY

In learning to become a health care professional such as an athletic trainer, students will be exposed to patients with injuries, illnesses, and health-related conditions. In addition, students are exposed to communicable diseases and subsequent infection, both in and outside of the clinical environment. Therefore, to protect themselves and others from the spread of communicable diseases, the following policies and procedures have been established:

1. All students accepted into the Athletic Training Program must have a physical examination on file with the University establishing the health of the student, and a Verification of Health Status establishing the students’ ability to meet the technical standards with or without reasonable accommodations. The Verification of Health Status must be completed before a formal offer of program admission will be granted.

2. Prior to matriculation at Southern Connecticut State University, all students shall be compliant with all university requirements regarding vaccinations and diagnostic testing necessary. These shall include:
   a. Measles, Mumps, Rubella
   b. Varicella
   c. Tuberculosis (TB) Testing
   d. Meningitis (Required by Connecticut State Law for students living in campus dormitories)

3. Students not accepted into the Athletic Training Education Program shall not participate in any patient care activities.

4. Due to the potential for exposure to blood borne pathogens:
   a. Students will receive yearly bloodborne pathogen training prior to being placed in potential exposure situations including clinical observations (initial training) and clinical education assignments (refresher training).
   b. Students who have not completed the annual bloodborne pathogen training shall not participate in any patient care activities.
   c. It is highly recommended that athletic training students be vaccinated for Hepatitis B (HBV). For students not vaccinated against HBV, low cost vaccinations are available through the Granoff Health Services. Students not vaccinated against HBV or decide to not pursue vaccination are required to sign the standard Federal declination of vaccination form.

5. Students suffering a clinically-related occupational exposure to bodily fluids or other potentially infectious materials should immediately report the incident to their Preceptor and an ATEP faculty member. The exposure will be appropriately documented and the student will be immediately referred to Granoff Health Services or another appropriate healthcare facility.

6. Due to the potential for exposure to communicable diseases, it is recommended that:
   a. Students should be familiar with categories of communicable pathogens and proper techniques for prevention. (Southern Connecticut State University Athletic Training Manual).
   b. Students receive an annual vaccination against influenza. Granoff Health Services will announce the availability of influenza vaccinations for a nominal cost to the campus community electronically through Public Affairs.

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c. Students participating in clinical education are strongly advised to wash hands thoroughly before and after providing patient care, especially when treating an ill patient, or when suffering from illnesses themselves.

d. When necessary, students are to utilize personal protective barriers, which are readily available in all clinical sites.

7. Students suffering from a contagious illness should, after consulting an Athletic Training faculty member, refrain from reporting to their clinical education assignments.

8. Students experiencing a fever (body temperature > 100° F), symptoms that are present below the neck, severe headache, loss of appetite, and respiratory distress can disqualify themselves, or be disqualified by an Athletic Training faculty member or their preceptor from clinical education for two days without penalty.

9. Students experiencing a fever (body temperature > 100° F), symptoms that worsen over a 3-5 day period, respiratory distress, or other significant presence of symptoms will result in disqualification from the clinical site without penalty. Students will be strongly encouraged to seek medical assessment at Granoff Health Services or another acceptable medical facility. Students missing three (3) or more clinical days due to a communicable disease must obtain a medical clearance authorization from a licensed healthcare provider (MD, DO, PA, APRN) prior to returning to their clinical education assignment. The authorization to return must be presented to the Program Director, Clinical Education Coordinator, and/or Preceptor to confirm the illness and to demonstrate that the student may safely return to clinical education.

Table A. Common Diseases with Modes of Transmission

<table>
<thead>
<tr>
<th>Methods of Disease Transmission</th>
<th>Types of Illnesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Airborne</td>
<td>Upper Respiratory Infection</td>
</tr>
<tr>
<td></td>
<td>Influenza</td>
</tr>
<tr>
<td></td>
<td>Pneumonia</td>
</tr>
<tr>
<td></td>
<td>Epstein-Barr Virus (EBV)</td>
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<tr>
<td></td>
<td>Meningoccal Meningitis</td>
</tr>
<tr>
<td></td>
<td>Measles</td>
</tr>
<tr>
<td></td>
<td>Mumps Rubella</td>
</tr>
<tr>
<td></td>
<td>Pertussis</td>
</tr>
<tr>
<td></td>
<td>Tuberculosis</td>
</tr>
<tr>
<td></td>
<td>Varicella (Chicken Pox)</td>
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<tr>
<td>B. Direct Contact</td>
<td>Conjunctivitis</td>
</tr>
<tr>
<td></td>
<td>Herpes Simplex Virus</td>
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<tr>
<td></td>
<td>Herpes Zoster</td>
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<tr>
<td></td>
<td>Staph Infections (incl: skin diseases)</td>
</tr>
<tr>
<td></td>
<td>Varicella</td>
</tr>
<tr>
<td></td>
<td>Measles</td>
</tr>
<tr>
<td></td>
<td>URI</td>
</tr>
<tr>
<td></td>
<td>Streptococcal Infections</td>
</tr>
<tr>
<td></td>
<td>Influenza</td>
</tr>
<tr>
<td>C. Blood Borne Transmission</td>
<td>Hepatitis B</td>
</tr>
<tr>
<td></td>
<td>Hepatitis C</td>
</tr>
<tr>
<td></td>
<td>HIV</td>
</tr>
<tr>
<td>D. Water Borne Transmission</td>
<td>Norwalk Virus</td>
</tr>
<tr>
<td></td>
<td>Giardiasis</td>
</tr>
<tr>
<td></td>
<td>Aeromonas Hydrophilia</td>
</tr>
</tbody>
</table>

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Table B – Common Methods of Disease Transmission Based on Type of Transmission

<table>
<thead>
<tr>
<th>Method of Transmission</th>
<th>Common Preventive Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Airborne</td>
<td>Masks&lt;br&gt;Complete covering of mouth &amp; nose when coughing/sneezing&lt;br&gt;Frequent washing of hands w/antimicrobial Sanitizers&lt;br&gt;Gloves</td>
</tr>
<tr>
<td>B. Direct</td>
<td>No sharing of towels&lt;br&gt;Cleaning of facilities (incl: keyboards, countertops etc.)&lt;br&gt;Frequent hand washing w/hand sanitizer</td>
</tr>
<tr>
<td>C. Blood</td>
<td>Universal Precautions&lt;br&gt;Immunization to HBV&lt;br&gt;Close all wounds prior to caring for others&lt;br&gt;Gloves&lt;br&gt;Washing/disposal of saturated clothing materials&lt;br&gt;Barrier devices</td>
</tr>
<tr>
<td>D. Water</td>
<td>Clean Water cups&lt;br&gt;Sanitization of water coolers and bottles&lt;br&gt;Sanitization of whirlpools&lt;br&gt;Proper storage of water coolers &amp; bottles</td>
</tr>
</tbody>
</table>

ENVIRONMENTAL HAZARD POLICY

As part of the students’ clinical experience at Southern Connecticut State University, athletic training students are required to assist in providing medical services during outdoor sport practices and events. In doing so, students may be exposed to a variety of environmental hazards including: prolonged sun exposure, hot/cold temperatures, lightening, and high humidity. The environmental safety policy has been developed to help students prevent injuries and illnesses caused by environmental hazards, and to provide students with the appropriate action(s) to take if negatively affected by an environmental hazard while participating in athletic training related activities. All athletic training students should adhere to the following protocol:

1. At the beginning of all clinical experiences, a student should review the environmental policies and procedures for the particular site with his/her Preceptor. The athletic training students should follow the policies regarding athlete participation during high heat/humidity and during thunderstorms. If the weather is deemed unsafe for the patients/clients, it also is unsafe for the athletic training student. In the case of off-campus clinical rotations, students are encouraged to contact the Preceptor prior to leaving for the site if there is any question regarding suspension of activities for that day.

2. Students should make themselves aware of the current and forecasted weather prior to clinical assignments and be prepared for such conditions (i.e. rain gear, adequate clothing layers, a change of clothes/shoes). If a student is unprepared for the weather, as determined by his/her Preceptor, he/she may be asked to leave and return only if adequately prepared.

3. In the case of cold/windy days, students are encouraged to wear appropriate clothing (i.e. gloves, scarves, winter hats, head bands, winter coats) to prevent cold illnesses. If a student suspects he/she may be developing a cold illness of any kind (i.e. hypothermia, frost nip, or frost bite), he/she should immediately notify her/his Preceptor.
Preceptor. The Preceptor will determine the appropriate actions to take depending on the situation. Students are expected to learn and review the signs and symptoms of cold illnesses.

4. In the case of hot/humid days, students are encouraged to drink plenty of fluids prior to and during clinical duties to prevent dehydration. If a student suspects he/she may be experiencing a heat illness of any kind (i.e. heat cramps, heat syncope, heat exhaustion), he/she should immediately notify her/his preceptor who will determine the appropriate actions to take depending on the situation. Students are expected to learn and review the signs and symptoms of heat illnesses.

5. To prevent skin damage from prolonged sun exposure, students are strongly encouraged to apply adequate sunscreen protection. Hats also are encouraged while outdoors. If a student is unable to adequately protect him/herself (i.e. develops a sunburn, sun rash, sun poisoning) he/she may request to move out of the sun. If the student has developed severe burns, sun poisoning, or other condition that does not resolve once removed from the sun, he/she should report to health services.

6. If at any time a student has a question or concern regarding his/her environmental safety, he or she should speak with the Preceptor immediately. At no time should the health and safety of a student be jeopardized in exchange for performing athletic training duties.

7. In all appropriate cases, the University policy regarding environmental hazards takes precedence. This policy is listed below.

University Policy

In addition to the AT program’s established policy, the Southern Connecticut State University Administration has recently created the following guidelines that will override the AT program policies when activated by SCSU. This policy was created in reaction to recent threats of hurricanes in the New Haven area.
GENERAL ISSUES

DISCIPLINARY ACTION

The smooth operation of an academic program such as athletic training requires a certain level of professionalism on the part of the students. Unlike other majors that a student can succeed by simply showing up to classes, athletic training students need to follow rules that guarantee the success of the program and the proper operation of the Athletic Training Room.

The reasons for disciplinary actions can take different forms. (According to the CSCU Student Code of Conduct – see http://southernct.edu/offices/judicialaffairs/StudentCodeofConduct%20%2001-15-2015.pdf for more information which outlines student rights and hearing processes)

1. Academic misconduct includes plagiarism and all forms of cheating. Cheating includes (i) use of any unauthorized assistance in taking quizzes, tests or examinations, (ii) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (iii) the acquisition, without permission of tests or other academic material belonging to a member of the University faculty or staff, and (iv) engaging in any other behavior specifically prohibited by a faculty member in the course syllabus.

2. Academic dishonesty includes misuse of University documents and/or knowingly furnishing false information to any CSCU/SCSU Official, faculty member or office.

3. Actual or threatened physical assault, threatening behavior, intimidation or coercion, sexual misconduct. (See CSCU Student Code of Conduct for more details)

4. Conduct prohibited by any federal, state, and/or local law, regulation or ordinance
   a. Please note that this would include laws and regulations regarding Patient Privacy to include FERPA and HIPAA.

5. Other forms of misconduct outlined in the Student Code of Conduct

Disciplinary procedures for academic misconduct will follow guidelines established by the CSCU Student Code of Conduct. (http://southernct.edu/offices/judicialaffairs/StudentCodeofConduct%20%2001-15-2015.pdf). The faculty member may impose a sanction on the student regarding any academic misconduct. The misconduct may be forwarded to the Academic Misconduct Board which will hold a hearing in regards to the alleged misconduct. The Academic Misconduct Hearing Board may make a recommendation to change the faculty-imposed sanction. The Academic Misconduct Hearing Board may impose additional sanctions to include warning, written reprimand, discretionary sanctions, suspension and/or expulsion.

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The decision rendered by the Academic Misconduct Hearing Board may be appealed to the Provost/ Academic Vice- President who shall review the record of the hearing, including any and all documents presented to the Hearing Board. An appeal shall be in writing within three (3) calendar days of receipt of the Hearing Board’s decision. Grounds for appeals are listed in the CSCU Student Code of Conduct.

Students accused of Non-Academic Misconduct will go through the steps listed in the CSCU Student Conduct. Please refer to http://southernct.edu/offices/judicialaffairs/StudentCodeofConduct%20%2001-15-2015.pdf for more information.

PARTICIPATION IN INTERCOLLEGIATE SPORTS

Students either involved in the Pre-AT, or admitted into the AT program, are permitted to participate in intercollegiate athletics at Southern Connecticut State University, but it is with the understanding of the difficulty it presents. The rigors of athletic participation at the intercollegiate level necessitate that a large amount of time be committed to year-round training, practices, and competitions. As mentioned earlier, educating and preparing students to become knowledgeable and skillful athletic training professionals takes time, commitment and lots of practice. Athletic Training students electing to participate in an intercollegiate sport may be required to sign an agreement with the program to fulfill education requirements beyond the normal semester calendar. The following guidelines have been established by the program regarding athletic participation:

The program will allow Athletic Training students to participate in intercollegiate sport, provided that the following criteria are met:

1. The Athletic Training Student will participate in one sport season per academic year. During the off-season, sport training will take place during the student-athlete’s personal time and program responsibilities will take precedence.

2. All clinical assignments (observation and/or clinical experiences) must be completed before athletic participation can begin.

An Athletic Training student may apply for exemption from any of the criteria stated above through a discussion with the Clinical Coordinator. Upon written agreement between the Athletic Training Student/Student-Athlete and the AT program, a student may be required to perform his/her clinical experience beyond the normal calendar year. This agreement will be included within the student’s personal file, and will ensure adequate clinical experience on the part of the Athletic Training Student. Possible additional clinical experiences may include, but are not necessarily limited to, required presence during preseason camp, or during the winter intersession, and/or extension of a clinical experience from early May into mid-June with one of our affiliated settings. In some cases, the clinical assignment may be made up during the summer at a clinical site with the approval of the Program Director, Clinical Coordinator and the Preceptor.
WORKING vs. LEARNING

Maintaining an outside job while pursuing a degree in athletic training is very difficult. It should be noted that the Athletic Training Faculty strongly discourages outside employment during your professional preparation. Students will be required to maintain a minimum GPA, accrue clinical contact days, and have responsibilities with your clinical experiences. This rigorous schedule will not leave much free time. If students feel that a job is necessary to meet school expenses, the Athletic Training Faculty cannot prohibit them from working. However, when planning employment, it is imperative that work hours be scheduled around academic and clinical requirements. If scheduled work hours interfere with professional preparation and clinical responsibilities, a meeting should be scheduled with the Program Director to discuss other educational opportunities available at SCSU.

LIABILITY

Athletic Training Students should be aware that lawsuits are becoming increasingly common in athletic training settings. To minimize the chances of becoming involved in a lawsuit, Athletic Training students should use tact whenever dealing with a patient or client. Also, Athletic Training students should never openly criticize any preceptor or other allied health professional. Most importantly, Athletic Training students must know their own professional limitations and work only within those limitations. It is far better to say ‘I don’t know, but I can find out’, rather than to try to do something that you have not been trained to do. On the other hand, Athletic Training students could be found negligent if they did not provide the services as they have been trained to provide. The simplest way for Athletic Training Students to avoid litigation is to be knowledgeable, use common sense, and ask for assistance whenever in doubt.

The university does maintain liability insurance for all athletic training students. This insurance covers each student while partaking in her/his clinical experience. This coverage only protects the student while performing clinical activities that are part of a course assignment. It does not cover volunteer activities that are performed outside of a course assignment.

CRIMINAL BACKGROUND CHECKS

Some affiliated clinical field experience sites may require that Athletic Training Students undergo a criminal background check prior to beginning the clinical field experience at those sites. However, background checks are not compulsory for all Athletic Training students at this time, only for those assigned to specific affiliated clinical experience sites. If an Athletic Training student is assigned to one of the affiliated sites that require a background
check, and the student does not wish to have a background check performed, s/he will be reassigned to another affiliated clinical field experience setting, without any questions.

THE SPORTS MEDICINE CLUB

The Sports Medicine Club is a student-run, university-funded club comprised mostly of Athletic Training Students. Its purpose is to build camaraderie among students with a common interest. The club has held fundraisers to pay for transportation, rooms, and registration at the Eastern Athletic Trainers’ Association Annual Symposium. Supervised and advised by an AT faculty member, club members have volunteered in the community to help with local road races and provided food and clothing to the homeless, among other things. For additional information on the Sports Medicine Club and club membership, please ask any of the AT faculty, or talk to any of the Club officers.
APPENDIX A - ATHLETIC TRAINING PROGRAM

Application Rating and Scoring System

Freshman and transfer students applying for admission into the Athletic Training Program will be scored in the areas listed below. Applicants with scores above the minimum will be accepted into the program, based on the number of available openings in the program.

1. **Overall Q.P.R.: 2.7 (Mandatory)**  
   Minimum score: 17 points  
   - 1 point will be added to the score for every 1/10th of a point above the 2.70 minimum, **up to 30 points maximum**.  
   - A Q.P.R. below the 2.7 minimum will receive a score of “0”.

2. **Written Examination: 70%**  
   Minimum score: 5 points  
   - Examination will include questions from EXS courses 158, 185 and 281.  
   - 1 point will be added to the score for every 2 points over the 70% minimum, **up to 20 points maximum**.  
   - 1 point will be subtracted for every 2 points under the 70% minimum.  
   - **Example:** 82% on the examination will score 11 points in this section.

3. **Practical Examination: 70%**  
   Minimum score: 5 points  
   - Examination will include questions from EXS 185.  
   - 1 point will be added to the score for every 3 points over the 70% minimum, **up to 15 points maximum**.  
   - 1 point will be subtracted from the score for every 3 points under the 70% minimum.  
   - **Example:** 79% on the examination will score 8 points in this section.

4. **Interview:**  
   **0-3 points per category**  
   - Scores will be given for responses in each of the categories by those AT faculty members in attendance at the interview (Possible scores 0,2,3)  
   - The mean score of all faculty scores will be determined for each category and recorded.  
   - Scores will determined for each category based on the following scale:  
     Mean average: 2.5 – 3.0 is worth 3 points  
     Mean average: 1.5 – 2.49 is worth 2 points per category  
     Mean average: < 1.5 is worth 1 point per category

5. **Letters of Recommendation: 3 maximum**  
   Minimum score: 1 pt/letter (3)  
   - The individual writing the recommendation will rate the candidate using the following scale  
     1 = Do Not Recommend  
     2 = Recommend with reservation  
     3 = Recommend  
     4 = Recommend without reservation  
     5 = Recommend strongly  
   - **Example:** If the first letter rated the candidate a 4, the second rated the candidate a 3, and the third rated the candidate a 4, the candidate would receive a score of 11.

The rating given by the person recommending the candidate will serve as the score for that letter.  
- Each candidate may submit only three (3) letters of recommendation for a **maximum score of 15 points**.
ATHLETIC TRAINING PROFESSIONAL DEVELOPMENT UNITS

Report Form

Name _______________________________________________ Date ______________

Professional Development Activity ____________________________________________

Role in Professional Activity ________________________________________________

Dates of Professional Activity _______________________________________________

Location of Professional Activity ____________________________________________

Number of Contact Hours with Activity ________________________________________

Do you have evidence that activity was completed? YES NO

What is your evidence ________________________________________________________

-----------------------------------------------------------------------------

Student Signature ________________________________________ Date ____________

Professional Development Units Awarded __________________

Signature of AT Faculty Member ____________________________________________

Note: Original should be placed in student’s primary file,