

Student Handbook
Athletic Training Program
2019

Preparing Future Athletic Training Professionals

Table of Contents

Mission and Vision Statements	
Program Goals and Objectives	4
Athletic Training Defined	4
Accreditation	6
Non-Discrimination	6
Admission Process	6
• AT Program Admission Criteria	
• Criminal Background Information	
Technical Standards for Admission	8
Educational Program	9
Grading	12
Medical History	13
Additional Medical and Health Concerns	14
• Safety	
• Emergency Action Plan for Classroom/Lab	
• Mental Health	
• Communicable Disease	
• Health Insurance	
• Emergency Contact Information	
Athletic Training Student General Information	16
• Relationships	
• Academics	
• Professional Projects	
Expectations	17
• AT Program Skill Laboratory	
• Keys	
• Intramural/Club Sports	
• AT Student Meetings	
• Local/State/National Meetings	
Costs	18
Confidentiality	20
Grievances	20
Fitness to Practice Concerns/Behavior Issues	20
• Expected Classroom/Lab Behavior	
• Outside Work/Extracurricular/Co-curricular/Athletics Participation and AT Students	
• Athletics Participation	
• Leave of Absence	
• Dating/Appropriate Interpersonal Relationships	
• Tobacco/Alcohol/Other Drug Use	
• School of Kinesiology, Health and Recreation (SKHR) Scholarships	
Hardin-Simmons University/AT Student Professional Appearance Code	26
• Personal Hygiene	

- Clothing/Dress Expectations

Clinical Education

28

- Required Clinical Experiences
- Clinical Hours Recording
- Overall Clinical Behavior Expectations
- Scheduling
- Summer/Early Fall Schedules
- Holiday/Other Breaks
- University Closing due to Inclement Weather
- Team Travel

Practical Skills Examinations

33

Appendices

- 1 AT Clinical Education Application Forms
- 2 Technical Standards
- 3 AT Student Medical History
- 4 AT Student Confidentiality Agreement
- 5 HIPPA/FERPA Guidance
- 6 HSU Infection Control Information
- 7 Defining Competence
- 8 Professional Values, Fitness to Practice & Disciplinary Action Process
- 9 NATA Educational Competencies, 5th Edition
- 10 BOC Standards of Professional Practice
- 11 NATA Code of Ethics
- 12 Texas AT License Scope of Practice
- 13 Texas AT License Student Activities
- 14 Texas AT License Standards of Conduct
- 15 Preceptor Evaluation of Student Preparation
- 16 AT Student Professionalism Evaluation
- 17 Clinical Skills Evaluation
- 18 Mid-Clinical Preceptor Evaluation
- 19 Student Evaluation of Preceptor
- 20 Student Evaluation of Clinical Site
- 21 Weekly Reflection Journal
- 22 Rehabilitation/Reconditioning Evaluation
- 23 Psychological Counseling Evaluation
- 24 Mini-CEX (Clinical Evaluation Form)
- 25 Compact between AT Students and their Teachers
 - Core Tenets of Athletic Training Education
 - Commitments of Faculty
 - Commitments of Students

INSTITUTIONAL MISSION STATEMENT

The mission of Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

ATHLETIC TRAINING VISION STATEMENT

The Hardin-Simmons University Athletic Training Program prepares future athletic training professionals to positively impact the patients they serve and the public perception of athletic training as an allied health profession and its role in the global health care community.

ATHLETIC TRAINING MISSION STATEMENT

The Hardin-Simmons University Athletic Training Program (AT Program) provides the opportunity for professional preparation and growth of athletic training students and staff members, through a combination of formal and informal education along with structured clinical experiences in a Christian environment. Both the classroom and clinical education provide environments for AT students to obtain the resources and experiences necessary to meet their individual needs to become credentialed athletic trainers, by keeping literature, equipment and techniques current with technological and scientific trends to promote the evidence-based practice of AT.

The AT Program aims to build a positive reputation among athletic training students, student-athletes, parents, administrators, physicians, community and region by maintaining a professional and ethical environment to ensure the graduate is prepared to become a successful athletic training professional. This preparation must include knowledge and skills, values, ethics, and effective critical-thinking, problem-solving and decision-making skills. The program intends to be distinguished for its high-quality faculty, staff and students and be recognized for clinical excellence and innovation.

Various assessments are performed to provide feedback for continual improvement of the AT program. These assessments focus on leadership strengths and improving individual weaknesses in AT students, faculty and preceptors. This commitment to the constant evaluation of program strengths and weaknesses allow for necessary improvements to enhance the AT Program.

Excellence in AT education and professional practice are the pillars which support the program. The AT students, faculty and preceptors will demonstrate compassionate professionalism, integrity and ethical behaviors as an evidence-based practitioner.

PROGRAM GOALS AND OBJECTIVES:

- 1.** To provide students desiring to attend a Christian university with an opportunity to earn a bachelor's degree in athletic training which will prepare them to provide the broadest range of athletic training services, including injury prevention, recognition, evaluation, treatment and rehabilitation, through both classroom and clinical experiences.
- 2.** To provide athletic training students with the knowledge, skills, values and abilities to successfully complete all requirements for state licensure and BOC certification.
- 3.** To effectively prepare students to research, critically appraise and appropriately utilize evidence in their clinical problem-solving and decision-making.
- 4.** To effectively prepare students to enter the athletic training profession in their chosen setting, so they may enhance the provision of health care through prevention, diagnosis and intervention with emergency, acute and chronic medical conditions.

5. To provide opportunities for personal and professional growth for students, faculty and preceptors to develop themselves as lifelong learners and patient advocates.

Besides these goals, the program also want to provide opportunities and promote service to patients, preceptors, faculty/staff, the community and the AT profession. In order to do so, these values are necessary:

People Above All ...by treating those we serve with compassion, dignity and respect.

Patient Centered

Compassionate

Respectful

Responsive

Collaboration

Promotes teamwork

Fosters cross-departmental cooperation

Effectively communicates

Leader behaviors – Optimize organizational talent

Creates an inclusive & safe environment where people can thrive

Identifies & promotes talent by providing opportunities for growth

Engages employees in improving individual & team performance

Excellence ...by acting with integrity and striving for the highest quality care and service.

Ownership

Proactive

Resourceful

Responsible

Continuous Improvement

Safe & Reliable

Shares Knowledge

Continuous learner

Leader behaviors – Shape the future

Acts as a change champion

Performs effectively in an ambiguous & complex environment

Actively engages others in our goal of achieving industry leadership

Results ...by exceeding the expectations of those we serve and those we set for ourselves.

Outcome-focused

Performance driven

Agile

Accountable

Leader behaviors – Executive presence

Exhibits energy, excitement, enthusiasm & courage

Effectively communicates to & influences a variety of audiences

Builds credibility & trust through visibility

Source: Banner Health System Values, Banner Heart Hospital, Mesa, AZ

ATHLETIC TRAINING – DEFINED

Athletic Trainers (ATs) are health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. (Source: National Athletic Trainers Association – www.nata.org)

ACCREDITATION

The Hardin-Simmons University Athletic Training Program is accredited by the Commission on Accreditation for Athletic Training Education (CAATE) through 2019. More information about the Commission is available at www.caate.net.

NON-DISCRIMINATION

The University reserves the right to deny admission, suspend or refuse readmission to any student who does not fully comply with admission procedures, whose application gives evidence that the student would find the aims and objectives of the University incompatible with his/her lifestyle, who does not meet his/her financial obligations to the University in a manner satisfactory to the University Controller, or whose admission or continued enrollment is deemed to be undesirable for any reason. The University reserves the right to refuse or cancel a student's admission and/or direct his/her activities in the University if the student's physical and/or mental health condition indicates that such action is essential for safeguarding fellow students, faculty and staff. No student shall be denied admission, suspended or refused readmission by reason of race, age, physical or academic disability, color, sex, national origin or religion.

ADMISSION PROCESS

Incoming students must meet the AT Program admissions criteria below. Students who transfer to HSU will also have to meet these requirements to gain acceptance into the program. The Director of Athletic Training Education will review the transfer student's transcript to determine if transferring courses and credits meet AT Program degree requirements. ATTR courses are not transferable. Please refer to the complete AT Program Transfer Policy[^] at <http://www.hsutx.edu/academics/sportsmed/transferpolicy.pdf>.

Hardin-Simmons University offers complete equality of opportunity to all qualified students without regard to race, creed, color, sex, age, national origin, handicap or genetic information.

AT Program Admission Criteria are:

1. Completion of at least 12 semester hours
2. **Prerequisite course:**
ATTR 1310 – Introduction to Athletic Training with grade of A or B
Recommended but not required course:
BIOL 2410 – Essentials of Human Anatomy & Physiology or
BIOL 2402 – Human Anatomy & Physiology I
3. Overall GPA of at least 2.5 in all other coursework

Student selection criteria will also be based upon the following:

1. Accurate completion of AT Program admissions application
2. Completion/evaluation of the AT Program Admissions Questionnaire
3. Letter of recommendation from former supervising athletic trainers/coaches/allied health/medical/education professionals (use form provided).
4. Signed AT Program technical standards document
5. Performance evaluations provided by preceptors during observations. This will include work ethic, punctuality, adherence to policy (dress code, confidentiality, etc.), professionalism, etc..(each preceptor grades on 0-2 scale; single score determined from combined average)
6. Interview grade/impressions

The application materials can be found on the course Canvas site. Applications are due in early November (specific date to be specified annually). Interviews will be scheduled as soon as practical. All applications become the property of HSU and are maintained in the student's AT Program application file. The application materials are reviewed by the program director to assure minimum acceptance requirements are met, and provided to other AT Program faculty. The students' interests and future goals are considered, as well as strengths and weaknesses considered relevant to the students' educational process and possible future athletic training career. After reviewing the application materials, the student's application score is calculated and the AT Program faculty makes a determination of the student's acceptability into the program.

Admission to the clinical part of the AT program is competitive. A student may meet all admission criteria and not be admitted. If a student meets the criteria and demonstrates characteristics indicative of success in the athletic training profession, he or she is accepted. If there are more qualified candidates than there are positions in the program, the candidates are rank ordered according to academic records and personal qualifications using the application score sheet. Students not accepted are encouraged to consider and address their strengths & weaknesses to reapply the next year.

Students should be notified the week after final exams of their admission status. If admitted, the student's admission status will be conditional until fall semester grades are confirmed. If a student shows promise of success in the field, but has an area of concern or has not completely met a criterion, the student may be admitted provisionally. The student must repair the deficiency within a mutually agreed upon period of time (usually one semester).

Once accepted into the AT Program, PRIOR to starting clinicals, the student must:

- To reduce possibilities of transmitting or receiving infectious diseases, students must possess a history of immunizations before starting hands-on patient care. These immunizations must include:
 - MMR (Measles/Mumps/Rubella)
 - Tetanus/Diphtheria/Pertussis
 - Varicella or "Chicken Pox" (or evidence of disease)
 - Hepatitis B (3-injection series)
 - Polio
 - Meningococcal Meningitis
- It is strongly recommended by both the program and the Centers for Disease Control that students maintain their immunization status; however, students may sign a declination form for religious or other personal reasons. This form can be requested from the program director.
- Provide proof of a negative TB test. The student is responsible for notifying program/clinical staff about potential TB exposure and/or positive TB test (within last 6 months).
- CPR for Health Care Providers certification (or equivalent) – course provided first week of spring semester

To remain in good standing in the AT program a student must:

- Continue his/her successful completion of academic coursework, including:
3.0 GPA in all athletic training major (ATTR) courses, and a 2.5 overall GPA
- Maintain of current first aid and appropriate CPR certification
- Complete annual blood borne pathogens training
- NATA/SWATA student membership
- Completion of assigned clinical experiences
- Clinical skills achievement/progression as required
- Demonstrate professional and ethical behavior

Student compliance with these continuing requirements is evaluated at the end of each semester. Again, if a student fails to meet a criterion during their academic career, depending on the seriousness of the deficiency, the student may be placed on probation or dropped from the AT Program, under the Fitness to Practice policy.

The probationary period, if applicable, will be for a mutually-agreed upon period (usually one semester), to repair, or at a minimum, show substantial progress towards repair of the deficiency. The terms of the probation will be delineated into a contract between the student and the program director. The student who does not progress successfully will be dropped from the AT Program depending on the seriousness of the deficiency.

Criminal Background Information

Some clinical sites may require a criminal background check. If necessary, this will be done at the student's expense. Prospective students should also be aware of credentialing agency requirements regarding a candidate's previous criminal history. Students with a previous criminal history should direct questions regarding eligibility for AT licensure and/or certification to the Director of AT Education.

TECHNICAL STANDARDS FOR ADMISSION

The Athletic Training Program (AT Program) 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 AT Program establish the essential qualities considered necessary for students admitted to this program. These technical standards are in place to give the student an opportunity 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]). In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Students must be able to maintain compliance with all technical standards throughout their time in the AT program. Students will verify their ability to comply with the technical standards annually. All students admitted to the AT Program must meet the following abilities, expectations and compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam or the Texas AT licensing exam.

Candidates for selection to the AT Program must demonstrate:

- the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm;
- sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients;
- the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgements and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;
- the ability to record the physical examination results and a treatment plan clearly and accurately;
- the capacity to maintain composure and continue to function well during periods of high stress;
- the perseverance, diligence and commitment to complete the athletic training program as outlined and sequenced;
- flexibility and the ability to adjust to changing situations and uncertainty in clinical situations in different environments;
- affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

These standards are more specifically listed on the Technical Standards Form. Candidates for selection to the athletic training program will be required to verify they understand and meet these technical standards or believe that, with certain accommodations, they can meet the technical standards.

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 of 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 other program requirements deemed essential to graduation. The Disability Services Office 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. The Technical Standards form is in the Appendix.

EDUCATIONAL PROGRAM

The AT programs course sequence is based on a cohort model. This means students will take the AT-specific content courses (prefix ATTR) courses with the group they were admitted into the program following the Intro to AT course. The ATTR course sequence is rigid as listed below. Other courses may be taken as allowed and desired by the student, in consultation with their academic advisor. The degree requirements and suggested course sequence are shown below:

AT Program Suggested Course Sequence	
Year 1	
Fall Semester #1	Spring Semester #1
ATTR 1310 -- Intro to AT	Clinical program admittance
BIOL 2402 or 2410 -- Anatomy if possible	ATTR 3350 -- Inj/III Eval I
Clinical program application	ATTR 1320 -- Fund of AT
PSYC 1301 -- Intro to Psyc (can be taken any first 4 semesters)	ATTR 1101 -- Taping/Bracing
COMM 1301 -- Speech Comm (can be taken any first 4 semesters)	Anatomy if not completed
FSSC 1301 -- Comp Apps	MATH 1310 -- Coll Algebra
Year 2	
Fall Semester #2	Spring Semester #2
ATTR 3351 -- Inj/III Eval II	ATTR 3352 -- Inj/III Eval III
ATTR 2321 -- AT FX I	ATTR 2322 -- AT FX II
FSSC 1170 -- Wellness	FSSC 3313 -- Kinesiology
CHEM 1301 or 1310 -- Chem	

Year 3	
Fall Semester #3	Spring Semester #3
ATTR 3310 -- Rehab/Recond	ATTR 3340 -- Modalities
ATTR 3321 -- AT FX III	ATTR 3322 -- AT FX IV
ATTR 4140 -- Pharmacology ATTR 4141-- Pathology ATTR 4142 -- Med Aspects (offered odd fall -- either year 3 or 4 depending on rotation)	
BIOL 3418 -- Adv Anatomy	FSSC 3360 -- Instr of Str/Cond
FSSC 3314 -- Ex Phys	
Year 4	
ATTR 4321 -- AT FX V	ATTR 4322 -- AT FX VI
ATTR 4240 -- Org/Admin ATTR 4144 -- Current Topics (offered even falls -- either year 3 or 4 depending on rotation)	
ATTR 414X if not previously taken	
PSYC 4321 -- Psych Counseling	FSSC 4304 -- Statistics
Courses in purple MUST be taken in sequence as listed	
Courses sequence suggested for programmatic or departmental reasons	
other university requirements taken in consultation w/academic advisor	



HARDIN-SIMMONS UNIVERSITY

FOUR-YEAR COURSE SEQUENCE TEMPLATE

Degree: BSHS

Major: Athletic Training

	FALL	SPRING	MAY/SUMMER I & II
YEAR 1	FYSM 1301 (Fall only) ATTR 1310 (Fall only) MATH 1310 ENGL 1301 FSSC 1170 HIST 1300	ATTR 1101 (Spring only) ATTR 1320 (Spring only) ATTR 3350 (Spring only) BIOL 2410 (Spring only) PSYC 1301	Click or tap here to enter text.
YEAR 2	ATTR 3351 (Fall only) ATTR 2321 (Fall only) COMM 1301 CHEM 1301/1101 (Fall only) OR CHEM 1310/1110 FSSC 1117 Fine Arts (3)	ATTR 3352 (Spring only) ATTR 2322 (Spring only) FSSC 3313 FSSC 1301 Old (BIBL 1301 OR New Testament (BIBL 1302)	Click or tap here to enter text.
YEAR 3	ATTR 3310 (Fall only) ATTR 3321 (Fall only) ENGL 3300 RELI 2345 BIOL 3418 (Fall only)	ATTR 3340 (Spring only) ATTR 3322 (Spring only) FSSC 3314 FSSC 3302 Fitness Activity (1) Elective (3 credits)	Click or tap here to enter text.
YEAR 4	ATTR 4240 (Even Fall only) ATTR 4144 (Even Fall only) ATTR 4140 (Odd Fall only) ATTR 4141 (Odd Fall only) ATTR 4142 (Odd Fall only) ATTR 4321 (Fall only) PSYC 4321 (Fall only) FSSC 3360	ATTR 4322 (Spring only) FSSC 4304 Electives (6 credits)	Click or tap here to enter text.
NOTES	Students attempting to enter professional allied health programs will require additional prerequisite courses.	Suggested elective courses: PSYC 2300 PSYC 3310 BIOL 3308 (May Term only) PBHL 2301 PBHL 3310	Click or tap here to enter text.

GRADING

There are specific expectations required for each letter grade. Not everyone earns an A, nor should they. Students are not entitled to a good grade; being admitted to the AT program doesn't automatically earn you an A in your AT (or any other) courses.

The typical athletic training student is motivated, hardworking, and often an over-achiever. With type "A" personality traits, it is very easy to become focused on receiving the best grade in every class. However, high grades should not be the ultimate goal. Mastery of psychomotor skills, development of critical thinking skills, and acquisition of specialized knowledge are necessary to become an entry-level athletic trainer."

"Earning a high course grade is a worthy goal, but the learning process should be approached in a manner that helps the student to achieve the greater goal of becoming a proficient clinician."

Gardin, F, Grade Inflation: The Student's Perspective (Part 2), *Athletic Therapy Today*; 12(4), July 2007, 32-34

Please remember, the faculty and preceptors want to see your best work every day. Even your best work, may not earn you an A in every class. There is no shame in this; if everyone gets an A the grade ceases to demonstrate distinction. Expectations for specific grades are:

Grade	Description
A	Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue. This is illustrated by the student demonstrating: <ul style="list-style-type: none">• Excellent mastery of course material• A very high degree of originality, creativity or both• Excellent performance of analysis, synthesis and oral/written expression• Working independently with unusual effectiveness
B	Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study. This is illustrated by the student demonstrating: <ul style="list-style-type: none">• Good mastery of course material• A high degree of originality, creativity or both• Good performance of analysis, synthesis and oral/written expression• Working well independently
C	A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development (remembering a 3.0 average in ATTR courses is required). This is illustrated by the student demonstrating: <ul style="list-style-type: none">• Acceptable mastery of course material• Some degree of originality, creativity or both• Acceptable performance in analysis, synthesis and oral/written expression• Independent work at an acceptable level
D	A marginal performance in the required exercises demonstrating a minimal passing level of attainment. A student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field. This is illustrated by the student demonstrating:

- Deficiency in mastery of course material
- Apparent absence of originality, creativity or both
- Deficiency in performance of analysis, synthesis and oral/written expression
- Deficiency in ability to work independently

F For whatever reason, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an advisor's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken. This is illustrated by the student demonstrating:

- Serious deficiency in mastery of course material
- Clear absence of originality, creativity or both
- Seriously deficient performance of analysis, synthesis and oral/written expression
- Inability to work independently

Modified from: http://www.dartmouth.edu/~reg/transcript/grade_descriptions.html
<http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/>

Incomplete

I Given to a student who has substantially completed the course but whom, at the end of the semester and due to circumstances beyond his/her control, lacks certain essentials of performance. A grade of 'I' is not counted as an attempt in calculating the student's grade point average. However, if the course is not completed by the deadline specified by the professor giving the 'I' the grade will be changed to an 'F' which becomes the permanent grade. The deadline specified by the professor can be no later than the last day of the following long semester after the semester in which the 'I' was awarded.

2015 HSU Undergraduate Bulletin, p. 27

Suggestions for becoming a better active learner:

- Preview information that will be covered in class prior to the class meeting, or use other reading strategies to prepare yourself before each meeting.
- Prepare questions to ask the professor about material that was unclear after attempting to understand it.
- Questions should be specific and concise, rather than taking the "I didn't understand" perspective. Clearly identify the material that was not understood to help the professor help you.
- Use a system of note taking during lectures to make the process of receiving information more active.
- Review class notes as soon as possible after the class meeting to ensure maximum retention of information.

Gardin, F, Grade Inflation: The Student's Perspective (Part 2), *Athletic Therapy Today*; 12(4), July 2007, 32-34

MEDICAL HISTORY

Students should inform the Program Director and Clinical Education Coordinator about any significant health history or medical conditions that could require emergency/special care, affect the student's ability to fulfill the program's technical standards or could disrupt the clinical environment. Examples include, but are not limited to:

Diabetes
 Epilepsy/seizure disorder
 Asthma

Students will complete a medical history form when they enter the AT program and are expected to update any relevant information as necessary. The student also has the responsibility to inform the program if they are taking any medication that may impact their clinical performance. Relevant medical history information may be shared with preceptors; this will be discussed with the student prior to releasing the information.

Based on the medical history, the program may require physician clearance prior to starting patient care. Failure to disclose relevant medical information puts both the student and clinical staff/patients at risk. The discovery of a non-disclosed condition will be viewed as a Fitness to Practice concern and will be handled under that policy.

ADDITIONAL MEDICAL AND HEALTH CONCERNS:

Injury and Illness Risk

There is some risk of injury or illness associated with participation in the AT Program. These program-related injuries and illnesses may be caused by a number of direct and indirect factors, including but not limited to, non-contact causes (lifting or carrying), contact with various objects (participants, sport implements, surfaces or surrounding structures), environmental (heat illness, lightning), travel (motor vehicle accident), or communicable disease.

This list does not include all risks. There are risks of injuries/illnesses that cannot be stated and may be unforeseeable when participating in the AT Program. The athletic training staff will be provided with educational training, personal protective equipment and work practice controls, which may reduce the risk of program-related injury/illness. Athletic training students know & understand that following policies and procedures and supervisor instructions will also decrease the risk of program-related injury/illness.

Safety

The AT program takes several steps to improve safety and reduce risk for patients, preceptors, faculty and ATS. Some of these are:

- All treatment equipment in contact with students/patients receives a biomedical inspection at least annually when appropriate
- All licensed/certified ATs are continually certified in Health Care Professional-level CPR
- Student dress/grooming must not interfere with patient-care activities (discretion of preceptor)
- Student patients/models should act immediately to protect themselves during lab activities. Students performing diagnostic/special tests, providing treatments, rehabilitation, etc., should know and understand relevant indications/contraindications for the specific activity/skill
- Students should follow stated infection control policies
- Personal belongings should be kept clear of traffic and clinical/lab activity areas
- Clinic supplies/equipment should be put away as soon as possible to avoid spills, splashes and trip hazards
- Students will be required to perform cleaning activities in both the lab and clinic as directed by the lab instructor or preceptor to maintain a clean and orderly environment for learning and clinical activities
- Students are responsible for notifying lab instructors/preceptors about allergies and medical conditions which could be affected by lab and/or clinical activities
- Students are responsible for how on-campus carts, utility vehicles, etc. are driven. There should not be more people on the vehicle than there are seats at any time (unless required for patient care. Students should never ride on a trailer.

Emergency Action Plan for Classroom/Lab

In the event of a medical emergency in the program's classroom or lab on the 3rd floor of Abilene Hall (2418 Hickory St.), students should provide whatever first aid/emergency care necessary to preserve life or limb and call 911 if necessary. If a licensed/certified AT is present, they should be notified and direct care. First aid/CPR supplies are available in the AT lab. The Abilene Hall AED is located on the first floor, near the east stairwell.

Mental Health

Any student applying or participating in the AT Program should notify the Director of Athletic Training that he/she has a known psychological condition. Failure to disclose a known mental health/psychological condition that could impair academic or clinical activities is a violation of the Technical Standards and will be treated as a Fitness to Practice concern. Clearance from a mental health professional may be required before AT Program students are allowed to participate in clinical experiences. In the event any form of psychological illness occurs or the AT Program Director believes a mental health assessment is necessary while a student is participating in the AT Program, the student may be required to be examined by a mental health professional to begin/continue in clinical experiences. This is for the safety of the AT Program student and for the safety of the patients and clinical staff they may contact.

If during assessment the mental health professional recommends some form of counseling sessions, rehabilitation period, or other course of action, it will be written as a behavior contract and signed by the AT Program student and the AT Program Director. In addition, the Dean of Students will be notified of this referral and agreement. If the AT Program student fails to abide by the contract, this will be terms for immediate probation and/or termination from the AT Program through the Fitness to Practice policy. A part of this contract will be a signed consent for their participation in their treatment plan to be confirmed by the Director of AT Education and/or Clinical Education Coordinator.

Communicable Disease

HSU athletic training students should not perform clinical experiences during the infective phase of a communicable illness, or if their attention to detail will be distracted because they are injured or feeling ill. Both of these situations put patient safety in jeopardy, which is in opposition to the prevention domain of athletic training. Going home when ill is in the best interests of the ill student, fellow students, faculty and patients, and is the action of a responsible professional. Failure to disclose a known illness will be treated as a Fitness to Practice concern. Long-term illness (mononucleosis, for example) may require Incomplete grade(s) and could result in delay of course completion and/or graduation.

Athletic training students have the responsibility to contact their preceptor as soon as they know they are ill to let them know they will not be present that day. If unsure, students may also request evaluation by an HSU athletic trainer or their preceptor to determine if they should continue their scheduled clinical experience. Preceptors may also send a student suspected of being ill home at their discretion.

Students will not be allowed to provide patient care if:

- Febrile ($\geq 100^{\circ}$ F)
- Acute upper respiratory, sore throat or sinus infection
- Prescribed antibiotic course on board less than 24 hours
- Conjunctivitis
- Any open wounds/skin lesions that cannot be covered
- Active mononucleosis
- Any other infectious condition

Febrile students ($\geq 100^{\circ}$ F) are assumed to be infectious and will be sent home from their clinical site, as are students assumed to be in the infective stages of disease (strep throat, mononucleosis, uncovered/unmanaged skin lesions, etc.).

Clinical preceptors may, at their discretion, require clearance from a physician (or their designate) before the student can resume their clinical experience. Per HSU policy (see Undergraduate Bulletin) students may be required to make up missed clinical experience(s) in a manner acceptable to the instructor.

Students may seek care from local medical resources (see *HSU Student Handbook*) or if available, from the physicians and/or family nurse practitioner/physician assistants in the athletic training service program.

Students are strongly encouraged to establish a patient-provider relationship with a local primary care provider to enhance their care while in Abilene.

Athletic training students should practice good hygiene (especially hand washing), proper nutrition, obtain adequate rest and maintain appropriate vaccinations to reduce their risk of contracting communicable diseases to which they may be exposed.

Health Insurance

All students in the AT Program are required to carry and provide proof of personal health insurance. Information should include company, policy number, relevant policyholder information, contact phone numbers and a copy of the card. This information will be provided for inclusion in the student's file prior to starting clinical experiences. Students should also enter this information into the Typhon system.

Emergency Contact Information

All students will provide emergency contact information (email and phone number) for 1-2 people (parents, spouse, etc.) who should be notified in the event of a medical or other emergency situation. Students should also enter this information into the Typhon system.

ATHLETIC TRAINING STUDENT GENERAL INFORMATION:

Relationships

Program faculty and preceptors encourage a "family" atmosphere. We consider this a program strength. As a family, we:

- Do second chances
- Don't make assumptions – ask!
- Apologize
- Forgive
- Respect each other
- Talk TO each other, not ABOUT each other
- Are team players
- Keep our promises
- Act with confidence, not arrogance
- Act with assertiveness, not rudeness
- NEVER give up
- Help each other
- Encourage each other
- Laugh often

Your life will be changed by the relationships you form within this program. Some of those you meet will become lifelong friends. While in this program, you will have many people that care about you and can support you as you handle both school and life problems, if you let them. At the end of the day, AT is truly about relationships.

Academics

Students in the HSU AT Program should be compliant with the GPA standards set for the program (3.0 in ATTR courses; 2.5 overall). At the beginning of each semester, each student will be responsible for turning in a complete class schedule to the AT Program Director, Clinical Education Coordinator and their preceptor(s). Also, there are minimum clinical progression standards attached to each Field Experience course (see course syllabi) which must be maintained. Students should also be familiar with the AT program information within the *Undergraduate Bulletin*.

Students who fall below the minimum grade standards will be handled through the Fitness to Practice policy. This may include probation for a set amount of time and if substantial improvement is not seen may be dismissed from the program. Any ATTR course with a grade of D or F must be repeated at the soonest possible opportunity to continue in the AT program. Students will not graduate without completing a senior

professional presentation and applying for the BOC examination. Credit for these activities is provided during ATTR 4322.

Class attendance is crucial. Students should make every effort to attend each class at every meeting time. Excessive absences will be determined by the AT Program Director and will be handled as a Fitness to Practice concern.

Your academic advisor will work with you to attempt to schedule all of your classes before mid-afternoon whenever possible.

Professional Projects

Students are required to complete three short presentations during their first three years and a capstone-level professional project/presentation

Each student (either alone or in a small group) will complete a professional presentation. The purpose of the project is to enhance the learning, knowledge and skills students beyond what is taught in the classroom. Each project requires and should demonstrate extensive research of relevant literature. Specifics of each project will be negotiated and contracted by the end of the junior year. Either the PD or CEC will serve as a mentor for the project.

These projects may take one of two forms: an original research study or an evidence-based, best practices review over an approved topic. The presentation is expected to last 30 minutes and will have a minimum of 45 slides. Students are encouraged to consider and perform original research. The willingness to do the extra work required for an original research project will enhance a student's graduate school and employment applications. Any research project, including surveys, must be approved by the University Research Review Committee; students need to allow adequate time for this approval.

EXPECTATIONS

AT Program Skill Laboratory

Abilene Hall Room 312 has been designated the HSU AT Program skills laboratory. Within this classroom is an accompanying AT Program computer lab. The classroom is to be locked at all times when not in use for class. Entry to the room is allowed by admitted HSU AT Program students ONLY. It may be used during regular hours that Abilene Hall is unlocked. To gain access, get the AT Program lab key from the combination lock box attached to the door of the room. Also in room 312 are anatomical models as well as diagnostic and other equipment that may be used by students. This is a *privilege* given to AT Program students. The combination of the lock box will be issued to you at the beginning of each semester. Do not give the combination to anyone. Access to this room is restricted. All materials are to be kept in the classroom. **Do not remove supplies, books, periodicals, charts, models, computer software or other materials without permission.** The AT Program computer lab has several programs available for your use. The computers are also connected to the university network, which enables full-time internet access for education purposes. A printer is also available; please use this for small (< 5-8 pages) print jobs. Please print larger jobs in one of the computer labs or library.

Keys

Keys may be issued as necessary to athletic training students. Keys should never be loaned to anyone, including roommates, friends, or other athletic training students. In the event keys are lost or stolen, you should immediately notify the AT Program Director & Head Athletic Trainer. Keys are to be kept on your person, do not leave them sitting in the clinic, lab or other places frequented by other people. Keybox combinations should NEVER be shared with anyone outside of the AT program.

Keys to ancillary areas are kept in each office of the athletic training rooms. These may include keys to gates, offices, other buildings, storage areas, and vehicles. Students may use these keys only with the direct consent of the site preceptor or other administrator.

Intramural/Club Sports

AT students CANNOT act as athletic trainers while unsupervised with intramurals and/or club sports. If a licensed and/or certified athletic trainer employed by HSU is present, you may act as an AT within the discretion of the preceptor. Lab and/or clinic AT-related supplies & equipment should NEVER be used without the explicit permission of an appropriate preceptor or program faculty member.

AT Student Meetings

AT student meetings are held as necessary. Attendance is mandatory. Time and place of these meetings will be determined as needed. Upcoming events, current issues & relevant problems will be discussed at these meetings. Be prepared for these meetings by bringing some sort of writing utensil as well as appropriate calendars and schedules.

Before the beginning of each fall semester, staff/student development meetings will be held the week before fall sports begin. A review of policies & procedures, as well as emergency procedures, will be reviewed at this time. In short, preparation for the upcoming season sports as well as staff development will be promoted during this annual meeting. Attendance is mandatory of all students and staff. Students will be notified by May 31 by the Head Athletic Trainer as to the dates and times of these important meetings. Absences must be approved by the Head Athletic Trainer & AT Program Director.

Local/State/National Symposia & Workshops

Students are highly encouraged to attend professional meetings as a supplemental resource to current events and techniques associated with the profession. Meetings are also an important tool in regard to professional socialization among staff and other athletic trainers as well as a means of networking. The AT faculty will make every effort to notify the students of upcoming meetings and symposiums by verbal announcements & electronic postings/emails.

Although it is impossible for the AT Program to pay for all students to attend such meetings, occasionally we are able to defray some of the cost of attending certain meetings by students. When available, this outside funding should be used for meeting expenses only, such as registration, travel, and lodging. Students are encouraged to organize fundraising activities to help defray these expenses, through the HSU AT Society.

Meetings that are especially beneficial to the AT Program students include the annual NATA national symposium (June), the NATA District 6 (SWATA) symposium (July) & the SWATA Competency Workshop (January) for upperclass students. Many other local, regional & national symposia opportunities are available.

COSTS

Currently, the 2017-2018 University *Undergraduate Bulletin* lists the costs in the left column. Costs in the right column are specific to the AT program. Please use these as estimates only.

University Costs (from 2017-18 Undergraduate Bulletin):

Tuition:

Because economic conditions fluctuate, the University reserves the right to change tuition, fees, room, and meals and other charges at the beginning of any semester. The tuition year is June 1, 2017 – May 31, 2018.

Tuition for FALL and SPRING semesters

General undergraduate tuition

Block undergraduate tuition rate per semester
(12-17 hours/semester) 13,120.00

Block tuition does not cover hours exceeding 17 in a semester, or apply to nursing, international studies, intercollegiate courses, graduate courses taken as an undergraduate student, or to any program with special tuition rates.

Students who pay the block tuition rate in both the Fall and Spring semesters, while taking less than 34 hours during these two regular semesters, may take their unused hours in the following May or Summer semesters.

Hourly overload rate for taking more than 17 hours in either the Fall or Spring Semesters.....800.00

Part-time tuition rate (1-11 hours/semester), per credit hour..... 800.00

Tuition for SUMMER I and SUMMER II 2017
Undergraduate tuition, per credit hour.....700.00

Tuition for MAY TERM 2018
Undergraduate tuition, per credit hour.....700.00

Fees:

Admissions application (non-refundable)50.00
Athletic Training Program See ATEP Handbook
Audit fee, per semester hour..... 50.00
Change of Schedule late registration, per course..... 10.00
Departmental and laboratory Fees..... 80.00

Departmental fees are charged for all courses requiring more hours of classroom instruction per week than semester credits. Laboratory fees are charged for all courses requiring a laboratory or access to a laboratory or special supervision beyond regular classroom instruction.

Departmental Examination for Credit
(Advanced Standing/ Placement)..... 40.00
Diploma
(for each original duplicate, or replacement diploma).....25.00
Diploma Card (for cards filed after the deadline) 25.00
See page 28 for additional charges
Enrollment deposit300.00
Kinesiology, Health and Recreation activity courses (lab fee)45.00

General Fees All Students:

Fall & Spring Semesters block tuition or 12 hours or more.....600.00
Fall & Spring Semesters for students taking 9-11 hours.....400.00
Fall & Spring Semesters for students taking 5-8 hours.....320.00
Fall & Spring Semesters for students taking 1-4 hours.....220.00
Per Summer Semester.....220.00

HSU payment plan enrollment fee.....10.00
Late payment fee15.00
Post Office box rent per semester
(Applies to students living off-campus).....15.00
Returned check.....30.00
Re-registration fee to reinstate classes if dropped for non-payment,
per occurrence15.00
Special examination.....25.00
Student I.D. card replacement.....15.00
Time payment charge for all payment options 18% annual rate
Transcript (Accounts must be current before transcripts are issued)
Sent by regular mail and electronic5.00
Express mail.....25.00
Writing proficiency examination fee, Non-refundable.....20.00

Specific AT Program-related costs (estimates only):

- * Clothing - \$150 per year
- * Professional Liability (malpractice) insurance - \$17 (per year)
- * ATTR 1320 course fee -- \$150 (used for Typhon Program Tracking Software subscription, CPR certification, polo shirt and taping supplies)
- * Field Experience course fees (used for various lab supplies, polo shirt & conference expenses)
- * Shoulder pack/diagnostic tools (\$100)
- * Symposium Fees - \$300+ (per symposium attended)
- * NATA membership dues - \$90 (per year)
- * BOC Exam - \$335 (one-time fee – per test)
- * Texas Department of Health Licensure Exam - \$300 (one-time fee -- per test)
- * Transportation - \$100 (per semester) ***estimate of costs to off-campus clinical sites
- * Criminal Background check -- \$20

CONFIDENTIALITY

Institutional policy and federal law (including Health Insurance Portability & Accountability Act – HIPAA and Federal Educational Rights and Privacy Act – FERPA) determine what, when and to whom student-related information can be released. HIPAA/FERPA training will be provided upon entry into the program and a mandatory review is provided each August. Any information regarding patients is confidential in nature and should not be released without written authorization. This includes any personal data, injury information, rehabilitation information, notes, photographs, x-rays, MRI reports, doctor's prescription, and the like. Also included is release of a student-athlete's playing status. Photos of injuries or patients in clinic should never be seen on social media.

If for any reason you wish to use the patient's information, x-rays, or any data in a case study, class project or publication, you must get written patient authorization to do so. The appropriate release form can be obtained from the AT Program Director.

Releasing any confidential information without authorization is a serious Fitness to Practice concern and grounds for immediate suspension and/or dismissal from the AT Program. Confidentiality agreements are signed annually by students.

Student records are maintained in the PD's or CEC's offices, which are locked at the end of the day. Student records are only available to program personnel, including preceptors when necessary to protect students/patients or to enhance the student's clinical education experience. A "Student Passport" is available to preceptors within the Typhon system; you may review your passport within the system. Some records may be kept separate from the student's file to make certain confidentiality is maintained for sensitive issues. Students should not share their Blackboard or Typhon login credentials; this could expose student records.

GRIEVANCES

As with many families, there will from time to time be grievances among those involved. Attempts should be made to resolve problems between the parties involved in a mature, calm, civil fashion. Resolution of problems should never be attempted in front of other staff members or student-athletes.

In the event that a student-to-student conflict cannot be resolved, they should turn to their preceptor (if in-clinic) for arbitration. Both sides will meet in private to give their description of the problem. In the event of other student-student or student-to-staff conflicts, the Clinical Education Coordinator (if not involved in the conflict) will serve as an arbitrator. The issue may be elevated to the AT Program Director if not resolved at these levels. If the grievance involves the Program Director, the Associate Dean of the School of Kinesiology, Health and Recreation and/or the Dean, College of Human Sciences & Educational Studies will arbitrate the conflict.

In the event an athletic training student has a conflict with a student-athlete, coach or student/graduate assistant coach or other clinical site-related personnel, the preceptor(s) should be notified as to determine what (if any) intervention is necessary.

Students are referred to the *HSU Student Handbook* for the institutional grievance policies. If a student has a grievance with an instructor within the AT Program, they should discuss the grievance with the following personnel (in order of appearance); Clinical Education Coordinator (if clinically-related), AT Program Director, Associate Dean for the School of Kinesiology, Health and Recreation, the Dean of the College of Human Sciences & Educational Studies, the Executive Vice-President for Academic Affairs/Provost, and the President.

FITNESS TO PRACTICE CONCERNS/BEHAVIOR ISSUES

AT students have certain privileges and responsibilities different from those of other students. Because of this, different standards of professional behavior are expected of them. AT programs are responsible for ensuring that AT students have opportunities to learn and practice the standards expected of them.

This process considers AT student's fitness to practice in relation to their behavior(s) and in relation to their health when appropriate. Poor health can affect a student's fitness to practice either directly or by being a cause of misconduct.

This document attempts to advise AT students and other program personnel on the kinds of professional behavior expected of AT students in order for them to be fit to practice. It does not provide an exhaustive list but hopefully encourages students to strive for high standards in their professional and personal lives.

Students are cautioned that actions outside the AT Program and/or off-campus may impact their AT Program status. Examples of such actions include but are not limited to other campus disciplinary action, criminal offenses, substance abuse, and academic dishonesty. The program will accept and act on information regarding fitness to practice concerns from anyone inside or outside the program. Incidents of these types are subject to AT disciplinary action because they reflect poorly on the AT profession, AT Program/faculty, the School of Kinesiology, Health and Recreation/College of Human Sciences & Educational Studies, and the entire university. Fitness to professionally practice concerns fall under the Foundational Behaviors of Professional Practice section of the 2010 NATA Educational Competencies as well, under the headings of legal practice, ethical practice and professionalism and the Athletic Training Licensure Statute and Rules. Because of this, students should be aware of their responsibilities as outlined in the *HSU Student Handbook* and the *Undergraduate Bulletin*. These issues cast doubt on the student's decision-making, personal ethics & ability to act/practice professionally. Behaviors that breach University-level standards will be dealt with at that level first, then under the Fitness to Practice policy. The program reserves the right to suspend or otherwise restrict student participation based on the type of offense during this process. Examples of Fitness to Practice Concerns include but are not limited to:

Areas of concern	Some examples of concern
Criminal conviction or caution	Child pornography
	Theft
	Financial fraud
	Possession of illegal substances
	Child abuse or any other abuse
	Physical violence
Drug or alcohol misuse	Drunk driving
	Alcohol consumption that affects clinical work or the work environment
	Dealing, possessing or misusing drugs even if there are no legal proceedings
Aggressive, violent or threatening behavior	Assault
	Physical violence
	Bullying
	Abuse
Persistent inappropriate attitude or behavior	Uncommitted to work
	Neglect of administrative tasks
	Poor time management
	Non-attendance
	Poor communication skills
	Failure to accept and follow educational advice
Cheating or plagiarizing	Cheating in examinations, logbooks or portfolios
	Passing off other's work as one's own
	Forging off other's work as one's own
	Forging a supervisor's name on assessments
	Falsifying research

Dishonesty or fraud, including dishonesty outside the professional role	Financial fraud
	Fraudulent CVs or other documents
	Misrepresentation of qualifications
Unprofessional behavior or attitudes	Breach of confidentiality
	Misleading patients about their care or treatment
	Culpable Involvement in a failure to obtain proper consent from a patient
	Sexual, radical or other forms of harassment
	Inappropriate examinations or failure to keep appropriate boundaries in behavior
	Persistent rudeness to patients, colleagues or others
	Unlawful discrimination
Health concerns and insight or management of these concerns	Failure to seek medical treatment or other support
	Refusal to follow medical advice or care plans, including monitoring and reviews, in context of maintaining fitness to practice
	Failure to recognize limits and abilities or lack of insight into health concerns
	Treatment-resistant condition

Modified from General Medical Council, p. 31. Available:

http://www.gmc-uk.org/education/undergraduate/undergraduate_policy/professional_behaviour.asp

Typically, fitness to practice & similar concerns are usually handled on a mild, moderate & severe classification structure, as determined by the AT Program Director in consultation with the Clinical Education Coordinator. This process should be completed within 5 days of the initial notification of the student.

Possible sanctions include:

- Written warning
 - Behavior contract/conditions
 - Suspension from didactic and/or clinical course(s)
 - Expulsion from course(s)
 - Dismissal from program
- Minor issues may be dealt with simply by counseling against repeat behavior and/or letter in the student's file.
 - Behavior contracts/conditions may be required anytime during a semester and may result in a probationary status. The AT Program Director will determine the level of the concern and the consequence and/or remedy to return to good standing in the program.
 - Consequences may also include repeating courses and/or suspension from clinical and/or ATTR classroom courses. These actions may delay graduation dates.
 - **Students arrested and charged with criminal conduct may be immediately suspended from clinical education based on the decision of the site-based preceptors, the Clinical Education Coordinator and the AT Program Director.** These actions may delay graduation dates.

- **Students may be immediately suspended or removed from a specific clinical site at the discretion of site preceptors or administrators.**
- *On- or off-campus clinical sites may choose to not allow a student to complete/participate in clinical experiences at their sites; this may also impact a student's graduation date.*

Communication is a critical part of this process. All parties must communicate regularly. Communication should be by email since this is the official communication method for the University. Any conversations between parties should be summarized in an email between the parties to maintain a written record.

If a student disagrees with the decision of the AT Program Director (PD), the student may ask for a Fitness to Practice panel (consisting of the ATed PD (*ex officio*), Associate Deans in the College of Human Sciences & Educational Studies, the Dean, College of Human Sciences & Educational Studies, another School of Kinesiology, Health & Recreation faculty member selected by the Dean) and one program preceptor (mutually agreed to by the Dean and student and willing to serve) to appeal a decision, they may file a written request to do so within 5 days of the initial discussion. After this, a student may then appeal the panel's decision through the regular university appeal process.

Panel members should:

- know and understand the rules and regulations of fitness to practice and disciplinary matters at the program
- know and understand the relevant documents
- be fair-minded and willing to hear the full facts of the case before reaching a decision
- be prepared to seek appropriate expert advice, especially in cases involving health or impairment issues
- make certain the fitness to practice process is fair and proportionate and uses good practices of equality and diversity.

The panel will hear from the PD about the nature of the concern, the involved student and any other relevant parties as requested by the panel. Because this is not a legal proceeding, legal representation is not allowed. The student may choose to have the meeting with the panel public; this request must be made by email. The panel will restrict discussion to the specific concern(s). Any documents provided to the panel will also be given to the student. The panel will meet within 7 business days whenever possible. The panel should:

- Ask whether a student's behavior or health, or both, raise a serious or persistent cause for concern about their ability to continue in the program, or to practice as an AT after graduation. This includes, but is not limited to, the possibility that they could put patients or the public at risk.
- Evidence should be considered on the balance of probabilities
- The panel should also refer to any relevant documents used by the program to define fitness to practice, such as the *BOC Standards for Professional Practice*, *NATA Code of Ethics* and state licensure rules and laws.
- Keep written records of all discussion, votes, decisions and sanctions

The student can appeal the decision of the panel to the the Provost/Chief Academic Officer and the President, in that order. The appeal process should begin no later than 7 days after the student's notification of the panel decision by the AT Program Director.

The AT Program Director, Clinical Education Coordinator and subsequent Faculty/Preceptors of the AT Program reserve the right to determine the degree to which individual acts of misconduct may be classified. The above examples are merely a sample of many the possible acts of misconduct.

Students convicted of a criminal act will be reprimanded in accordance to the form of criminal action against the student. Depending on the crime, a student may face immediate dismissal of the AT Program with no opportunity to appeal.

NATA Foundational Behaviors of Professional Practice:

Primacy of the Patient	Team Approach to Practice
Legal Practice	Ethical Practice
Advancing Knowledge	Cultural Competence
Professionalism	

Source: *NATA Athletic Training Education Competencies, 5th ed.*

This is a **SUMMARY** of the expectations and process; students are referred to the Appendix for more information about fitness to practice concerns, professionalism and competency.

Most of the Fitness to Practice policy is modeled after and modified from *Medical Students Professional Values and Fitness to Practice*. Available: http://www.gmc-uk.org/education/undergraduate/professional_behaviour.asp

Expected Classroom/Lab Behavior

Athletic training students are expected to be responsible for their own learning. AT is a professional preparation program; students are expected to act as professionals. As such, the student must take initiative to meet with their professor or preceptor to get assistance for any difficulties, just as they would in the “real world.” It is expected students will be self-directed learners, with appropriate faculty guidance. In summary, our expectations of AT students include:

- Demonstrating respect and dignity for all members of the HSU community, visitors, other professionals
- Differing points of view and life experiences should be respected
- Students must effectively work together to solve problems and complete assignments, just like the “real-world.”
- Students have primary responsibility to ask questions to enhance their learning
- Active course participation is **ESSENTIAL** and **EXPECTED**. AT courses have small enrollments by design; they are discussion courses. Learning is enhanced through active student/instructor interaction. Adequate class preparation is required for effective discussion.
- Self-responsibility for learning and assignment completion, including commitment to both classroom and clinical education. This includes entering required information into the Typhon system
- Demonstrating dedication to excellence and to the mastery of the essential AT knowledge, skills and behaviors.
- **Appropriate** use of personal electronic devices may enhance learning. Students may be asked by instructors to bring/use specific devices for instructional purposes. Repetitive inappropriate use of these devices may indicate a Fitness to Practice concern. Text messaging is **NOT APPROPRIATE** at any time. Students expecting “urgent” calls/texts should notify the instructor before class. This is not different from what will be expected in a professional employment setting.
- **BE ON TIME** for classes/clinical/appointments. This is a foundational behavior of professionalism.
- **Appropriately preparing for classes, including appropriate dress for lab activities, reading, researching, completing assignments, etc.**
- Students must show responsibility to obtain missed course material or to complete assignments/exams, regardless of the reason for the absence.
- Ethical behavior as students and clinicians

- Develop and display professional values inside and outside the program
 - **LEAD**
 - Listen
 - Engage
 - Accept
 - Do
 - **LEARN**
 - Logical
 - Enhance
 - Accomplish
 - Routine
 - Never stop
 - **PROFESSIONAL**
 - Prepared
 - Respectful
 - Organized
 - Flexible
 - Empowering
 - Studious
 - Secure
 - Integrity
 - Obedient
 - Nice
 - Approachable
 - Life-long learner
 - **CARE** for one another
 - Compassion
 - Acceptance
 - Respect
 - Encourage
 - **SERVE**
 - Selflessly
 - Enthusiastically
 - Relentlessly
 - Vigorously
 - Everyday

Examples of inappropriate, disruptive behaviors in classes include but are not limited to:

- Sleeping
- Inattentiveness, including studying/completing assignments for other courses
- Inappropriate language
- Coming in late/leaving early
- Personal hygiene issues

Eating/drinking in class is at the discretion of the instructor. Failure to follow these expectations may result in course grade reduction, course dismissal and/or Fitness to Practice procedures.

Outside Work/Extracurricular/Co-curricular/Athletics Participation and AT Students

AT students are encouraged to participate in co-curricular and extracurricular activities that enhance their personal & professional growth while attending HSU. However, due to the number of clinical hours required for the AT program, time availability must be considered when deciding about participating in other activities, such as working, playing a sport, social clubs, etc. Students participating in outside activities are responsible for completing all class and clinical requirements required of any other student. AT students are responsible for

clinical assignments ranging from a minimum of 52 and maximum of 120 hours per month. Exceptions to the minimum requirement due to decreased patient load (for example: post-season period) may be made by the appropriate preceptor.

Athletics Participation

Completing the AT degree while playing a sport is a very difficult, but not impossible, endeavor. The program faculty discourage, but do not prohibit sport participation (maximum of 1 sport per year). Students are required to complete all semesters of field experience by sequence (fall/spring); you can't double-up in a semester. The program attempts to **minimize** (not eliminate) conflicts with your team schedule during your competitive season, but you will be required to participate in your AT clinicals during your competitive season as well. However, during the non-traditional (off-) season we will not accommodate athletics activities. In the past, student-athletes have elected to change majors to avoid the time conflict, others have quit participating in sports to concentrate on AT and a few have completed their athletics eligibility and the AT program.

Leave of Absence

After being formally admitted into the clinical portion of the program, students may request a leave of absence from the AT program for up to one year. A leave may be requested for a semester-abroad experience, internship-type experience, medical or personal reasons. If students are leaving HSU, they should contact the Registrar's and Financial Aid offices to determine possible University-level consequences.

The student will not receive any program-level penalty, however the student is responsible for updating any necessary certifications/ trainings at their own expense prior to returning to clinical experiences. Students should be aware that a leave of absence will likely extend their graduation date. Students must provide a minimum of 90-day notice by email when planning to re-enter the program. A meeting should be scheduled with the CEC and/or PD to discuss any program policy/procedure changes made during the absence.

Dating/Appropriate Interpersonal Relationships

AT student/student-athlete/student-athletics staff dating is discouraged, but not prohibited. This type of relationship **must** be disclosed to the preceptor(s) of the facilities/sports involved, the CEC and PD. Failure to disclose the relationship will be treated as a Fitness to Practice concern. AT students involved in these types of personal relationships must understand & demonstrate:

- Under no circumstances should the AT student treat, evaluate or provide any type of AT service or advice to a patient they are romantically involved with inside OR outside the clinic.
- The relationship **must** stay out of the clinic! An outsider observing clinic interaction (physical, emotional, verbal) should not be able to notice the relationship.
- HIPPA/FERPA protections still apply to patients (teammates, AT student/staff treatment, etc.). Discussions about these topics is inappropriate.
- It may be necessary to transfer the AT student to another clinical site to avoid conflict. This could potentially delay a graduation date.

Tobacco/Alcohol/Other Drug Use

For overall health reasons, tobacco use is not recommended. Any type of tobacco use is prohibited in class or during any clinical experience, including team travel. HSU is a tobacco-free campus; this includes any type of oral tobacco. Make sure you are "aired out" before you come into the athletic training room. If we can smell smoke on you (new or stale) or if we see tobacco in your teeth, you will be sent home.

SKHR Scholarships

There is one scholarship specifically for AT students at this time; the criteria are in Scholarship Central. However, there are some departmental scholarships available to all SKHR majors. The applications for university scholarships are in Scholarship Central on the HSU Central portal. SKHR faculty review the applications and awards the scholarships, typically to upperclassmen. AT students are also encouraged to apply for scholarships through the NATA and SWATA (see their respective websites for specific application information).

Hardin-Simmons University - Athletic Training Student Professional Appearance Code

Students must appear professional to maintain a status of excellence and professionalism. Therefore, it is imperative that students dress and maintain a professional attitude and appearance. If for any reason the supervising preceptor does not believe you are appropriately dressed, you will be sent home to change. Questions concerning the Appearance Code should be directed to the Clinical Education Coordinator and/or the Program Director. Preceptors may modify this for specific circumstances. Appearance expectations for students are:

Personal Hygiene:

1. All students are expected to bathe at least once a day; students who choose to “workout” prior to attending their clinical assignments are expected to bathe before they come to their clinical site. Students may be asked to leave the clinical site by the preceptor if the student’s body odor is offensive.
2. All students are expected to use deodorant on a daily basis.
3. Facial hair is to be neat and trimmed.
4. Clean fingernails are a must. Students who choose to keep longer nails may be asked to cut their nails so as not to interfere with treatment to athletes (i.e. massage, trigger point therapy, etc.). Artificial nails cannot be worn for infection control reasons.
5. Hair must be off the face. If hair is long it should not interfere with treatment to an athlete in any fashion. Hair must be washed on a daily basis. Hair that is knotty and unkempt is not allowed.
6. Necklaces should be kept to a minimum or not worn while working. If necklaces are worn they should be kept under the shirt while working.
7. Visible tattoos are to be covered while during clinical experiences.
8. Tongue studs, eyebrow piercings, nose rings and lip rings are prohibited. Any piercing other than earrings must be covered. Earrings are limited to **two** per ear. Earrings should be stud or small hoops, so as not to interfere with treatment. The preceptor may approve larger hoops.

Clothing/Dress Expectations

In the classroom at any time:

1. During lectures: shirts/shorts/skirts/pants that DO NOT expose the breasts (cleavage), midriff or buttocks when sitting, stooping, kneeling, etc.
2. During lab: appropriate lab clothes including shorts and t-shirts (men); shorts or exercise tights and t-shirts (women). For upper body labs, tank tops, sports bras or swim suit tops may be worn as appropriate. Otherwise, the the breasts (cleavage), midriff or buttocks when sitting, stooping, kneeling, etc., typically should not be visible.
3. Long hair must be tied back so it is not in the face.
4. T-shirts/tank tops cannot have alcohol-related or inappropriate logos/words

Attending AT-related guest lectures anywhere:

1. No hats/headgear
2. One earring in the ear lobe only
3. No exposed tattoos
4. Professional attire (“Sunday/church dress” including: dress slacks (NO JEANS), collared shirts that can be tucked in, closed-toe shoes, skirts & blouses that DO NOT expose the breasts (cleavage), midriff or buttocks. Shorts and appropriate tops may be worn only if a laboratory is part of the presentation of the visiting lecturer/guest and the course instructor has given permission for such attire.
5. Inappropriate attire includes flip-flops, sandals, slippers, jeans, shorts, jogging suits, low-cut pants or shirts.
6. AT-related guest lectures within program classroom/lab nametags are REQUIRED.

Practices:

1. **Hats:** HSU-logo preferred. Black, white, gray or purple personal hats may be worn if only the manufacture’s logo is visible.
2. **Shirts:** HSU Sports Medicine apparel. All shirts must be tucked in.
3. **Jackets:** HSU Sports Medicine jacket.
4. **Pants:** khaki or black shorts or pants. Windpants/sweats approved by preceptor(s) may be worn in cold/inclement weather. Shorts should be a modest length.
5. **NEVER ACCEPTABLE:** *tank tops, blue jeans, sport-sandals or “flip flops,” or any clothing that exposes the breasts (cleavage), midriff or buttocks when sitting, stooping, kneeling, etc.*
6. In the event of inclement weather, adjustment in the uniform can be appropriately made with the permission of your preceptor. In the absence of HSU outerwear or severely inclement weather, personal jackets may be worn if only manufacturer’s logo is visible.
7. Students are encouraged to be prepared for variable weather conditions when clinical requirements include outdoor activities. Weather conditions often change rapidly in this region.

Games (final determination by preceptor):

Professional Casual – Volleyball, basketball

1. **Shirts:** Collared shirts, blouses, sweaters, or tie and jacket
2. **Pants/Slacks:** casual or dress pants/slacks
3. **Skirts/Dresses:** is it practical for working environment?
4. **Shoes:** Casual or dress shoes
5. **NEVER ACCEPTABLE:** tennis shoes, open-toed shoes, “flip flops”, or blue jeans

Game Uniform – Outdoor sports:

1. **Hats:** HSU-logo or plain caps only.
2. **Shirts:** Collared staff shirt.
3. **Jackets:** HSU Sports Medicine jacket or purple jacket.
4. **Pants:** Khaki or black colored pants or shorts (as preferred by preceptor). Shorts should be of modest length.
5. **NEVER ACCEPTABLE:** *tank tops, blue jeans, cargo pants, sport-sandals or “flip flops,” or any clothing that exposes the breasts (cleavage), midriff or buttocks when sitting, stooping, kneeling, etc.*
6. In the event of inclement weather, adjustment in the uniform can be appropriately made with the permission of your preceptor.
7. In the absence of HSU outerwear or severely inclement weather, personal jackets may be worn if only manufacturer’s logo is visible.

8. Students are encouraged to be prepared for variable weather conditions when clinical requirements include outdoor activities. Weather conditions often change rapidly in this region.

Off-campus Clinical Rotations:

Professional Casual – or as required by the clinical site

1. **Shirts:** Collared shirts, blouses, sweaters, or tie and jacket
2. **Pants/Slacks:** casual or dress pants/slacks
3. **Skirts/Dresses:** practical for working environment
4. **Shoes:** Casual or dress shoes
5. **NEVER ACCEPTABLE:** *tennis shoes, open-toed shoes, “flip flops”, blue jeans, or any clothing that exposes the breasts (cleavage), midriff or buttocks when sitting, stooping, kneeling, etc.*

NAMETAGS ARE REQUIRED FOR ALL OFF-CAMPUS CLINICAL EXPERIENCES (at discretion of preceptor for on-campus clinicals). You will be provided with one nametag; you will be charged \$10.00 each for replacements.

Other Related Events: **Consult with supervisor and always wear name tag.**

CLINICAL EDUCATION

ATs, physicians and other health professionals in multiple settings serve as preceptors for AT students. Direct supervision is required by CAATE standards and requires the preceptor to be physically present and able to immediately intervene to protect a patient. The preceptor is also expected to provide formal and informal feedback to the student to allow for improvement of clinical skills. Preceptors have special opportunities to teach and evaluate student clinical performance while they perform patient care.

According to CAATE standard, preceptors must:

- a. Supervise students during clinical education;
- b. Provide instruction and assessment of the current knowledge, skills, and clinical abilities designated by the Commission;
- c. Provide instruction and opportunities for the student to develop clinical integration proficiencies, communication skills and clinical decision-making during actual patient/client care;
- d. Provide assessment of athletic training students' clinical integration proficiencies, communication skills and clinical decision-making during actual patient/client care;
- e. Facilitate the clinical integration of skills, knowledge, and evidence regarding the practice of athletic training.

Clinical supervision can also be defined as:

“Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior members(s), monitoring the quality of professional services offered to the clients she, he, or they see(s), and serving as the gatekeeper of those who are to enter the particular profession.” (Bernard and Goodyear, 1998)

The process of clinical supervision should have a clinical focus involving knowledge sharing, learning guidance and the provision of feedback and support.

The supervisory relationship should reflect aspects of trust, reliability, approachability, honesty, be non-judgmental and foster open communication.

A primary responsibility of a preceptor is to act as a role model; therefore relationship between preceptor and student must be defined by mutual trust and respect, as described above.

Supervision is intended to:

- Grow the student and supervisor
- Encourage and ensure conformity to agency and organizational standards and expectations
- Result in improved patient & student outcomes
- Provide both support and challenge to the student
- Help make the work more manageable
(e.g., a more positive work environment for productivity and quality outcomes)?

(Modified from: Bradd T, Allied Health Clinical Supervision Guidelines; available:

http://www.seslhd.health.nsw.gov.au/Policies_Procedures_Guidelines/Clinical/Allied_Health/documents/AlliedHealthClinicalSupervisionGuidelinesSESLHDGL%20016.pdf)

Selected CAATE standards related to clinical education include:

46. Clinical education must follow a logical progression that allows for increasing amounts of clinically supervised responsibility leading to autonomous practice upon graduation. The clinical education plan must reinforce the sequence of formal instruction of athletic training knowledge, skills, and clinical abilities, including clinical decision-making.

47. Clinical education must provide students with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical abilities, including decision-making and professional behaviors required of the profession in order to develop proficiency as an Athletic Trainer.

50. Students must gain clinical education experiences that address the continuum of care that would prepare a student to function in a variety of settings with patients engaged in a range of activities with conditions described in athletic training knowledge, skills and clinical abilities, *Role Delineation Study/Practice Analysis* and standards of practice delineated for an athletic trainer in the profession. Examples of clinical experiences must include, but should not be limited to: Individual and team sports; Sports requiring protective equipment (e.g., helmet and shoulder pads); Patients of different sexes; Non-sport patient populations (e.g., outpatient clinic, emergency room, primary care office, industrial, performing arts, military); A variety of conditions other than orthopedics (e.g., primary care, internal medicine, dermatology).

Any violation of or concerns related to these (or other) standards should be reported to the PD or CEC.

The entire set of CAATE Standards is available:

<http://caate.net/wp-content/uploads/2014/07/2012-Professional-Standards.pdf>

Clinical education in the HSU AT program is intentionally planned to encourage the integration of classroom knowledge and simultaneous clinical practice to develop clinical skills, decision-making and use of evidence-based practice. Students and preceptors should utilize the concept of graded supervision; as students progress through a clinical rotation and the program, they should be provided with increasing amounts of responsibility, including semi-autonomous practice. This clinical progression is a responsibility of both preceptor and student. The student must show desire to grow and demonstrate the clinical skills and decision-making required to be an effective clinician. The preceptor must assess and guide the student to obtain the required skillset and be willing to allow the student more patient care responsibility with appropriately supervised autonomy.

Students and preceptors should remember students cannot perform clinical skills they have not been instructed on AND practiced on non-patients. This does not mean a student must wait to complete the Modalities course before applying a modality; it does mean the student must be instructed on & competency verified before applying it to a patient. The program encourages the use of “teachable moments” and the varied patient load during clinical experiences. It will be advantageous to the student’s clinical education to be able to “take advantage” of specific patients/pathologies as they present, regardless of their level in the program. It is the responsibility of both the preceptor AND student to know the capabilities and limitations of the student’s skillset.

Required Clinical Experiences

All students are required to complete clinical experiences with:

- Patients of different ages, genders and activity levels
- Different sports, including equipment-intensive (football) and sports with emphasis on the lower-extremity (basketball, soccer) and upper-extremity (baseball, softball).
- Overuse injuries
- Orthopedic surgery office
- Physical medicine & Rehabilitation physician office
- Outpatient rehabilitation clinic
- General medical experiences
- High school experience available (not required for all students)

Clinical Hours Recording

Clinical hours should be accurately recorded in the duty hours section of the Typhon system. All days in a month should be accounted for in Typhon; days without clinical time should be recorded as such. At a minimum, hours for the previous week should be completed by Monday at 11:59 pm.

During team travel, hours may only be recorded for actual AT duties, such as practice coverage, hotel treatments, game preparation/coverage, etc. Hours cannot be counted for travel time, meals, rest, etc.

Overall Clinical Behavior Expectations

- Be courteous and respectful in all interpersonal interactions
 - Students should never be visibly disrespectful to University employees, visiting team athletes/officials or other healthcare professionals.
 - Others should be respectful of you; if you have unresolvable difficulties with someone in the clinic (athlete, coach, etc.), discuss this with your preceptor
- Do not use profanity or other foul language

- Profanity should not be used by anyone in the clinic; it is your responsibility to maintain decorum in the clinic
- Avoid discriminatory (racist, sexist, etc.) remarks (or anything that can be construed that way); remember, perception is reality
 - Report any harassment to your preceptor or the CEC.
 - Students are also referred to appropriate sections of the *HSU Student Handbook*
- Avoid personal discussions (what party or club attended last night...)
- Avoid personal conversations/text messaging
 - Students are expected to appropriately utilize “smartphones” if they have them available to enhance clinical learning and patient care, but these are the only reason they should be displayed
- Use the “golden rule;” treat others the way you want to be treated, both personally and while delivering patient care
- Upperclass ATS will demonstrate respect for underclass and pre-clinical ATS
 - These groups are not personal “gofers”
 - Act as a professional mentor with younger students
- Verbal comments and/or non-verbal actions toward game officials will not be tolerated; officials should never hear criticism from ATS at any time before, during or after a contest

Scheduling

The majority of clinical experiences occur during the afternoon. Students should make every attempt to not register for courses during the afternoon. Obviously, there will be exceptions to this policy (science labs for example), but whenever possible courses should be taken in the mornings.

When a student has late morning/early afternoon classes, they should have adequate time for lunch before starting their afternoon clinical experience. When students are scheduled for off-campus clinicals, the schedule for these experiences should be determined by the supervisor at that clinical site, with regard for the student’s course schedule. The student is then required to submit this schedule to the preceptor they are assigned to in their on-campus “home” clinic to arrange on-campus hours to complete their weekly clinical schedule. Typically, the on-campus preceptor will be listed as the instructor-of-record for the student’s field experience course. The off-campus schedule takes priority, but off-campus clinicals do not eliminate on-campus clinical responsibilities. The student’s combined on- and off-campus clinical schedule should be submitted to both their on-campus preceptor and the CEC.

AT students are responsible for clinical assignments ranging from a minimum of 52 and maximum of 120 hours per month. Exceptions to the minimum requirement due to decreased patient load (for example: post-season period) may be made by the appropriate preceptor. Students are required to have one day off during each seven-day period.

Summer/Early Fall Schedules

August pre-season clinical activities, including the AT August workshop, are required parts of the fall field experience courses. Any absence from these activities must be approved before May 1 by the PD, CEC, and Head Athletic Trainer. Family or other vacations are not considered excusable reasons for absence. While August report dates may not be certain until May, students should be prepared to report to campus any time after August 1. The workshop is considered a critical part of continuing education and preparation for patient care for

preceptors and students. Missing the August workshop will require students to pay for annual bloodborne pathogen and Healthcare Provider CPR refresher courses. The course providers must be approved by the CEC or PD.

Holiday/Other Breaks

Students' clinical experiences will often continue over short "breaks," such as Labor Day and BW Aston Fall Break. Students assigned to preceptors with sport responsibilities that bridge longer breaks (i.e. Christmas, Spring Break) should visit with their preceptors at the start of that clinical experience to determine expectations for clinical time over break periods.

University Closing due to Inclement Weather

Students are not required to attend clinical experiences when the University is closed due to weather. If classes are not in session (i.e. Christmas break), attendance is not required when travel is actively discouraged by local police or the Department of Public Safety. The preceptor should be notified about the student's absence as soon as possible. If a student is on a team trip when the University is closed, that experience will continue.

Team Travel

The program believes team travel experiences are an important part of students' clinical education. These experiences are a privilege, not a right. Students with poor grades or clinical performance concerns may be prohibited from travel experiences. Team travel assignments are made at the discretion of the preceptor; their decision is final. It is expected students will travel when assigned to as a part of their clinical experience course requirements. If for some reason a student is unable to travel, the student should notify their preceptor as soon as possible (preferably at least a week in advance). Team travel without a preceptor is not a required part of a student's clinical experience.

Appropriate professional behavior is expected, as it is a reflection on the student, preceptor, faculty, program and the University as a whole. Travel and event dress will be determined by the preceptor. Per University policy, no alcoholic beverages can be purchased/consumed while on a University-sponsored trip. Students planning to travel by other means than with the team travel party should submit a request to the preceptor by email. If approved, the CEC should be notified by email.

It is the student's responsibility to notify their professors of upcoming travel-related absences and request/complete any assignments or other work required by the professor to make up the absence in a timely manner. While the absence is considered excused by University policy, it does not excuse the student from any course materials/content/assignments/examinations given during the absence. The student must also be aware of the university's policy on absences/make-up work and adhere to the student attendance policy noted in the *Undergraduate Bulletin* and the course syllabus. Excused absences count against the 25% absence rule.

PRACTICAL SKILLS EXAMINATIONS

Students are given practical skills examinations within AT courses and comprehensive practical skills examinations are given each spring as a part of that semester's clinical field experience course. Students must receive a grade of 75 or above to remain in good standing. If a student earns less than 75, the examination must be retaken. A single exam may be retaken twice, for a total of 3 attempts. The rescheduling of the exam will be done at the convenience of the instructor. The initial attempt's grade will be used to calculate any course grade associated with the exam, but the exam grade of 75

or greater is necessary for progression in the program. After 3 separate exam failures (<75) within the program a Fitness to Practice meeting will be held between the student, PD and CEC to discuss the student's future in the program and possible remediation strategies to improve performance. Five exam failures will be considered a severe Fitness to Practice concern.

Students are responsible for providing a model for these examinations. Models cannot be a pre-clinical ATS, or a current ATS that has not previously taken the examination. These may be audio-video recorded for student and/or faculty review.