

INTRODUCTION

This Athletic Training Student Policies and Procedure Manual is a guide for the operation of the Athletic Training – Sports Medicine Department and the Athletic Training Education Program at Murray State University. The Athletic Training Room is a place where the student-athlete can get medical advice on specific conditions by a Certified Athletic Trainer or Team Physician. Additionally, the athletic training room is utilized as a clinical education site for students admitted into the Athletic Training Education program.

Your college and experience at Murray State University, both in the classroom and in the clinical setting should be exciting and rewarding. The classroom portion of your education is important as it will provide the didactic background for your experiences at the clinical sites. The development of good work habits, team work, and pride in both academic and clinical achievements is important to the program.

This manual has been established to serve as a guide and a reference for the athletic training student. It contains information pertinent to your role in the Athletic Training Education Program.

The overall effectiveness of the Athletic Training – Sports Medicine program is dependent on all of us working together as a team. The Athletic Training Student is a critical member of that team.

It is exciting to have you as part of the Athletic Training Education Program and look forward to helping you meet your academic and athletic training goals

Each Athletic Training Student is required to maintain this manual for the duration of their academic program. The student will be required to turn this manual in to the Program Director prior to graduation from the program. This document should not be lost.

MISSION STATEMENTS

Department of Athletic Training – Sports Medicine Mission Statement

The objectives for the Athletic Training Room are to provide the highest level of athletic and sports medicine care to the intercollegiate student-athletes and student health referrals of Murray State University. This includes the prevention, care, and rehabilitation of athletic injuries as well as helping to direct the nutritional, physiological, and psychological needs of the student-athlete.

The objectives of the Athletic Training Education Program are to educate students in the field of Athletic Training to serve the scholastic, intercollegiate, professional, and recreational athletes that are participating in sport whether this sport is organized formally or informally. Education in the areas of work enhancement, accident prevention, and industrial "athlete" settings is also provided for a student to pursue a career in the clinical or industrial athletic training. These objectives are aimed at assisting the development and advancement of the students toward their life goals while also attempting to develop and/or maintain the positive role model atmosphere. Student athletic trainers learn and encompass competencies in twelve content areas:

Risk Management and Injury Prevention
Pathology of Injuries and Illnesses
Assessment and Evaluation
Acute Care of Injury and Illness
Pharmacology
Health Care Administration

Therapeutic Modalities
Therapeutic Exercise
General Medical Conditions and Disabilities
Nutritional Aspects of Injury and Illness
Psychosocial Intervention and Referral
Professional Development and Responsibilities

Department of Wellness and Therapeutic Sciences Mission Statement

The Department of Wellness and Therapeutic Sciences' primary mission is to provide the best educational experience that is responsive to the needs of a diverse society as well as the health care community. The different divisions that make-up the Department are challenged, in particular, to develop individuals who have great interpersonal skills, flexibility of perception, and the ability to tackle difficult problems creatively.

To achieve the mission, the Department in general strives to:

- A. Provide a curriculum structure that includes courses that focus upon spoken, written, and technological communication;
- B. Provide a curriculum structure that provides students with a sense of identity, purpose, and responsibility;
- C. Provide a curriculum structure that fosters a continuing eagerness for knowledge and critical thinking skills necessary to **manage the rapid change of culture**;
- D. Provide access and to facilitate student needs for practicum experiences through cooperative educational activities in internal and external settings; and
- E. Provide the continuous assessment of student needs, utilizing the data for planning, implementing and evaluating programs.

Each division of the Department strives to achieve the mission by:

The Division of Exercise Science:

- a. To prepare students for careers in health-related professions including but not limited to: sports medicine, athletic training, rehabilitation, corporate fitness, hospital wellness programs and private fitness facilities;
- b. To assist students in preparation for national certification in discipline specific exams;
- c. To provide opportunities for knowledge based and practical "hands-on" experience prior to graduation; and
- d. To provide a solid undergraduate foundation for students who wish to pursue graduate studies in related disciplines.

Athletic Training Option:

- a. **Students will have a comprehensive knowledge base in athletic training as described by the National Athletic Trainers' Association and the National Athletic Trainers' Association Board of Certification.**
- b. **Students will demonstrate competency in fitness assessments.**
- c. **The Athletic Training Program will achieve accreditation based on the new standards passed by the NATA, JRC-AT, and CAAHEP. Current students under the internship route of certification will have their applications to sit for the NATABOC exam by December 2003.**
- d. **Students will demonstrate competency under the 1999 Athletic Training Educational Competencies.**

TEAM PHYSICIANS

Hal E. Houston, MD, FACS

Dr. Hal, as he is known to the student-athletes, has served Murray State athletics for over 25 years. He has given his time unselfishly to the well-being of all student-athletes. A graduate of Murray State University himself, Dr. Houston attended the University of Louisville Medical School and had extensive training at the Mayo Clinic in Rochester, Minnesota. Dr. Houston is an inducted member into the Murray State University Athletic Hall of Fame and has received the prestigious Golden Horseshoe Award for service and commitment to the university. Dr. Houston specializes in general surgery and emergency medicine. He spends time at Vanderbilt Medical Center teaching Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS). Dr. Houston is also a Colonel in the Tennessee National Guard.

Richard Blalock, MD

An alumnus of Murray State University, Dr. Blalock credits Dr. Houston for his interest in sports medicine. While in medical school at the University of Louisville and as a resident in Memphis, Dr. Blalock put miles on his vehicle every weekend to follow the Racers. Specializing in internal medicine, Dr. Blalock has his own practice in Murray. Dr. Blalock has also received the Golden Horseshoe Award at Murray State University. Dr. Blalock love for athletics is a benefit to the student-athletes at Murray State as well as the student-athletes at Murray High School.

Team Physician Policies

Dr. Houston (Dr. Hal) and Dr. Blalock are the team physicians for the Murray State University Department of Athletics. Dr. Houston is the coordinator for all sports medicine care for the student-athletes at Murray State University. Although, Dr. Houston and Dr. Blalock are supported by the full-time athletic trainer staff, they makes all decisions regarding the primary care of the student-athlete including, but not limited to, ordering diagnostic testing and referring to specialists. Dr. Houston and Dr. Blalock will make all decisions in regards to prescribing medications and prescribing courses of treatment for injuries sustained by Murray State University student-athletes.

Dr. Houston and Dr. Blalock play a role in athletic training education as well. Often, the team physicians are willing to allow students to watch their evaluations and interactions with the student-athlete's consent. When observing with the team physicians, be courteous, quiet and respectful. Do not react to situations that may arise in the examination room. If one of the physicians requests your assistance, do whatever you can to help them. If you do not understand something, ask. We would rather it be right, than to have to fix something later.

The team physicians are always willing to help you with your minor medical problems as well. This privilege should be kept to a minimum and must wait until the physician has seen all of the student-athletes that need to be seen. Time permitting; we will try to arrange for you to ask about your situation. Attempts should be made to first utilize the services at Student Health Services, as these services are free to students.

Murray State University Referring Physicians

Orthopedics	John A. Yezerski, MD Raymond Charette, MD
Neurology	Jonathan Gustafson, MD
Neurosurgery Urology	Robert Meriwether, MD Steve Trevathan, MD
Cardiology	Cathryn Christopher, MD
ENT	Samuel Pruden, MD
Maxiofacial	Michael Bobo, DDS, MD
Ophthalmology	James Hart, Jr., MD William Hart, MD D. Hal Capps, MD
Optometry	H.C. Denham, OD James Courtney, OD
Dentistry	Steven Famer, DMD Randy Taylor, DMD

CERTIFIED ATHLETIC TRAINERS

Alan Lollar, MA, ATC, Head Athletic Trainer

Alan Lollar has been head athletic trainer since 1993. Lollar is a native of Vernon, Alabama. A 1981 graduate of Mississippi State University, Lollar received his master's degree from Murray State in 1984. He also did postgraduate work at Western Carolina. Lollar returned to Murray State in 1992 as assistant athletic trainer after serving six years as assistant trainer at the University of Mississippi. He previously served as assistant director of sports medicine at the University of Richmond from 1984-87. Lollar has had experience with the Bakersfield Mariners, a Class A minor league team of the Seattle Mariners. He also has worked numerous summer basketball camps, including the B/C All-Stars. Lollar is certified by the National Athletic Trainers' Association Board of Certification. He is a member of the Kentucky Athletic Trainers' Society and the Southeast Athletic Trainers' Association.

Eric Frederick, MS, ATC, Assistant Athletic Trainer

Eric Frederick began as assistant athletic trainer in 1993. A native of Cleveland, Ohio, Frederick's primary duties include the day-to-day handling of the MSU men's basketball team's training needs. Frederick also assists with MSU football training needs in addition to supervising the coverage of Murray State's spring sports and student trainer staff. Frederick came to Murray State from Texas Christian University, where he served as a student and graduate assistant trainer. A 1992 graduate of TCU with a bachelor's degree in physical education, Frederick also earned his master's degree from TCU in May of 1995. Frederick is certified by the National Athletic Trainers' Association Board of Certification and is a Nationally Registered Emergency Medical Technician. He is also a member of the Kentucky Athletic Trainers' Society and the Southeast Athletic Trainers' Association. Frederick is also licensed by the Texas State Department of Health. Frederick is the director of the MSU Student Athletic Trainer Workshop held on campus.

Jeremy Erdmann, MA, ATC, Director, Athletic Training Education Program

Jeremy Erdmann is the Athletic Training Education Program Director and has held that position since 2001. Jeremy served as a Graduate Assistant at Murray State University from 1997-1999 and returns to Murray State to assist in the development of the Athletic Training Education Program. Jeremy graduated in 1996 from the University of Iowa where he earned a bachelor of science degree in Athletic Training from a CAAHEP approved athletic training education program. Jeremy does not carry any athletic responsibilities, however, can be found in the athletic training rooms supervising and educating athletic training students during their clinical experiences.

Graduate Assistant Athletic Trainers

The Department of Athletic Training – Sports Medicine hires three graduate assistant athletic trainers to assist in the coverage of the 17 intercollegiate athletic programs at Murray State University. These individuals are hired for a term of two years. Therefore, the graduate assistant athletic trainers change frequently. Graduate assistants have earned their bachelor degrees in athletic training or a related field and are pursuing a Master's degree at Murray State University. Although, NATABOC Certification is not required for initial employment, graduate assistants must gain NATABOC certification while serving at Murray State University.

Certified Athletic Trainer Policies

The coordinator of the Athletic Training – Sports Medicine department in the Department of Athletics is the Head Athletic Trainer. This person is assisted by one full-time assistant athletic trainer, the graduate assistant athletic trainers, and the athletic training students. All student-athletes must see one of the staff athletic trainers prior to seeing the team physicians. Many problems can be taken care of by the athletic trainers by following Standard Operating Procedures and Standards of Care (See Appendix E) that have been developed along with the Team Physicians. It is important that all injuries and illnesses are reported to the athletic trainers. All reported injuries and illnesses will be evaluated to determine playing status or the need to be referred to the team physicians. It is the responsibility of the athletic training staff, in consultation with the student-athlete to determine if the extent of an injury warrants notifying the parents or guardians. Directions for medical care by the athletic trainers will be implemented without alteration by the coaching staffs.

ATHLETIC TRAINING STUDENT POLICIES

Chain of Command

There are three different chains of command that dictate the athletic training education program. An academic chain, which deals with the didactic portion of the program, the clinical chain, which contains details about the clinical education of athletic training students and the athletic chain of command that dictates the appropriate health care of the student-athlete.

Academic Personnel

**F. King Alexander, Ph.D.
Institution CEO**

**Gary Brockway, Ph.D.
Provost**

**Elizabeth Blodgett, Ph.D.
Dean, College of Health Sciences and Human Services**

**James "Corky" Broughton, Ph.D.
Chair, Department of Wellness and Therapeutic Sciences**

**Jeremy Erdmann, ATC
Athletic Training Education Program Director**

**Alan Lollar, ATC
ACI
Head Athletic Trainer**

**Eric Frederick, ATC
ACI/Clinical Coordinator
Assistant Athletic Trainer**

Athletic Training Students

Clinical Personnel

Jeremy Erdmann
Athletic Training Education Program Director / CIE

Alan Lollar
ACI
Head Athletic Trainer

Eric Frederick
ACI / Clinical Coordinator
Assistant Athletic Trainer

Graduate Assistant Certified Athletic Trainers

Athletic Training Students

Athletic Training – Sports Medicine Personnel

Dr. Hal E. Houston, MD
Dr. Richard Blalock, MD
Team Physicians

Alan Lollar, ATC
Eric Frederick, ATC
Staff Certified Athletic Trainers

Graduate Assistant Certified Athletic Trainers

Graduate Assistant Non-Certified Athletic Trainers

Coaches

Athletic Training Students

Athletic Training Student Travel Policies

Staff athletic trainers will make decision regarding athletic training students traveling to away contests with Department of Athletic Intercollegiate teams. Athletic training students traveling with a Certified Athletic Trainer will be allowed to utilize this time as clinical education and experience. Athletic Training Students that travel with athletic teams without the supervision of a certified athletic trainer may not utilize this time for clinical experience. Students may perform basic first aid skills in this setting, but may not perform athletic training skills without the direct supervision of a certified athletic trainer. Athletic training students that travel with intercollegiate teams must follow team travel regulations:

Vehicles

- You must be recommended by a coach to use MSU vehicles. A student driver authorization form from the motor pool must be filled out and approved by the assistant director for transportation.
- Authorization for student use of vehicles must be renewed annually.
- Any passenger car may be assigned to a student.
- To drive outside of Calloway County, students must be at least 21 years of age or must be accompanied by a faculty or staff member who is a passenger in the same vehicle.
- A coach must be a passenger in a vehicle (van or car) being driven by a student-athlete (or athletic training students) and/or must be the lead vehicle of a caravan.

Dress

- On Racer Athletics sponsored trips you should dress appropriately and in good taste.
- You may be asked to go home and change.
- An infraction of this rule results in a reprimand from the athletic training staff.
- If further action is necessary, due to repeated violation, it is suggested that you will no longer be allowed to travel.

Smoking

- No smoking is permitted in a University vehicle (car, van, or bus) while on a Racer athletic sponsored trip.
- No smoking is permitted on the athletics fields or playing court.
- There shall be no smoking while at a restaurant or other eating place while on a Racer Athletic sponsored trip.
- Smoking in the hotel/motel room is discouraged but is permissible IF agreeable with ALL of the other students or staff sharing the room.
- An infraction of this rule results in a reprimand from the athletic training staff.
- If further action is necessary, due to a repeated violation, it is suggested that you will no longer be allowed to travel.

Drinking

- No alcoholic beverages are to be consumed at ANY time while on a Racer Athletic sponsored trip. This includes time spent in the hotel/motel.
- Drinking prior to a University trip is not subject to penalty unless it results in offensive behavior on the trip.
- An infraction of this rule could result in immediate dismissal from the Athletic Training Education Program.

Drugs

- No drugs other than those prescribed for medical purposes shall be taken at any time with on Racer Athletic sponsored trips.
- An infraction of this rule could result in immediate dismissal from the Athletic Training Education Program.

ALL OF THE ABOVE POLICIES ARE ALSO APPLICABLE TO EVENTS HOSTED ON THE MURRAY STATE UNIVERSITY CAMPUS.

Leaving the Group

- Permission to go out after arriving at a given destination may be granted by the coach.
- The coach should be informed at all times where an athletic training student may be found.
- The coach is legally responsible for everyone on the trip.
- Everyone should be in their room and quiet at a reasonable hour. The coach will set the curfew. Athletic training students are required to abide by the curfew set by the coach.
- An infraction of this rule will result in probation or immediate dismissal dependent upon the severity of the offense.
- **In order for an athletic training student to have permission to travel to or from an event by means other than team transportation, written permission by the student's parent(s) or guardian(s) is necessary. A fax is acceptable. THE COACH MUST RECEIVE THE PERMISSION BEFORE TRAVEL OCCURS.**

Athletic Training Room/University Keys

Athletic training students that are issued University keys to the athletic training rooms on campus are responsible for keeping up with the keys. The keys will be signed in and out each academic year. Athletic training students are not to loan keys issued to them for any reason. If athletic training room keys are on the same ring as your personal keys, remove them before loaning your personal keys. Students will be charged \$75.00 per key that is lost or stolen.

Dress Code/Jewelry and Body Art Policy/Grooming Policy

Shoes and socks will be worn at all times when you are in public. No flip flops, sandals or such style of shoe will be worn on the field or court. Shirts will be worn and tucked in at all times when in the athletic training room or on the practice fields. Athletic training students will be issued MSU Athletic Training – Sports Medicine attire to wear while working in the athletic training rooms on campus. The following chart will dictate what clothing is to be worn each day of the week. Athletic training students are expected to adhere to this list.

	Shirt	Shorts/Pants
Sundays	_____	_____
Mondays	_____	_____
Tuesdays	_____	_____
Wednesdays	_____	_____
Thursdays	_____	_____
Fridays	_____	_____
Saturdays	_____	_____

Name Tags

Students will be required to wear their name tag that is issued to them anytime they are working in the athletic training room or when going to another clinical site. THIS IS MANDATORY. Athletic training students must keep up with the name tag for the duration of the program.

Clinical Assignment Dress Code

Dress for clinical assignments away from campus will be professional dress. Khaki pants and a collared shirt (such as game-day shirt) shall be worn with the name tag. Individual clinical sites may also have additional requirements.

Jewelry/Body Art

Jewelry should be kept at a minimum while working in the athletic training room and at clinical sites. Piercings other than ear piercing are not permitted. Women are limited to two piercings per ear. Men are not allowed to wear earrings in the athletic training room or at clinical sites. If an athletic training student has these piercings, the jewelry must be removed when working in the athletic training room or attending a clinical site. Necklaces are permitted, but should not be long enough to be grabbed or get in the way. Tattoos, although permanent in most instances, must be covered by clothing while working in the athletic training room or at clinical sites.

Grooming Policy

Athletic training students are part of the medical profession. You work for the University on the athletic department, thus your looks reflect upon the total program. The following grooming rules are in effect during the months you are enrolled at the University: Facial hair, if any, must meet the approval of the staff athletic trainers. Sideburns are not to go below the ear. Your haircut is to be neat, not excessively long, and it is to be clean. These rules, plus any rules the student-athletes have regarding haircuts and grooming will be followed by athletic training students while working in the athletic training room or clinical sites.

Tobacco, Alcohol, Drugs, Gambling, and Promiscuity Policy

Tobacco

The use of tobacco products is not permitted in the athletic training room or in any of the clinical sites. This includes smokeless tobacco products. It is a violation of NCAA rules to have tobacco products in an athletic facility and around athletic practices and competitions. Although it is discouraged, the use of tobacco products is permitted when the athletic training student is not participating in program activities.

Alcohol

Athletic training students are not permitted to drink alcohol while participating in athletic training program events or Racer athletic events. The use of alcohol by students is limited to the laws of the Commonwealth of Kentucky governing alcohol. Athletic training students convicted of alcohol violations (ie. DUI, DWI, PI, Possession by a minor, etc.) will be suspended from the program until a hearing is held by the Head Athletic Trainer, Athletic Training Program Director, and the Chair of the Department of Wellness and Therapeutic Sciences.

Drugs

No drugs of any kind, other than medications prescribed by a physician for a specific condition, may be used by Athletic Training Students. Athletic training students are subject to drug testing at the discretion of the Athletic Training Education Program Director. Drug convictions will result in dismissal from the program.

Gambling

Athletic training students shall not knowingly:

- Provide information to individuals involved in organized gambling activities concerning intercollegiate athletics competition;
- Solicit or accept a bet on ANY intercollegiate competition for any item (e.g., cash, shirt, dinner) that has tangible value; or
- Participate in ANY gambling activity that involves intercollegiate athletics or professional athletics, through a bookmaker (bookie), a parley card or any other method employed by organized gambling, including the Internet. (Bylaw 10.3, NCAA Division I Manual)

It is also against NCAA regulations to place a wager on any sporting event sponsored by the institution you are attending. For example, you may not wager on the following sorts at any level (collegiate or professional): Baseball, Basketball, Football, Golf, Rifle, Soccer, Tennis, Track, Volleyball and Rowing because MSU sponsors these sports. Violation of this policy could lead to dismissal from the Athletic Training Education Program.

Promiscuity

Relationships with student-athletes you are providing health care for is not professional and is discouraged. If there is suspicion of an inappropriate relationship between an athletic training student and a student-athlete, it will be investigated. Disciplinary action will be at the discretion of the Athletic Training Education Program director.

Attendance Policy

Every attempt will be made to schedule classes so the athletic training student can be in the athletic training room no later than 1:00 pm. By arranging schedules to end before 1:00 pm, the athletic training students will be able to participate in pre-practice activities. Some sports have later practice times, so check with the staff athletic trainer concerning practice schedules after receiving your clinical assignment. We understand that certain courses will create conflicts with some practice times, however, scheduling an elective course during practice and/or game times is inappropriate. Athletic training students are expected to be on time and in uniform when reporting to the clinical sites. Athletic training students will be given their clinical rotation schedule at the beginning of each semester. Student schedules will be coordinated with the supervising athletic trainer at that site. Attendance is required at all practices and times required by the clinical instructor. If an athletic training student is going to be absent for any reason other than *acute* illness, one week notice is required in writing to the clinical instructor at that site. Excessive unexcused absences and tardiness could result in dismissal from the program.

Confidentiality Policy

General Public/Media

On occasion you will be confronted with questions as to the health of a student-athlete. This information is confidential, protected by federal law (HIPAA) and is not to be discussed outside of the athletic training room. All questions pertaining to student-athletes should be referred to a staff certified athletic trainer. Do not discuss a student-athlete's injury with anyone who is not a member of the athletic training or coaching staff. This pertains especially to other student-athletes.

Confidentiality Statement

Athletic training students will be required to read and sign a confidentiality statement each semester. Specific clinical sites may also require a signed statement from the student prior to the beginning of the clinical rotation. **Any student in who breeches the confidentiality of a student-athlete or patient at a clinical site may be dismissed from the program.**

Hepatitis B Vaccination Policy

All athletic training students who have been identified to have exposure to blood or other potentially infectious material must have Hepatitis B vaccinations or a signed declination form on file. All athletic training students must show proof of Hepatitis B vaccination prior to beginning clinical rotations. These vaccinations can be obtained through the Calloway County Health Department. Students may wish to get the vaccinations from their home physician's office. Please provide the clinical education coordinator these records prior to beginning clinical experiences. Athletic training students who decline the Hepatitis B vaccination must sign the waiver.

MSU Regulations in Accordance with OSHA Standards for Bloodborne Pathogens

It is anticipated that athletic training students associated with MSU Athletic Training – Sports Medicine will come in contact with blood or other infectious materials while performing their duties. The potential of exposure not only exists in the athletic training rooms and clinical sites, but also on the practice and competition fields.

It is the policy of Murray State University, in conjunction with the Office of Environmental Safety and Health, to conduct annual, effective training designed to equip all at risk employees with methods to protect themselves from occupational exposure to blood or other potentially infectious materials. In accordance with OSHA regulations, individuals designated to perform first aid, such as athletic trainers, health clinic nurses, and campus patrol officers, shall receive the Hepatitis B vaccination series, prior to bloodborne pathogen exposure. Murray State University shall provide the Hepatitis B vaccination series to any employee having a known exposure to a bloodborne pathogen, after the exposure has occurred, in accordance with OSHA regulations. Athletic training students will be responsible for the cost of Hepatitis B vaccinations prior to beginning clinical experiences in the Athletic Training Education Program.

Handling Bloodborne Pathogens

OBJECTIVE

The following procedure is to ensure the safe handling of body fluids, which may be encountered by the personnel staff on the campus of Murray State University. Employees who have the potential to come in contact with body fluids in the course of the performance of their jobs should be familiar with and follow this outline as standard operating procedure.

1.0 DEFINITIONS FOR THE PURPOSE OF THIS RULE.

1.1 Body fluids include blood, vomit, feces, urine, sweat, nasal secretions, vaginal blood and secretions, etc.

1.2 Disinfectant solution - twelve (12) ounces of liquid bleach per one gallon of water.

2.0 ROUTINE HANDLING PROCEDURES

2.1 Disposable gloves (chemical resistant) shall be worn prior to handling any body fluids or anything which is or suspected of being contaminated with body fluids.

2.2 In places where body fluids are commonly found, such as bathrooms or clinics, gloves shall be worn.

2.3 Containers which commonly contain trash with body fluids, such as restroom trash cans, shall have plastic liners. The liner will be changed each time the container is emptied. Care should be taken to contact only the outside of the plastic bag. If the bag is torn, rubber gloves shall be worn during the bag replacement.

2.4 If containers commonly contain trash contaminated with body fluids and sharp objects such as broken glass, needles, etc., a cardboard or fiberboard box shall be used and lined with a plastic bag. When it becomes full, the plastic bag will be left in the box, the top sealed and the box and plastic bag removed and replaced within another box and plastic bag.

2.5 Containers containing needles will have special labeling and will be handled differently. Contact the Office of Environmental Safety and Health at #3480 for more information.

Handling of Bloodborne Pathogens

3.0 REMOVAL AND DISINFECTING OF BODY FLUIDS FROM SURFACES

To remove body fluids from surfaces such as sinks, toilet bowls, showers, floors etc., the following procedures should be followed:

3.1 Put on rubber gloves and cuff the bottom by the wrist over and back. (This will prevent disinfectant from running, washing down your arms.) Put on safety glasses or goggles if there is a possibility of the disinfectant being splashed in your eyes. The gloves and goggles will be provided to you by your supervisor.

3.2 For disinfectant, mix one and one half cup (12 oz.) of Clorox bleach per gallon of water. DO NOT MIX BLEACH WITH ANYTHING CONTAINING AMMONIA! This will release chlorine gas which is very poisonous.

3.3 Wet the mop, rag, etc., in the disinfectant and wipe the surface clean, rinsing out the rag, mop, etc as needed.

3.4 When you are finished with the job, thoroughly rinse out the rag, mop, etc., in the disinfectant and pour down the drain. Rinse the container the disinfectant was in (bucket, pail, etc.) with water, in addition to the rag or mop and rinse off the gloves.

3.5 Gloves shall be left on until all disinfecting has been performed.

3.6 Wash hands and forearms to elbow with soap and water.

4.0 REMOVAL OF BODY FLUIDS MIXED WITH SHARPS (GLASS, NEEDLES, ETC.)

Anything which may cut, tear or puncture a rubber glove will be considered sharps and the following procedure will be performed:

4.1 Put on rubber gloves, cuffing them as described previously. If there is a possibility of chlorine bleach cleaning mix (disinfectant) splashing in eyes, put on safety glasses or face shield.

4.2 Mix Clorox bleach at one and one half cups (12 oz.) per gallon of water.

4.3 Obtain a disposable container, such as a cardboard box lined with a red plastic bag with a biological hazard label on it.

4.4 Use a broom or sweep brush to sweep up sharps and place them in the plastic bag. It is alright if body fluids end up inside the plastic bags. Pour two or three cups (16-24 oz.) of disinfectant into the plastic bag. Seal the top of the plastic bag, close the box and dispose of it in a campus dumpster.

4.5 When all sharps have been removed, use a rag or mop, etc., wetted in disinfectant to wipe clean surface.

4.6 Rinse out rag and mop in disinfectant and drain solution. Rinse out the rag and mop and container using water.

4.7 After these steps have been taken, remove gloves.

4.8 Wash hands and forearms to elbows with soap and water.

4.9 After washing hands, remove eye protection.

5.0 PROPER DISPOSAL TECHNIQUES

5.1 Once routine handling procedures have been followed, dispose of the waste in a Murray State dumpster.

5.2 The only allowable waste to be disposed of in a dumpster must be in an approved Bio-Bag furnished by Murray State.

If you do not understand this procedure, ask your supervisor. If you are in need of further information, contact the Office of Environmental Safety and Health in the Physical Plant Department at ext. #3480.

Incident Reporting

If an Exposure Occurs

If you are ever directly exposed to blood or other potentially infectious material, wash the area contacted with bacterial soap and warm water as soon as possible. Washing should be very thorough, including, for example, under the fingernails if hands have been exposed. If material has splashed into your eyes, immediately use emergency eyewash or another source of clean running water to flush them for at least 15 minutes. Hold the eyes open and roll them around to make certain that water reaches their entire surface. As soon as possible after washing, seek medical attention. Always report any exposure to blood or other possibly infectious materials in the workplace to your supervisor or other designated person as soon as possible.

In-service Training for OSHA and Bloodborne Pathogens

Athletic training students will be expected to attend an annual training seminar on bloodborne pathogens and the safe-handling of such materials. Students will be expected to sign an OSHA training and compliance statement each year.

Telephone

No one may use the telephone for personal reasons without permission. Student-athletes should be referred to the phone on the second level of the stadium near the elevator if they need a campus phone. The phone should be:

- Answered professionally by saying, “***Athletic training room, (your name) speaking.***”
- Phone messages should be taken accurately with your signature, date, and time of call.

Athletic Training Communication

Chain of Command

In order to establish effective communication, a chain of command must be established. It is important that all members of the program follow this process. It is as follows:

- Medical Director (Team Physician)
- Staff Athletic Trainer
- Graduate Assistant Athletic Trainer
- Athletic training students with the most experience

Failure to follow this chain of command can result in a breakdown of the total program.

Communication with Other Staff and Personnel

Medical Director

Athletic training students will have the opportunity to observe, listen and work with either of the team physicians and other medical specialists associated with the program. Watching and listening is a great way to learn. Be tactful with physicians and office staff, look and act professionally, and be assertive in observing.

Athletic training students are **not** in a position to refer student-athletes to the team physicians, unless it is an emergency. Consult with a full-time staff member concerning whether a student-

athlete should be seen by a physician. If you are called upon to report with a student-athlete to the doctor, be sure you give detailed information and follow their orders immediately and efficiently.

The team physician will make the final decision concerning the participation or non-participation of an injured athlete. This does not mean he will make all decisions. In the absence of the team physician, the designated certified athletic trainer will make the final decision.

Staff Athletic Trainers

The staff athletic trainers are your supervisors and have full responsibility for the athletic training program. They are directly responsible for you and your actions, thus you should follow their directions at all times. Feel free to discuss anything with them at any time. The staff has the following responsibilities:

- Coordination of the undergraduate athletic training education program
- Education of athletic training students
- Providing athletic training coverage
- Selection of the athletic training students

Graduate Assistant Athletic Trainers

Graduate Assistant Athletic Trainers are considered to be staff. As a student it is your responsibility to interact and communicate with the graduate assistants in a professional manner. The graduate assistants are working under the guidance of the staff athletic trainers. You are accountable for following their directions.

Coaches and Athletic Administrators

While you are primarily working under the direct supervision of certified athletic trainers, you are also working with coaches and athletic department administrators. Respect, courtesy, and cooperation should characterize your relationship with all departmental personnel. You are not responsible for “coaching,” “second-guessing,” or “cheerleading.” This type of attitude will quickly lose the respect of coaches and student-athletes alike. Direct medical responsibility for the athletes comes under the team physicians and certified athletic trainers while athletes are primarily responsible to their coaches. It is imperative that a good athletic trainer-coach relationship is established on the team for which you may be responsible. This involves a consistent communication process, both written and verbal on the daily health status of the student-athletes. Remember, discuss but never argue with a coach. If you have a conflict with a coach it should be reported to a staff athletic trainer. The staff athletic trainer will assist you in effectively communicating with the coaching staff.

Observing your supervising athletic trainer in his/her interaction with a coach is an excellent learning opportunity. You may also have the opportunity in interacting daily with coaches, take advantage and refine this skill. It is an essential tool for athletic trainers.

Athletic Training Student

Servicing and caring for a large number of student-athletes takes a well-coordinated and efficient effort on everyone's part. All members of the athletic training staff are dependent upon each other. It is expected that there will be nothing less than excellent rapport among the athletic training students. Petty arguments, misuse of authority, or any negative attitudes not conducive to learning and productivity will not be tolerated. Upperclassmen should take it upon themselves

to instruct younger students and freely accept constructive criticism. Consensual relationships between athletic training students should be kept outside of the athletic training room.

Student-Athlete

Earning the respect of the student-athlete is an important goal to reach and is in turn very gratifying. Treat all student-athletes with integrity, respect, and courtesy. Combine friendliness with professionalism. Respect can be gained most readily by exhibiting competence. Never guess or pretend to know something you do not. Show concern, but do not overprotect the student-athlete. You must draw the line between providing competent and friendly care, and fraternization. In time you will gradually learn the attitudes, temperaments, and peculiarities of individual student-athletes; use this insight to foster your professional relationship with them. We want to help the student-athlete pursue an injury-free career. For this reason all student-athletes are to adhere to the rules and regulations pertaining to them in the athletic training room. Violations of these rules are to be handled by the individual staff certified athletic trainer in a sensible and courteous but firm manner. Guidelines for dealing with student-athletes:

- Gain respect through competence
- Do not let the student-athletes dictate to you what is to be done. Base your actions on your knowledge, or by asking your supervising clinical instructor.
- Do not discuss an student-athlete's injury with anyone who is not member of the athletic training or coaching staff. This pertains especially to other student-athletes.
- Don't become a student-athlete's "buddy" and bend rules for him/her or provide special privileges.
- Do not cover up for a student-athlete.
- Be careful when talking about an injury. In some cases the more a student-athlete knows, the more he/she will worry. Let the team physician or certified athletic trainers estimate how long a student-athlete will be out of action.
- Consensual relationships with student-athletes you are providing health care services for is not professional. If there is suspicion of this type of relationship, the Program Director will schedule a meeting with the athletic training student inquiring about suspected inappropriate relationships with student-athletes. Disciplinary action will be at the discretion of the program director, including suspension from the program.

Any athletic training student having a relationship with a student in a high school clinical setting will be permanently suspended from the athletic training education program.

- Treat all student-athletes without bias and free from discrimination.
- Hold student-athletes accountable to athletic training rules and team rules.

Equipment Personnel

The relationship with equipment personnel should be a close working nature. We will help them during travel, practice, and game set-up when necessary. It is vitally important to establish a good working relationship with the equipment personnel and managers. Make sure to properly check out equipment or other materials with the appropriate person.

ATHLETIC TRAINING EDUCATION PROGRAM POLICIES AND PROCEDURES

Admission/Retention Criteria

The Athletic Training Education Program is currently seeking approval of the following admission criteria from the Undergraduate Curriculum Committee and Academic Council.

Admission into the Athletic Training Education Program (ATEP) is in full accordance with the Admission policies provided in the current Murray State University **Undergraduate Bulletin**. Please see the current **Undergraduate Bulletin** for Admission into Murray State University.

Students should understand that a considerable time commitment is required to successfully complete all the requirements in the ATEP. Incoming freshmen will be conditionally admitted to the ATEP for their first semester to observe in the Murray State University Athletic Training Room. Students must maintain a 2.0 on a 4.0 scale, complete their observation hours, meet the Technical Standards, and apply by the dates given (February 15 or September 15) for consideration into the Athletic Training Education Program.

Each year the Selection Committee (Program Director and Athletic Training Staff) will review the applications submitted by February 15 of the current year. The students who do not qualify (i.e. GPA requirements, Observation Hours, Application Deadline) are dropped from the review process. Review of the remainder of the applications continues with interviews of the candidates, overall GPA, ACT / SAT scores, experience, certifications / professional memberships, performance reviews during their observation hours, college courses completed, and three letters of recommendation.

The Selection Committee chooses the top candidates based on space availability and offers each a position in the ATEP. Only those candidates accepted by the Selection Committee may take the Clinical Experience courses (EXS 270, 271, 371, 372, and 472). Students may transfer into the program before their junior year, based upon their credentials, courses completed at other institution(s), space availability, and permission from the ATEP Director. These transfer students may apply before the September 15 (based upon space availability) or the February 15 deadlines.

Observation Hours:

Admission into the ATEP will require a demonstrated interest in the profession of Athletic Training. "Demonstrated interest" includes 60 hours of observation at the Murray State University Athletic Training Room or observation with other Certified Athletic Trainers and/or Licensed Physical Therapists prior to becoming accepted in the ATEP. The candidate must supply verification of observation hours. Upper-class students may forgo this requirement by obtaining special permission from the ATEP Director.

GPA:

Students must have a cumulative overall GPA above a 2.0 on a 4.0 scale to enter and continue within the ATEP. Although admittance into the ATEP requires a GPA of 2.0 on a 4.0 scale, a 2.5 on a 4.0 scale is required to enroll in EXS 471 and graduate from the Exercise Science Area.

Retention Standards:

Students must maintain a cumulative overall GPA equal to or above a 2.0 on a 4.0 scale. A grade below a "C" for a major course (See list of major courses below) is unacceptable and must be retaken the next semester offered. Students must achieve a cumulative overall GPA of 2.5 or higher prior to graduating from the ATEP. Students must maintain confidentiality at the clinical

site(s) and show respect for faculty, staff, and student-athletes at all times to continue in the ATEP. Candidates must also demonstrate adequate performance of the **essential skills** to be admitted and retained in the ATEP.

Major Courses:

EXS 250, EXS 270, EXS 271, EXS 301, EXS 371, EXS 372, EXS 390, EXS 402, EXS 403, EXS 420, EXS 471, and EXS 472.

Selection Committee:

Program Director

1 Full-time Staff Athletic Trainer

1 At-large Member—other faculty member, or a Certified Athletic Trainer outside MSU

Application Checklist:

- _____ Application Form completed
- _____ Overall GPA is above a 2.0 on a 4.0 scale (proof required—official transcripts)
- _____ Applied by the applicable deadline (February 15 or September 15)
- _____ Performance Reviews from Observation Hours
(see Program Director or Approved Clinical Instructor for a copy)
- _____ 3 Letters of Recommendation—Character references
- _____ Completed the 60 required observation hours
(or permission from Program Director)
- _____ Physical Exam
- _____ Proof of Immunizations
- _____ Proof of HBV or signed waiver
- _____ Proof of any other certifications and/or professional memberships
- _____ Signed Buckley Amendment Waiver

Non-Discrimination Policy Statement

Murray State University does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, or marital status in admission to educational programs and activities, or employment practices in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 (revised 1992), Title VII of the Civil Rights Act of 1964, and the Americans with Disabilities Act of 1990. For more information contact Annazette Fields, Director of Equal Opportunity, Murray State University, PO Box 9, Murray, KY 42071-0009; telephone (270) 762-3155.

Affirmative Action Policy

Murray State University formally declares its commitment to all laws mandating affirmative action and equal opportunity regulations together with all valid state and federal regulations enacted pursuant thereto. The policy of Murray State University is to guarantee freedom from discrimination in its operation and administration of its programs, services, and employment practices; in its relationships with students, faculty, and staff; and in its interactions with the community which it serves.

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services and provides, upon request, reasonable accommodations including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.

The policy of affirmative action is an on-going commitment. The policy of affirmative action is limited in that the achievement of its objective removes the necessity of its existence. Murray State University is committed to achieving the goals that have been established and published in the Murray State University Affirmative Action Plan adopted by the MSU Board of Regents in May, 1985. It should also be known that this Affirmative Action Plan is an official policy of Murray State University.

Functions in connection with the evaluation and monitoring of the Affirmative Action Program of Murray State University, have been assigned to the Affirmative Action Committee by the President of the University. To this end, the Committee should have access to all records and on-going processes necessary to effectuate its responsibility. A description of the composition and specific duties of the Affirmative Action Committee is found in Policy VI H, University Governance System.

Persons who wish to inspect the MSU Affirmative Action Plan or who seek other information concerning the Affirmative Action Program of Murray State University should contact the Director of Equal Opportunity, Murray State University, Murray, KY 42071.

Technical Standards

All students must meet the Technical Standards established to assure the health and safety of the candidate, other Student Athletic Trainers, faculty and staff, and student-athletes or other physically active persons. All candidates are required to complete a physical exam upon acceptance into the ATEP. Students must provide the ATEP Director with a copy of their physical exam, proof of proper immunizations, and either proof of Hepatitis B vaccination (HBV) or signed waiver.

Any student who, after reasonable accommodations, cannot perform the **essential skills** may not be permitted to continue in the ATEP. It is the student's responsibility to notify the Director, Office of Equal Opportunity/ADA Coordinator, Murray State University, to request a reasonable accommodation. All requests for accommodation must be accompanied by appropriate documentation from a qualified professional referencing the condition and specific need for the accommodation requested.

Essential Skills

The **essential skills** necessary to succeed in the ATEP and be a successful entry-level certified athletic trainer, include:

Critical thinking: Critical thinking ability sufficient for clinical judgment; sufficient powers of intellect to acquire, assimilate, integrate, apply, and evaluate information and solve problems.

Interpersonal: Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, economic, and intellectual backgrounds.

Communication: Communication abilities sufficient for interaction with others in verbal and written form. Utilizes effective communication skills to interact with patient/client, peers, and other health care personnel of various ages, cultural, economic, and intellectual backgrounds in a variety of settings.

Behavioral: Sufficient motivation, responsibility, and flexibility to function in new, ever-changing, and stressful environments. Must exercise good judgment while maintaining a mature, sensitive, and effective professional relationship with faculty, staff, students, patients/clients, and other members of the health care team.

Sensory: Sufficient use of the senses of vision, hearing, touch and smell; to observe, assess, and evaluate effectively (both close at hand and at a distance) in the classroom, laboratory, and clinical setting.

Motor Skills: Gross and fine motor abilities sufficient to provide safe and effective athletic training care. Ability to move from room to room, athletic sidelines to athletic playing field, lift and position, maneuver in small places, and maintain the physical health and stamina needed to carry out athletic training procedures. Ability to get self to clinical areas.

Clinical Education

Athletic Training Terms

NATA: National Athletic Trainers' Association, founded in 1950. Organization that is member driven (approx. 30,000 members worldwide). www.nata.org

NATABOC: National Athletic Trainers' Association Board of Certification. Develops and handles the certification exams. www.nataboc.org

JRC-AT: Joint Review Committee on Athletic Training. A mediator between Accredited Colleges/Universities and CAAHEP. Also works with candidacy colleges/universities who are pursuing Accreditation from CAAHEP. www.cewl.com/jrc-at

CAAHEP: The Commission on Accreditation of Allied Health Education Programs (CAAHEP) grants accreditation to programs for the Athletic Trainer upon the recommendation of the Joint Review Committee on Educational Programs in Athletic Training (JRC-AT). The forms provided are presented as a service by the NATA Education Council to assist programs with the Self-Study process. Accreditation applications should be requested from the JRC-AT. www.caahep.org/caahep/

NATA-EC: NATA Education Council develops clinical proficiencies and competencies used by entry-level Certified Athletic Trainers. The proficiencies and competencies are then used by the NATABOC to develop the certification exams. The JRC-AT and CAAHEP use these proficiencies and competencies as a guideline when evaluating a college/university for accreditation or re-accreditation. www.cewl.com

Certified Athletic Trainer (ATC) or Athletic Trainer

Student Athletic Trainer or Athletic Training Student

CIE: Clinical Instructor Educator—Jeremy Erdmann, ATC who has completed the CIE training course and provides the ACI training course for that particular institution

ACI: Approved Clinical Instructor—Alan Lollar and Eric Frederick (Future GA's) ATC who have gone through the ACI training course

CI: Clinical Instructor—Other Allied Healthcare Professional, not an ATC or ATC who has not completed the ACI training course

CS: Clinical Supervisor

ATS: Athletic Training Student

Introduction

Changes in clinical education have made us re-evaluate the role and function of athletic training students. The historical approach to clinical education, although serving our profession well, was full of contradiction and confusion. Students who practiced skills in the classroom and laboratory were not credited with clinical education. A student who was located in the athletic training room waiting for a patient to show up is credited as having gained clinical education experience.

To improve the consistency of the clinical education experience and to maximize the student's learning experience, the NATA Education Council has established a set of clinical education guidelines that have been incorporated into the JRC-AT's *Standards and Guidelines*. Successful completion of the student's clinical learning will be based on demonstrated competence of the Clinical Proficiencies and an appropriate mixture of experiential learning assignments.

The clinical education experience should begin introducing the athletic training students to the different clinical skills that are needed. The next phase should allow for a period of re-introducing the skills, along with a basic understanding of the various aspects of each skill. The last phase should test advanced aspects of each skill, as well as evaluate mastery of each skill and the ability to apply each skill in an appropriate manner.

First and foremost, restructuring our clinical education process has made us collectively re-evaluate the roles, responsibilities, and expectations of athletic training students. The student's roles within the program must be well defined and communicated to all parties. Unlike the athletic training field experiences, clinical education must be associated with an academic course and earn academic credit. The clinical education segment of the program can be part of a didactic course, a laboratory course, an internship, practicum or externship. The number of contact hours per week and academic credit awarded should be in accordance with the institution's academic guidelines.

Clinical education and experiences should be initiated early in the program and designed to provide the student with sufficient opportunity to develop specific health care competencies. While development of psychomotor skills should represent a major focus of the student's clinical experience, many opportunities also should be provided for development and demonstration of competencies within the cognitive and affective aspects of each content area.

A minimum period of two academic years (4 semesters) of clinical education is required. The program should also be structured to allow for additional field experiences. The clinical setting must include the athletic training room, athletic practices, and competitive events for a minimum of one of the two academic years under the direct supervision of an ACI and/or certified athletic trainer. Students should be assured exposure to upper extremity, lower extremity, equipment intensive, and general medical experiences of both genders. Students should also be exposed to other allied health care settings where athletic trainers are employed. The use of adjunct professional settings is encouraged. However, these experiences should not compromise the majority of the student's experience. The roles and expectations associated with clinical education and experiential learning rotations should be commensurate with the student's knowledge, abilities, and needs.

Clinical education is supervised by an ACI or other qualified allied health professional; experiential learning is supervised by an ATC. The supervision of the clinical education experience must involve the constant visual and auditory interaction between the ACI and student. The ACI supervision of students must allow for multiple opportunities for evaluation and feedback.

During clinical education, students will be assigned to an ACI, not to a sport. This changes the scheme of many athletic training experiences since many clinical instructors work with a sport continuously until that season is over. The greater the variety of experiences the student has, the more prepared he or she may become. The desire to have a student spend an entire season with a single sport can be accomplished via the field experiences.

{Above information taken from NATA CIE Seminar Manual (2001)}

The faculty of the Murray State University Athletic Training – Sports Medicine program understand that in order to maintain and even to raise the standards of education in our curriculum, that the clinical education experience must involve a highly structured framework that provides the athletic training students with comprehensive learning opportunities. It is essential that the clinical education experience consist of teaching and evaluation tools that are consistent, reliable, applicable, and thorough. It is through the combined educational experiences of academic and clinical learning that enables the Murray State University Athletic Training – Sports Medicine program to set the high standards that are necessary for its graduates to be professional and competent athletic trainers.

Perspectives on Clinical Education

Clinical education represents a significant portion of the curriculum in the education of allied health care professionals. The clinical education component is characterized as that part of the educational experience that allows students to apply theory and didactic knowledge to the real world of clinical practice. Both academic and clinical faculty contribute to the effectiveness of the clinical learning experience. Faculty share the responsibility for the student's clinical competency outcomes. Clinical competencies and objectives need to be clearly defined in such a manner that the student is aware of the clinical expectations and how these competencies will be evaluated.

Learning Over Time

The ATS must be able to demonstrate a progression of skill acquisition. Being able to show through repeated evaluation that important skills are learned, performed, and retained would exhibit that the student has mastered the knowledge base and skills required to function as a certified athletic trainer.

Skills are usually taught in lecture, demonstrated and formally evaluated in the clinical experience course, and are then applied under the watchful eye of an ACI in the actual practice setting where there will be time for the student to perfect the skill. Breaking the skills down into the basic subsets allows the student to approach the skill systematically, learn each portion, and apply in appropriately. This breakdown into basic parts allows the CIE and ACI to objectify the skill and award quantifiable rating for each skill. This forms the basis for quantifying clinical education. The students will face increasing challenges on the same competency. Initially, the ACI will have the students practice the skills being taught in lecture class and laboratory. Once the student has developed the performance of the skill, the ACI will challenge the student to perform the skill. This will first be performed on other students or volunteers. Once the ACI feels the student is ready, the challenge may occur while the student is treating a patient while under the supervision of an ACI or other ATC. As the student's skills and confidence improve, the challenge can be unannounced. Once the ACI feels comfortable enough to allow the student to perform the skill on a patient, the student will then be monitored while performing the skill in normal daily activities in the practice setting. The student who shows competency in a skill over time will probably not be challenged on the skill as often.

Documentation of Learning Over Time

Each student will receive an “Athletic Training Proficiencies Manual.” The manual consists of a list of items and areas for instructor sign-offs. The proficiencies manual will be used by the athletic training student throughout the athletic training education program. **It is the athletic training student’s responsibility to keep the manual until the end of their final semester.** At the completion of each semester, the ACI must sign off on the clinical. (Copies of the clinical can be made at this time.) The proficiencies manual will then be turned into the clinical education coordinator and placed into the athletic training student’s permanent file. ***The proficiencies manual must be brought to class each day and to the respective clinical/field experience setting each day.***

Field Experience Overview

The primary setting for the student’s clinical education and field experiences will include the athletic training rooms, athletic practices and competitive events. The athletic training room is considered to be “a designated facility where comprehensive health care services are provided.” Comprehensive health care services include practice and game preparation, injury/illness evaluation, first aid and emergency care, follow-up care, rehabilitation and related services.

Ample opportunity will be provided for student coverage of athletic practices and competitive events in a variety of men’s and women’s sports including high-risk sport activities. These experiences should also include adequate opportunities for observation of, and involvement in, the immediate management and emergency care of variety of acute athletic injuries and illness.

Supervised field experiences involve personal/verbal contact at the site of supervision between the ATS and the ATC or CI who plans, directs, advises and evaluates the student’s athletic training field experience. The supervising ATC or CI must be on-site where the athletic training experience is being obtained.

Clinical supervisors and clinical instructors should know the educational competency level of all of the athletic training students assigned to them. Evaluations will be based on the educational competency level. Athletic training students are to perform the competencies/skills that they have had signed off. Skills that are introduced by a Clinical Supervisor (though not mandatory) or Approved Clinical Instructor in the field experience should be considered “supplemental learning.”

Clinical Supervisors and Approved Clinical Instructors must have a meeting with their athletic training students at the beginning of each field experience rotation. The following areas are to be addressed:

- Expectations of the ATS
- ATS’s competency level, goals and responsibilities (**competency levels of each ATS will be given to the CS or ACI**)
- Review of policies and procedures, attendance, effective communication, dress code, etc.
- Practice and game schedule; treatment and rehab schedule
- Any other pertinent information

Athletic training students are expected to be in attendance at their field experience unless excused by the Clinical Supervisor or Approved Clinical Instructor. In case of acute illness/injury or emergency situation the athletic training student should contact the clinical education coordinator as soon as possible. If an athletic training student requests time off, he/she should make the request to the clinical supervisor or approved clinical instructor and clinical education coordinator at least one week in advance. Note: the request can be denied.

General Medical Rotation Goals

Clinical assignments/field experiences within other facilities such as physician's offices, physical therapy clinics, etc will be made for each athletic training student throughout their time in the athletic training education program. Students must develop an understanding of the roles and responsibilities of health and medical professionals in the care of the physically active and as they relate to athletic training. The athletic training student's duties would be to serve primarily in an "observation" capacity. An evaluation of the ATS will be performed at the end of each rotation.

Clinical/Field Experience Hours

Athletic training students are required to record the hours spent at their field experience site each day on their hour log sheet. (See Appendix D) Every two weeks, the hours log sheet must be signed by the clinical supervisor or approved clinical instructor and the clinical education coordinator. Time that is spent traveling to and from games and practices is not counted. Any ATS found falsifying his/her clinical/field experience hours log will be immediately cited for disciplinary action and reported to the Clinical Education Coordinator and Program Director.

Clinical/Field Experience Athletic Training Student Supervision

In most cases there will be direct supervision of the athletic training student in the clinical/field experience through constant and direct contact between the clinical supervisor or approved clinical instructor and the athletic training student.

In situations when constant and direct contact between the clinical supervisor or approved clinical instructor and athletic training student is not possible, there will be constant and direct communication via two-way radio or mobile phone communication between the two parties. In the event of an injury, the athletic training student will immediately contact the clinical supervisor or approved clinical instructor. Until their arrival, the athletic training student will serve **only as a first responder**. Serving in this capacity involved skills obtained in the athletic training student's First Aid/CPR/AED course.

Clinical Experience Evaluations

Evaluation forms will be used consistently throughout the athletic training student's clinical/field experience. Athletic training students will be evaluated by their clinical supervisor or approved clinical instructor twice (mid-term, end of semester) during the semester. After each evaluation, the student will have time to review the evaluation with their clinical supervisor or approved clinical instructor. Athletic training students should remain consistent on the high marks and strive to improve on the low marks. Evaluations are then turned into the clinical education coordinator and placed in the athletic training student's file.

Athletic training students will evaluate the clinical supervisor or approved clinical instructor and the clinical/field experience site at the end of each rotation/semester. Athletic training students should not identify themselves on the evaluation form. The evaluation forms are placed into specific folders and sealed. The sealed folders are give to the respective clinical supervisor or approved clinical instructor after the rotation/semester has been completed. Examples of these forms can be found in Appendix E.

CPR/First Aid/AED Certification Requirements

All athletic training students **MUST** be certified in American Red Cross or American Heart Association CPR, First Aid and AED Training. **This must be completed prior to beginning clinical/field experiences.** An American Red Cross course will be taught for all students in the program at least one time/year (usually in the Fall prior to the beginning of fall sports practices). The student will incur a fee for certification card processing. Students who fail to attend the training offered by the program, will be required to sign up for a course through the Calloway County American Red Cross office.

NATA Student Membership

Although not required, it is strongly encouraged that all students become student members of the National Athletic Trainers' Association. This membership comes with some benefits to students including the quarterly *Journal of Athletic Training*, monthly *NATA News* magazine, and discounted certification exam fees. Membership will also allow you to have full access to www.nata.org, the association web site full of information pertaining to athletic training and career services.

Liability Insurance Coverage

All athletic training students must be covered by a professional liability insurance program. Murray State University has opted to purchase a blanket policy to cover all athletic training students in the program. Students will be provided coverage of up to \$1,000,000 per incident/\$3,000,000 aggregate each year for \$15.00. This cost will be collected each spring from the students so coverage does not lapse from semester to semester. **Coverage must be in effect prior to beginning clinical/field experiences.**

Student Support Services

Student Support Services on campus offers free tutoring, academic skill development, financial aid counseling, career planning and many other programs and services to qualified students. For more information on these services contact the Student Support Services office in the TRIO Building at (270) 762-2059.

Study Hall/Computer Labs

Although there is no formal study hall requirement for athletic training students, on an as available basis, the study hall program used for athletics can be made available to athletic training students. Students requesting this program will be expected to abide by the rules set forth in the study hall program in the Department of Athletics. The computer lab located in the Weaver Center is intended primarily for student-athlete use, but may be used by athletic training students on an as-available basis. There are also several other on-campus computer labs available for student use.