



NORTH PARK UNIVERSITY

Athletic Training

STUDENT HANDBOOK

REVISED SUMMER 2018

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OVERVIEW

What is an Athletic Trainer?

According to the National Athletic Trainers' Association (NATA), athletic trainers (ATs) are highly qualified, multi-skilled health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Athletic trainers work under the direction of a physician as prescribed by state licensure statutes.

What is Athletic Training?

Athletic training is recognized as an allied health care profession by the American Medical Association (AMA), Health Resources Services Administration (HRSA), and the Department of Health and Human Services (HHS). There are five domains in the field of athletic training: Injury/Illness Prevention & Wellness Promotion; Examination, Assessment & Diagnosis; Immediate & Emergency Care; Therapeutic Intervention and Healthcare Administration & Professional Responsibility. ATs help prevent injuries by incorporating pre-participation screenings, field inspections and preventative taping/bracing techniques into their clinical practice. When injuries or illnesses occur, ATs have a responsibility to evaluate the situation and appropriately treat and/or refer the individual. ATs incorporate therapeutic interventions into their clinical practice to help return patients to activities of daily life and sport participation as applicable. In addition to these skills, athletic trainers should also have the knowledge and ability of administrative responsibilities to maintain records and daily operations of their facilities. Since athletic training is an ever-evolving field, ATs need to stay up to date on current issues and biannually report continuing education.

North Park University's Athletic Training Program

The North Park University Athletic Training Program (ATP) is accredited by the CAATE (Commission on Accreditation of Athletic Training Education). The ATP is designed to prepare students for clinical practice and successful challenge of the Board of Certification (BOC) exam. The program is cohort based and spans three academic years. More details about the curriculum will be provided later in this handbook. While enrolled in the ATP, students will have the opportunity to provide healthcare to patients under the supervision of their preceptors in a variety of clinical settings and should treat this responsibility with the respect it deserves.

Purpose of the Student Handbook

The AT Student Handbook is designed to inform students of the general guidelines under which the ATP at North Park University will operate and should be consulted as a guide. However, it is impossible to discuss every possible situation that may be encountered in the field of athletic training.

Each student is responsible for learning and abiding by all of the policies and procedures in this handbook. In addition, students are responsible for knowing and abiding by the NPU AT Services Policy & Procedure Manual. During placement at an off-campus site, students should know and abide by that facility's policy and procedure manual. If there is no manual at the off-campus site, the student should follow the North Park Student Handbook and AT Services Policy and Procedure Manual as applicable. Students who do not meet the standards of the ATP at North Park University will not matriculate.

MISSION & VISION

North Park University seeks to “build lives of significance and service” as understood in the Christian tradition. A career in athletic training affords opportunities to honor and implement this vision.

The Athletic Training Program prepares students to successfully challenge the Board of Certification examination. The four-year curriculum blends dynamic didactic and clinical experiences with an emphasis on learning over time. The program’s learning environment has a strong incorporation of educational technologies and focuses on real-life application through hands-on experiences. Upon leaving North Park, graduates will continue to seek greater understanding of athletic training as a discipline and will be given the tools to become lifelong learners and scholars capable of contributing to the evolution of the field and to societal health.

PROGRAM OBJECTIVES

1. The graduate will have the ability to perform on-field/clinical assessments and evaluate the results to determine diagnoses consistent with an entry-level athletic trainer.
2. The graduate will have the ability to develop, monitor, and modify rehabilitation programs consistent with an entry-level athletic trainer.
3. The graduate will have the ability to develop and operate an athletic training program complete with budgeting, policies & procedures, and human resource management consistent with an entry-level athletic trainer.
4. The graduate will have the ability to communicate effectively to coaches, parents, patients, student-athletes, and other medical personnel in ways consistent with an entry-level athletic trainer.
5. The graduate will promote professional conduct of the athletic training profession in compliance with the code of ethics set forth by the NATA, the BOC Standards of Professional Practice, and applicable state practice acts.
6. The graduate will appreciate the importance of continued learning and have the ability to identify resources that will facilitate additional scholarship.
7. The graduate will convey a strong values system reflected in ethical practice, Christian principles and leadership.
8. The graduate will have the ability to articulate and synthesize the urban, intercultural, and Christian perspectives of the North Park experience.

GOALS

1. Develop exceptional athletic trainers who exhibit the institution's mission of "significance and service" through their commitment to lifelong learning and the enhancement of the athletic training profession.
2. Exceed the three-year aggregate first-time Board of Certification examination pass rate set forth in the Standards for the Accreditation of Professional Athletic Training Programs published by the Committee on Accreditation of Athletic Training Education.
3. Exceed the three-year aggregate employment/placement rate established by the Commission on Accreditation of Athletic Training Education.

MEMBERS OF THE ATHLETIC TRAINING PROGRAM

Medical Director:

The Medical Director will provide competent direction and/or guidance to ensure that the medical components of the curriculum meet current and acceptable standards. The Medical Director is also willing to be involved in the development of the curriculum and in the education of students enrolled in the ATP. She/he may or may not be present in the athletic training facility on a weekly basis, but will be involved in the planned formal instruction of the program, through lecture, discussion or other didactic means.

Another primary responsibility of the Medical Director is to serve as the chief supervising physician for North Park University's Athletic Training Services as its staff provides health care services to the student-athletes that participate within the Department of Athletics. The Medical Director has the final authority in deciding the management of cases for North Park student-athletes. The Medical Director will also be involved with developing and approving the policy and procedures that serve as the framework of NPU's Athletic Training Services.

Team Physicians:

The Team Physicians are clinical practitioners providing services to the student-athletes. They have a sincere interest in the professional preparation of the student enrolled in the ATP and are willing to share knowledge through on-going informal discussions, clinics, and other educational services. Team Physicians will lecture as a part-time volunteer classroom instructor throughout the academic year to students enrolled in the program. The Team Physician(s) will also be present in the athletic training facilities on a weekly basis.

Program Director:

The Program Director of the ATP is responsible for the educational development of the students and curriculum. It is the responsibility of the Program Director to ensure that all CAATE accreditation requirements are met.

The primary responsibility of the Program Director lies in administrative duties and classroom instruction. As an Athletic Trainer, the Program Director may also have secondary responsibilities in providing athletic training services and serving as a preceptor.

Clinical Education Coordinator:

The Clinical Education Coordinator is responsible for overseeing the clinical education of AT students including the education & management of preceptors, recruitment of new clinical sites, and placement & scheduling. As a part of Athletic Training Services at NPU, the Clinical Education Coordinator may also have outlined responsibilities in the athletic training facilities and serve as a preceptor in addition to his/her role in classroom instruction.

Head Athletic Trainer:

The Head Athletic Trainer is responsible for the supervision of the members of Athletic Training Services in matters relating to the health care of North Park student-athletes. It is the responsibility of the Head Athletic Trainer to establish policies and procedures regarding athletic training facility hours, event coverage, and health care. The Head Athletic Trainer also serves as a preceptor.

Other NPU Athletic Trainers:

Additional Athletic Trainers are responsible for providing health care services to North Park student-athletes, assisting with the daily operations of the athletic training facility in conjunction with the Head Athletic Trainer, and serving as a preceptor for the ATP.

Preceptors:

Preceptors are licensed health care providers who agree to become part of our students' clinical education. Preceptors include those individuals who supervise student clinical education both on and off campus. As such preceptors are expected to:

- Orientate students to facility policy & procedures and EAPs
- Supervise students during clinical education experiences.
- Provide instruction & assessment of current knowledge, skills and clinical abilities.
- Provide instruction & opportunities for students to develop clinical integration proficiencies, communication and clinical decision-making during actual patient care.
- Provide assessment of athletic training students' clinical integration proficiencies, communication skills and clinical decision-making during actual patient care
- Facilitate the clinical integration of skills, knowledge and evidence regarding the practice of athletic training.
- Demonstrate understanding of and compliance with the program's policies and procedures.

Athletic Training Students:

Students must complete all prerequisite courses, submit required application materials, and participate in an interview process to gain admission into the ATP. Athletic training students are expected to take an active role in the maintenance and daily operation of the athletic training facility. A student's motivation and initiative in creating learning opportunities with their preceptor will enhance their clinical education experience.

CURRICULUM

Didactic versus Clinical Courses

A didactic course is a class with formal classroom instruction. A clinical course is much different in that it involves a students' clinical education in addition to a weekly class meeting. In North Park's curriculum there are six Practica (clinical) courses. These courses are instructed in a clinical setting in association with the ATs or other health care providers on staff at that designated site. We have a variety of sites including secondary schools, colleges and universities, health systems, physical therapy clinics, and professional athletic venues throughout the Chicagoland area. Each student will experience 6 different clinical education opportunities with at least 2 occurring off-campus. Clinical education will include exposure to individual and team sports, equipment intensive sports, patients of different sexes, non-sport populations and non-orthopedic conditions. A student's sex, ethnicity, religious affiliation or sexual orientation will have no bearing on their clinical education assignment. Times of these rotations can vary but frequently include afternoons, nights, weekends, and occasionally vacations. **Individual clinical education placements may begin prior to or continue past the scheduled academic semester. Please refer to the Clinical Education Coordinator or your preceptor for further details.**

The curriculum at North Park University has been developed to allow students enrolled in the Athletic Training Program the opportunity to participate in intercollegiate athletics for one season each year. It is possible for a student who wishes to participate in ONE winter or spring sport to graduate in four years. Fall sport participation may require an additional year to graduate. Specific questions regarding participation in intercollegiate athletics should be directed to your coach and the Program Director. When you are looking at other institutions, remember to ask similar questions regarding your ability to participate in intercollegiate athletics, since many athletic training programs do not allow you to participate in athletics at all.

Curriculum Description

FRESHMAN YEAR: This year is an opportunity to get adjusted to college life and observe in the athletic training facilities in order to gain an understanding of the athletic training profession. During this time you will be completing the application, which includes certain pre-requisite courses (highlighted in red), observation hours & proficiencies, interviews, and an entrance exam.

SOPHOMORE YEAR: The formal program begins during the sophomore year. During this year, the student will take three didactic courses (highlighted in green) and two clinical classes (highlighted in yellow). The Prevention and Care course instructs the student in acute care of injury as well as taping and splinting techniques. The Orthopedic Assessment courses instruct the student in how to evaluate and diagnose musculoskeletal injuries; Orthopedic Assessment I focuses on the lower body and Orthopedic Assessment II course focuses on the upper body and general medical conditions. The overall goal for the sophomore year is to give the student instruction so that he/she can determine "what is wrong" with the patient and document this. The (two) Practica courses give the student clinical instruction in daily operations of the athletic training facility and reinforce lower body evaluations—with emphasis placed on evaluating North Park student-athletes.

JUNIOR YEAR: Two didactic courses (highlighted in green) and two clinical classes (highlighted in yellow) are taken during the junior year. The Therapeutic Intervention courses focus on incorporating rehabilitation techniques such as manual therapies, other modalities and exercise into clinical practice. The goal during the junior year is to determine how to “fix” the problem. The (two) Practica courses give the student clinical instruction in upper body evaluation and developing comprehensive rehabilitation plans—either on a North Park student-athletes or patients at an affiliated sports medicine clinic.

SENIOR YEAR: Two didactic courses (highlighted in green) and two clinical classes (highlighted in yellow) are taken during the senior year. The Athletic Training Administration course instructs the student in the administration skills necessary to operate an athletic training facility in the high school, college, professional, or private sector. These skills include creating and managing policies and procedures, maintaining a budget, facility design and developing a sports medicine team. The Senior Seminar course focuses on preparing the student to take the BOC exam and introduces networking skills necessary to obtain a job in the field. The (two) Practica courses focus initially on therapeutic interventions and general medical conditions. These protocols are instructed and applied clinically at North Park, an affiliated high school, another college/university or another AT practice setting.

ATHLETIC TRAINING PRE-REQUISITE AND MAJOR COURSES

effective with 2017-2018 Catalog

Major Requirements

Required Semester Hours for BS: 62 semester hours

Prerequisites and Supporting Courses: 10 semester hours

BIOL 1250: Introduction to Human Anatomy (4) - meets Life Science Requirement

EXS 1000: Personal Health (2) - meets Health and Well-Being Requirement

EXS 1600: First Aid/CPR (2)

EXS 1610: Introduction to Athletic Training (2)

Required Core Courses: 52 semester hours

BIOL 2930: Advanced Human Physiology (4)

EXS 2100: Practicum I (2)

EXS 2110: Practicum II (2)

EXS 2300: Orthopedic Assessment I (4)

EXS 2350: Prevention and Care of Athletic Injury (2)

EXS 2400: Orthopedic Assessment II (4)

EXS 2950: Sports Psychology (2)

EXS 3010: Biomechanics (4)

EXS 3070: Evidence Based Practice (2)

EXS 3100: Practicum III (2)

EXS 3110: Practicum IV (2)

EXS 3160: Exercise Physiology (4) - meets Writing Research designation EXS 3180: Nutrition (2)

EXS 3180: Nutrition (2)

EXS 3300: Therapeutic Exercise (4)

EXS 3400: Therapeutic Modalities (4)

EXS 4100: Practicum V (2)

EXS 4110: Practicum VI (2)

EXS 4300: Athletic Training Administration (2)

EXS 4400: Senior Seminar (2)

The Academic Planning Guide is designed as a guide for students planning their course selections.

The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of a faculty advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

ATHLETIC TRAINING COURSE PLANNING GUIDE

	Fall Semester		Spring Semester	
First Year	•CORE 1000: Cornerstone Seminar •BIOL 1250: Introduction to Human Anatomy •EXS 1000: Personal Health EXS 1610: Introduction to Athletic Training EXS 1600: First Aid/CPR TOTAL SEMESTER HOURS	4 4 2 2 2 14	•BTS 1850: Introduction to the Bible •Global Histories •Analytical Reasoning (STAT 1490 is recommended) •Culture & Society TOTAL SEMESTER HOURS	4 4 4 4 16
Second Year	EXS 2100: Practicum I EXS 2300: Orthopedic Assessment I EXS 2350: Prevention and Care of Athletic Injury •EXS 3160: Exercise Physiology •Modern Languages TOTAL SEMESTER HOURS	2 4 2 4 4 16	EXS 2110: Practicum II EXS 2400: Orthopedic Assessment II EXS 2950: Sports Psychology EXS 3010: Biomechanics •Modern Languages II TOTAL SEMESTER HOURS	2 4 2 4 4 16
Third Year	EXS 3100: Practicum III EXS 3300: Therapeutic Intervention I EXS 3070: Evidence Based Practice •Christian Life & Thought •Art & Aesthetics •Physical Sciences TOTAL SEMESTER HOURS	2 4 2 4 2 2 16	BIOL 2930: Advanced Human Physiology EXS 3110: Practicum IV EXS 3180: Nutrition •EXS 3400: Therapeutic Intervention II Elective TOTAL SEMESTER HOURS	4 2 2 4 4 16
Fourth Year	EXS 4100: Practicum V •EXS 4300: Athletic Training Administration Elective Elective Elective TOTAL SEMESTER HOURS	2 2 4 4 4 16	EXS 4110: Practicum VI EXS 4400: Senior Seminar Elective Elective Elective TOTAL SEMESTER HOURS	2 2 4 4 4 16

* Course meets a core curriculum (general education) requirement

Acceptance to North Park University and/or completion of the application requirements does not guarantee acceptance into the Athletic Training Program. Students must apply separately to this program. An application packet detailing the application process and materials will be provided to the student while enrolled in EXS 1610: Introduction to Athletic Training. The application must include:

- A completed application form
- Verification by an appropriate health care provider that the student is in good health and has had necessary immunizations.
- Verification that student can meet technical standards.
- Two letters of recommendation
- A passing score on the ATP entrance examination
- The completion of 50 observation hours in a NPU athletic training facility
- A completed clinical proficiencies list
- Successful completion of the following courses taken at NPU with a GPA of 2.5 or better and a 2.67 (B-) or better in EXS 1610:
 - EXS 1000: Personal Health
 - EXS 1600: First Aid and CPR
 - EXS 1610: Introduction to Athletic Training
 - BIOL 1250: Introduction to Human Anatomy
- A transcript from NPU showing an overall GPA of 2.5 or better
- Completion of a formal interview with the selection committee.

COURSE DESCRIPTIONS

BIOL 1250 Introduction to Human Anatomy (4sh) GE

Includes structure and organization of human organ systems emphasizing skeletal, muscular, digestive, circulatory, respiratory, nervous, and urogenital systems. Lab included with cadaver demonstrations. It is recommended that the student complete one year of high school laboratory science.

BIOL 2930 Advanced Human Physiology (4sh)

Structure and function of the nervous, circulatory, respiratory, endocrine, muscular, digestive, urinary, and reproductive systems of the body. Lab included. Prerequisite: BIOL 1250

EXS 1000 Personal Health (2 sh) GE

A study of physical and psychological well-being, including exercise and nutrition.

EXS 1600 First Aid/CPR (2 sh)

Study of immediate care of the injured or ill. Based on American Red Cross standards. Certification in First Aid, CPR, and AED available.

EXS 1610 Introduction to Athletic Training (2 sh)

Introduction to the care and rehabilitation of athletic injuries with emphasis on current methods of athletic training.

EXS 2100 Practicum I (2 sh)

A course designed to formally structure a minimum of 150 clock hours of clinical experience (time by arrangement) specific to the first semester of enrollment in the Athletic Training Program (ATP). Includes observation, fieldwork, and practical experience in the North Park University athletic training facility. All will be under the direct supervision of an Athletic Trainer (AT). Emphasis is athletic training facility operations and procedures. Prerequisite: EXS 1000, 1600, 1610, BIOL 1250. Co-requisite: EXS 2300, 2350.

EXS 2110 Practicum II (2 sh)

A course designed to formally structure a minimum of 150 clock hours of clinical experience (time by arrangement) specific to the second semester of enrollment in the Athletic Training Program (ATP). Includes observation, fieldwork, and practical experience in the North Park University athletic training facility. All will be under the direct supervision of an Athletic Trainer (AT). Emphasis will be on lower extremity injury evaluation and lower body taping/splinting. Prerequisite: EXS 2100, 2300, 2350. Co-requisite EXS-2400.

EXS 2300 Orthopedic Assessment I (4 sh)

A comprehensive study of the lower extremities including the foot, ankle, knee, thigh, hip, pelvis, and spine. Injuries will be discussed from the following viewpoints: 1) prevention, 2) etiology and mechanism of injury, 3) pathology, 4) recognition and evaluation techniques, and 5) treatment. Prerequisite: EXS 1000, 1600, 1610, BIOL 1250. Co-requisite: EXS 2100, 2350.

EXS 2350 Prevention and Care of Athletic Injuries (2 sh)

A study of preventative measures and acute care techniques used in athletic training. Concepts, applications, and procedures used in managing external hemorrhage, taping, equipment fitting, splinting and transporting will be emphasized. This course also includes environmental conditions and incorporating evidence into clinical decision making. Prerequisite: EXS 1010, 1600, 1610, BIOL 1250. Co-requisite: EXS 2100, 2300.

EXS 2400 Orthopedic Assessment II (4 sh)

A comprehensive study of the upper extremities including the shoulder, upper arm, elbow, forearm, wrist, hand, thumb, fingers, spine, thorax, abdomen, head, and face. This course also includes general medical conditions, skin infections, and common viruses. Injuries will be discussed from the following viewpoints: 1) prevention, 2) etiology and mechanism of injury, 3) pathology, 4) recognition and evaluation techniques, and 5) treatment. Prerequisite: EXS 2100, 2300. Co-requisite: EXS 2110.95

EXS 2950 Sport Psychology (2 sh)

Develop an understanding of the principles of motivation, the importance of leadership and communication skills, and the different psychological skills athletes can use to improve performance.

EXS 3010 Biomechanics (4 sh)

Systematic analysis of human movement. The integrated study of applied anatomy and applied mechanics to the analysis of movement. Movement terminology as well as muscular system function in sport will be studied.

Prerequisite: BIOL 1250.

EXS 3070 Introduction to Evidence Based Practice (2 sh)

This course is designed to introduce allied health students to concepts related to evidence-based practice. Specifically, students will develop the skills necessary to identify relevant research and critically appraise the literature as to its quality and applicability to clinical practice. Students will gain an understanding of the research process as well as recognize the importance of assessing clinical outcomes.

EXS 3100 Practicum III (2 sh)

A course designed to formally structure a minimum of 150 clock hours of clinical experience (time by arrangement) specific to the third semester of enrollment in the Athletic Training Program (ATP). Includes observation, fieldwork, and practical experience in a North Park University athletic training facility or affiliated sports medicine clinic. All will be under the direct supervision of an Athletic Trainer (AT). Emphasis is on upper extremity injury evaluation, upper extremity taping/splinting and general medical conditions. Prerequisite: EXS 2110, 2400. Co-requisite: EXS 3300.

EXS 3110 Practicum IV (2 sh)

A course designed to formally structure a minimum of 150 hours of clinical experience (time by arrangement) specific to the fourth semester of enrollment in the Athletic Training Program (ATP). Includes observation, fieldwork, and practical experience in a North Park University athletic training facility or an affiliated sports medicine clinic. All will be under the direct supervision of an Athletic Trainer (AT) and/or Physical Therapist (PT). Emphasis is on developing comprehensive rehabilitation plans that include psychosocial interventions, cultural competence and nutritional considerations. Prerequisite: EXS 3100, 3300. Co-requisite: EXS 3400.

EXS 3160 Exercise Physiology (4 sh) GE

Study of human physiology with emphasis on the acute and chronic effects of exercise upon the muscular and cardiorespiratory systems. Lecture and lab required. Cross-listed with BIOL 3160. Prerequisite: BIOL 1250.

EXS 3180 Nutrition (2 sh)

This course will introduce students to an evidence-based review of the direct effects of diet on health and physical activity. Specific topics addressed include nutrient metabolism, body composition management, hydration, health effects, supplement and food ethics.

EXS 3300 Therapeutic Interventions I (4 sh)

This course provides an evidence-based overview of the theory and application of therapeutic interventions common to the rehabilitation of select musculoskeletal injuries and conditions. Emphasis will be placed on the foundational theories such as physiology of injury, pain, stages of healing, altered movement as well as the exercises, modalities, and pharmacological interventions specific to the inflammatory and proliferation stages of healing. Prerequisite: EXS 2110, 2400. Co-requisite: EXS 3100.

EXS 3400 Therapeutic Interventions II (4 sh) GE

This course provides an evidence-based overview of the theory and application of therapeutic interventions common to the rehabilitation of select musculoskeletal injuries and conditions. Emphasis will be placed on exercises and modalities specific to the remodeling stage of healing and for the return to participation. Special considerations for the physical rehabilitation of various anatomical segments will also be explored. Prerequisite: EXS 3300. Co-requisite: EXS 3110.96

EXS 4100 Practicum V (2 sh)

A course designed to formally structure a minimum of 150 hours of clinical experience (time by arrangement) specific to the fifth semester of enrollment in the Athletic Training Program (ATP). Includes observation, fieldwork and practical experience in an affiliate college/university athletic training facility, high school athletic training facility or other AT practice setting. All will be under the direct supervision of an Athletic Trainer (AT) or other licensed healthcare provider. Emphasis will be on comprehensive rehabilitation plans, acute and emergency care techniques, evaluation of injury/illness risk factors, prevention programs, and evidence-based clinical practice. Prerequisite: EXS 3110, 3400. Co-requisite: EXS 4300.

EXS 4110 Practicum VI (2 sh)

A course designed to formally structure a minimum of 150 hours of clinical experience (time by arrangement) specific to the sixth semester of enrollment in the Athletic Training Program (ATP). Includes observation, fieldwork and practical experience in an affiliate college/university athletic training facility, high school athletic training facility or other AT practice setting. All will be under the direct supervision of a Athletic Trainer (AT) or other licensed healthcare professional. Emphasis will be on pharmacology and transition to practice including scope of practice, professional development, referral and legal issues. Prerequisite: EXS 4100, 4300. Co-requisite: EXS 4400.

EXS 4300 Athletic Training Administration (2 sh)

Designed to give an understanding of the planning, coordinating, and supervision of all administrative components of an athletic training program in a clinical, high school, college, professional, or industrial setting. Emphasis will be placed on facility organization and design, budgeting, legal liability, day-to-day scheduling, personnel management, record keeping and ethical considerations. Prerequisite: EXS 2400, 3110. Co-requisite: EXS 4100.

EXS 4400 Senior Seminar (2 sh)

This is the last course in the athletic training program. The focus is on pharmacology, general medical conditions, preparing for the BOC examination, and professional development. Prerequisite: EXS 4100, 4300. Co-requisite: EXS 4110.

PROGRESSION & RETENTION

Per the academic catalogue, students must receive a “C” or better in the following athletic training courses: EXS 2100, 2110, 2300, 2350, 2400, 3070, 3100, 3110, 3300 3400, 4110, 4300, 4400. Due to the sequential nature of these courses, failure to procure a “C” or better in any of the above listed classes will result in the student’s failure to matriculate. The student will then have to retake that class before continuing the sequence. The student must express their interest in joining the following year’s cohort in writing one week prior to the registration period for the semester of re-admittance. (Registration typically opens midway through the semester prior to enrollment.)

CURRICULAR MODEL





The curriculum of the ATP is designed to allow student exposure to major content areas three times during his or her education. The sequence uses the following track: 1) the initial theory and basic skills are **introduced** in a didactic course, 2) content is then **reinforced** the following semester in a clinical course, 3) the following year, the student helps guide students in the cohort behind them in the ATP sequence. The student's **mastery** of the material can be assessed as they mentor other students.

The choice was made to first introduce material in a didactic course because the environment can be more easily controlled. Questions can be asked regarding theory, while basic skills are practiced during labs. Role-playing is included to reproduce high anxiety situations frequently encountered in the field. Unfortunately, these situations are never 100% authentic. Therefore, the true element of realism is added the following semester when the skills are assessed again, preferably on real athletes/patients in a clinical setting (Practica II-VI). The mentoring system used in each Practicum course allows the student to be assessed a third time on the material a year later. The belief is that the student must have mastered material in order to effectively serve as a mentor.

The curriculum also has a purposeful philosophy. A theme is evident within the didactic courses during each of the program's three years: year one – evaluation; year two – rehabilitation; and year three – program design and operation. It follows a logical progression where a student first needs to understand what is wrong with the athlete/patient (year one) before they can figure out how to rehabilitate them (year two). The theme of the third year can be found in the Athletic Training Administration course where each student has to design an athletic training facility and in the capstone course, Senior Seminar, which focuses on professional responsibility and development.

The following page gives an overview of the link between didactic and clinical coursework. It should be noted that this synopsis does not detail every connection or all the material but rather attempts to identify the core subject matter that will be instructed and/or assessed in each course. A key is provided at the top of the next page to assist the reader in understanding the sequence. The arrow only demonstrates the initial tie between didactic and clinical coursework. The change in terminology ("emphasis" to "mentoring") along with the change in shading represents a second tie.

SKILL PROGRESSION CHART

-  Denotes didactic classes where most competencies and clinical integration proficiencies are first encountered by a student (termed: **introduced**)
-  Denotes a clinical class where a competency or clinical integration proficiency is encountered by a student for a second time (termed: **reinforced**).
-  Denotes a clinical class where a competency or clinical integration proficiency is encountered by a student for a third time (termed: **mastered**).
-  Denotes the pathway from the didactic class where the skill was initially introduced to the clinical class where the integration of skills is assessed in an authentic setting.

	Fall semester	Spring semester
First Year	EXS 1610: INTRO TO ATHLETIC TRAINING EMPHASIS ON WHAT IS AT EMPHASIS ON NPU TRAINING FACILITY OPERATIONS	EXS 1600: FIRST AID AND CPR EMPHASIS ON EMERGENCY MANAGEMENT
Second Year	EXS 2100: Practicum I Emphasis on NPU Policy & Procedures Emphasis on Basic Clinical Knowledge & Skills EXS 2300: Orthopedic Assessment I Emphasis on Lower Body Evaluation EXS 2350: Prevention & Care of Athletic Injury Emphasis on Taping/Bracing	EXS 2110: Practicum II Emphasis on Lower Body Evaluations Emphasis on Lower Body Taping EXS 2400: Orthopedic Assessment II Emphasis on Upper Body Evaluations Emphasis on General Medical
Third Year	EXS 3100: Practicum III Emphasis on Upper Body Evaluations Emphasis on Upper Body Taping Mentoring NPU Training Facility Operations Mentoring Strength and Conditioning EXS 3300: Therapeutic Interventions I Emphasis on Healing Process particularly on the inflammatory and proliferation phases	EXS 3110: Practicum IV Emphasis on Therapeutic Interventions Emphasis on Lower Body Rehabilitation Mentoring Lower Body Evaluations Mentoring Lower Body Taping EXS 3400: Therapeutic Interventions II Emphasis on Rehabilitation Techniques to return to function and joint specific considerations
Fourth Year	EXS 4100: Practicum V Emphasis is on Therapeutic Interventions Emphasis is on Upper Body Rehabilitation Mentoring Upper Body Evaluations Mentoring Upper Body Taping EXS 4300: Athletic Training Administration Emphasis on Policies/Procedures of operations	EXS 4110: Practicum VI Emphasis on General Medical Conditions Emphasis on Administration & position statements Mentoring total rehabilitation protocols (in clinic) EXS 4400: Senior Seminar Emphasis on BOC exam preparation

ELIGIBILITY FOR PRACTICE AS AN ATHLETIC TRAINER

Certification

In the final semester of enrollment in the ATP and with the Program Director's endorsement, students will be eligible to sit for the Board of Certification (BOC) Examination.

Please note that Students' Eligibility to sit for the BOC exam may be impacted by previous felony or misdemeanor convictions. (See excerpt from the BOC Candidate Handbook below.)

The affidavit portion of the exam application requires candidates to report any felony or misdemeanor conviction. During the application process, candidates must submit a written explanation, in their own words, of the events that led to the conviction(s), copy of court documents(s), including, but not limited to, an arrest report, sentence recommendation, compliance of all court requirements and proof of payment of all related fines.

If the case(s) were alcohol or drug related, the candidate may also be required to provide a current professional alcohol/substance abuse evaluation that is no older than three months. If an evaluation was not required by the court, the candidate must obtain an evaluation from a licensed alcohol/chemical dependency counselor at their expense. Documentation may be emailed, faxed or mailed. Please allow at least 5-7 business days for documentation to be reviewed.

Candidates may request a predetermination of eligibility at any time by submitting their documentation to the BOC via email, fax or mail prior to submitting their application. The Professional Practice and Discipline Committee reviews all convictions. Candidates are notified in writing of the committee's decision. Please review the Professional Practice and Disciplinary Guidelines and Procedures for details. Candidates who are granted eligibility to sit for the BOC exam should review their state's practice act prior to sitting for the BOC exam. Their conviction(s) could affect their ability to obtain licensure in that state.

State Regulation of Athletic Training

Regulation of athletic training varies by state. However, all states that regulate athletic training accept the BOC credential. In addition, state practice acts differ so it is the student's responsibility to investigate and understand the requirements of the state in which they wish to practice. States may have additional requirements and fees associated with their regulation (exemption, registration, certification, licensure).

SCREENING REQUIREMENTS FOR PROGRAM ADMITTANCE

All athletic training students must fill out and turn in a physical exam, signed technical standards document, CPR certification, and immunization record as part of the application process. Once accepted, students will submit these documents to their secure Castle Branch profile prior to the beginning of clinical education experiences.

Physical Examination

All students entering the ATP are required to have a current health physical examination. The form must be completed and signed by a health care provider (MD, DO, NP, or PA).

Immunization Records

Immunization Records will be uploaded to the student's Castle Branch compliance tracker and should include:

1. A negative PPD Tuberculin Skin Test, (TST), or Quantiferon Gold TB test, or Tspot blood test within the last year. If positive, student should follow up with their primary health care provider for appropriate treatment and submit a radiological report of a chest x-ray.
2. Immunity to Measles, Rubella and Mumps as evidenced by 2 MMR vaccines or immunity titers.
3. Varicella vaccine or a varicella titer.
4. Hepatitis B vaccination or declination waiver.
5. Tetanus vaccination in the form of Tdap or Td booster administered within the past 10 years.

Technical Standards

Technical standards have been established for admittance to the Athletic Training Program. Prior to admission into the ATP, students need to complete the Technical Standards 'Form A' which can be found in Appendix A. This form should be uploaded to Castle Branch once completed.

REQUIREMENTS FOR CLINICAL EDUCATION PLACEMENT

Background Checks

All students will complete a background check through Castle Branch before beginning their off-campus clinical education experiences (prior to junior year in the program). Students will individually go to the company web site and purchase their own background check. (Cost is approximately \$45.) The results will be posted to a secure, confidential web site that will be monitored by the Clinical Education Coordinator. Some clinical education sites may require students to obtain a background check through their organization; this additional background check is at no cost to the student.

Pre-Adverse Action Disclosure

The ATP reserves the right to revoke acceptance into the program based on results of background checks, drug tests, and/or failure to comply with stated deadlines. If the decision to revoke your acceptance is made based on information provided in the consumer report by Castle Branch, you will receive a pre-adverse action letter giving you three (3) days to dispute the decision and/or respond to information in the report.

CPR Certification

All athletic training students must have current Professional Rescuer CPR certification and are responsible for keeping their certification updated on their Castle Branch profile. (Castle Branch profile set-up requires an initial one-time fee of \$35.) Re-certification is offered annually by the AT Staff at the beginning of the academic year.

Health Insurance

Athletic training students must have personal health insurance coverage in effect during their clinical education placements. This information should be kept up to date on their Castle Branch profile.

Liability Insurance

Athletic training students are covered by liability insurance provided by the University and the Athletic Training Program.

EXPECTATIONS FOR CLINICAL EDUCATION

Students' behavior while engaged in clinical education (both on campus and off) is a direct representation of the Athletic Training Program. We expect the upmost professionalism from our students in order to sustain the reputation that faculty and alumni have worked to build over the years. Therefore, students will be held to the following standards:

Attendance Policy

Students are expected to arrive on time and stay until dismissed. Consistent tardiness and/or leaving a clinical site early is viewed the same as an unexcused absence. An absence for sickness, personal, or family emergencies is counted as an excused absence if approved by your preceptor and/or the clinical education coordinator. Remember that clinical education is a part of your Practica coursework.

Clinical Placements

Clinical education may include mornings, afternoons, evenings, weekends, and vacations. Arrangements should be made in advance to accommodate class conflicts.

A minimum of 150 hours is required for the clinical education experience to be considered a complete. If the student does not complete the minimum amount of hours by the end of the placement, he/she will be penalized per the evaluation guidelines included below. Students' clinical education experience will not exceed 500 hours per practicum course.

The hours required per week will vary depending on the clinical site. You should expect to spend an average of 20-25 hours per week at your clinical site when school is in session. When school is not in session, you can expect to spend 40 or more hours per week at your clinical site. (Students will receive at least 1 day off in every 7-day period.) Be sure to consider the demands of your clinical placement when planning your class schedule. If you encounter difficulty scheduling the appropriate amount of hours at rotation due to your preceptor's schedule, you should consult the Clinical Education Coordinator. Failure to contact the Clinical Education Coordinator in a timely manner may result receiving deductions for not completing your placement.

Traditional sites (high schools, colleges)

Students are required to complete an entire athletic season (including pre-season) at the clinical site/sport to which they are assigned. If the clinical site/sport makes it to post-season play, it is the student's choice to continue with the team. Post-season play is a unique experience and students are highly encouraged to take advantage of this opportunity as it arises.

Non-traditional sites (sports medicine clinic, hospital, etc.)

When placed at a non-traditional site (clinic, hospital, etc), the student is responsible for completing a minimum of 150 hours. It is expected that students will develop a set schedule with the assigned preceptor.

Unless otherwise specified:

Fall Rotations: August to November

Winter Rotations: November to Spring Break

Spring Rotations: Spring Break to Final Exams

Clinical Placement Applications

Students will submit an application for clinical placement as part of Practicum 2 and Practicum 4. These applications provide information about your career goals, strengths, weaknesses, and preferred sites. Specifics will be discussed in these courses.

Communication

You should communicate with your preceptor in a professional manner at all times. Unless otherwise specified, email is the preferred method of communication. **You should cc the clinical education coordinator on all email communication with your preceptor.** Unless it is an emergency situation, you should not email your preceptor outside of normal working hours.

Unless you receive permission, you should not text your preceptor. If you have been granted permission to do so, you should only text your preceptor within normal working hours. (Unless otherwise specified you should not text your preceptor between the hours of 9pm and 8am.) In the case of an emergency, email is the preferred method of communication.

Compensation

Students will not receive monetary compensation for their clinical education. These experiences are part of your coursework and serve to prepare you for clinical practice.

Confidentiality

All details of a patient's health or circumstances surrounding a team's performance/outlook must remain confidential. **You are not allowed to share sensitive information unless there is a medical need to do so.** When speaking about a specific case for educational purposes (i.e. during class, discussions with faculty), you should not use any personal identifiers (i.e. names, sports, etc). **Failure to maintain confidentiality may result in removal from the placement or the Athletic Training Program.**

Documentation - A-Track

All students are required to have a subscription to A-Track. (Being a student member of the NATA grants you free access to A-Track. NATA membership is approximately \$75 annually.)

All clinical education paperwork should be submitted via A-Track. Proper documentation for clinical experiences is essential for our program records. Failure to submit required documentation may result in a lowering of your final practicum grade. **It is the individual student's responsibility to set up a time to complete paperwork with their preceptor.** It is NOT the preceptor's responsibility.

Required annually and submitted at the BEGINNING of the academic year: ***Golf cart safety***

PRIOR to the start date of your clinical placement: ***OSHA/ Communicable Disease Policy; Health History Update***

Reviewed FIRST DAY of placement: ***Goals for Placement; Clinical Education Guidelines; Clinical Education Schedule, EAP/Location, Bloodborne Pathogen Policy/Location, Post-Exposure Protocol/Location***

DAILY DURING your rotation: **Hour Log**

Reviewed with preceptor DURING placement: ***Evaluation of Self - Mid-point; Evaluation of Self - End-point****

END of your placement: ***Student's Evaluation of Clinical Site/Preceptor(s); End of Rotation Reflection***

Misc. forms (as necessary): **Doctor's Office/Hospital Observation Reflection, Student-Athlete Contract; Request for Additional Clinical Experience Hours**

***Note: Your preceptor should complete both a mid-point and end-point evaluation of you. (This is linked to your practicum grade.)**

Dress Requirement

Professional dress is required all times the student is representing the athletic training program. Refer to the Professional Dresscode Section of this handbook for more information.

Equal Opportunity

All students are eligible to be considered for placement at any of our affiliated sites, though some sites require additional screening (e.g. fingerprints, interviews) prior to placement. Affiliation agreements include the expectation that neither the school nor the site will engage in discriminatory practices.

Evaluation

Your performance during your clinical education placement is factored into your practicum grade. In the event you do not fulfill the minimum amount of hours required for a full experience (150 hours) your final evaluation score will be prorated by the percentage you have completed.

For example: You completed 140/150 (93%) hours. If you received an 87% on your mid-point and a 94% on your end point evaluations, your prorated scores would be $87 \times .93 = 81$ on your midpoint and $94 \times .93 = 87$ on your endpoint.

You are eligible for evaluation after you completed at least 75% of the required hours for that evaluation. (Midpoint = 75 hours; Endpoint = 150 hours) Therefore, you are eligible for midpoint evaluation only after 56 hours have been completed and you are eligible for your endpoint evaluation only after 113 hours have been completed. If you do not complete enough hours to be eligible for an end point evaluation, you will not receive any credit for that portion of the experience and your midpoint evaluation will be prorated accordingly.

Hour Log

Each Athletic Training Student will be expected to update their hour log (found on A-Track) on a daily basis so that the assigned preceptor can approve them. It is helpful to designate what you learned/saw that day in the comments section. (Be sure to practice confidentiality with this.)

Professionalism

Professional behavior is expected at all times. Professionalism involves a proactive role in the daily activities as assigned by the preceptor, appropriate interactions with patients, and appropriate dress.

Request for Additional Hours

On occasion, an Athletic Training Student may desire to get additional experience for an event outside their current placement's responsibilities. Likewise, an Athletic Training Student that is not currently involved in a placement may want to assist a preceptor with an event that interests them. In these situations, the Athletic Training Student should submit the Request for Additional Hours Form on A-Track.

Transportation

The student must assume the cost of transportation to and from clinical education placements. Not all sites are readily accessible by public transportation.

CLINICAL EDUCATION GUIDELINES

The following guidelines delineate the role of an athletic training student during clinical education experiences. During these experiences, the student must be directly supervised by a preceptor. The preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient. Students must demonstrate competence in performing a skill prior to performing it on patients. Preceptors are licensed healthcare providers.

Athletic training students are allowed to perform tasks as deemed appropriate by their preceptor. These can include (but are not limited to):

- Conducting injury evaluations
- Using electrical, sound or light modalities
- Writing progress notes
- Initiating or modifying a rehabilitation plan

If a student does not have the approval of their preceptor (verbal or written) to perform a task, it should not be performed. If a preceptor is NOT physically present and able to intervene on behalf of the athletic training student and the patient, the student should NOT render services to patients.

Note: There are times when a student may be exposed to a concept while observing patient care that they have not been formally taught. In this case, their preceptor may instruct the skill and must determine their competence before allowing them to perform this skill on a patient.

EMPLOYMENT POLICY

To be successful in the ATP at North Park University, a student must have exceptional time management skills. This is due to the time-consuming curriculum of both formal didactic courses with a set time schedule and the more variable scheduling of clinical education placements. These clinical (Practica I-VI) courses are tied into athletic practices/games resulting in a daily schedule that looks much more like a student-athlete rather than a typical undergraduate student. On average, this additional time commitment will be approximately 20-25 hours/week. The difficulty in scheduling work is that the practice times can frequently change last minute and if proper notice is given 24 hours in advance then the Athletic Training Student will be expected to report to their preceptor as the schedule mandates.

As a result, it is extremely difficult for a student to be employed while they are enrolled in a Practicum course*. As noted on the syllabi, each Practicum is a credited course with a penalty for unexcused absences. "Employment" is not an acceptable excuse for missing other NPU academic courses and as a result, will not be considered acceptable here either.

The ATP does acknowledge that many of today's undergraduate students must generate some type of income in order to help defray tuition/living costs. As a result, there is no set policy on whether or not a student can seek employment if it is done during their free time. The faculty and staff of the ATP do not believe it is in their best interest to prevent a well-motivated student with exceptional time management skills from seeking a degree in athletic training while being employed if they can properly balance their schedule.

*The Practicum course scheduling is typically done on a Fall, Winter, and Spring system. Each student is assigned to a preceptor during two of those three seasons. In most cases, this means that a student will have a season with no Practicum requirements tied to a preceptor's schedule. If a student has a desire/need to work, they will be advised that this is the most appropriate time to do so.

ATHLETIC PARTICIPATION POLICY

The desire of the North Park University Athletic Training Program is to prepare students for successful clinical practice and passage of the Board of Certification (BOC) examination. The curriculum blends a heavy didactic course load with clinical education placements at varying locations. These clinical education placements are an integral part of the students' education. Unfortunately, clinical education placements typically occur simultaneously to athletic practices.

To remedy this situation, the ATP is designed in a fashion that allows an Athletic Training Student to participate in one athletic season for four years and still graduate in four years*. The curriculum is NOT designed, nor can it support, individuals looking to participate in more than one intercollegiate sport. This information is fully disclosed to all prospective students during visits with the Program Director. Additionally, all North Park University coaches have been informed of this ATP policy.

It is strongly suggested that any Athletic Training Student with a desire to participate in intercollegiate athletics personally meet with the Program Director to discuss varying options. All students advancing through the application process to the interview portion are reminded of the policy and asked if they have any interest in participating in intercollegiate athletics. Failure to make this information known prior to entrance into the program can potentially create conflict with a specific clinical education placement determined prior to the start of the individual's sophomore year. Students are expected to submit a student-athlete contract at the conclusion of each academic year for the following season. (See Appendix H.)

*Although unlikely, there may be circumstances that would create a situation where a student would have to remain for an additional semester or enroll in an additional internship. This would occur if a particular incoming class happens to have a number of individuals with a desire to participate during a fall athletic season. This is due to the ATP's limited "equipment intensive" rotations during the winter and spring athletic seasons.

GRIEVANCE POLICY FOR CLINICAL EDUCATION

The North Park University Athletic Training Program expects that most grievances at North Park or affiliated sites can be handled informally throughout daily communication between faculty/staff and students. However, the ATP recognizes that there are certain circumstances in which these issues are not informally resolved and further formal attention must be considered. If such circumstances arise, the following procedure has been established to assist the parties in appropriately handling a resolution to their problem.

The grievance policy is used to address the complaints that a student has about the ATP. The student handbook as outlined and issued to each student entering the North Park University ATP encompass the guidelines with which the program operates. Challenges to the policies and procedures themselves are not proper subjects for grievances.

If a student feels that he/she has a grievance upon another student, faculty member, preceptor or program, they have 5 days to file a grievance in the following manner:

Step 1 – Notify their preceptor of the grievance. The preceptor will hear and attempt to resolve the grievance in a timely fashion.

Step 2 – If the grievance pertains only to the educational program, the Program Director must be notified. If the grievance pertains only to off-site clinical placement, the Clinical Education Coordinator must be notified. If the issue pertains to an athletics issue at North Park, the Head Athletic Trainer must be notified. In the event that this grievance is dealing equally with multiple areas, the respective individuals should be notified. The notified individual(s) will fully explore the issue with the student in an effort to find a mutually satisfactory resolution and will attempt to provide a response within 5 school days. In certain circumstances, a meeting with all appropriate ATP members will be conducted in an attempt to address the issue.

Step 3 – If the student feels that, even after the discussion with the Program Director, Clinical Education Coordinator and/or the Head Athletic Trainer, the grievance was not addressed, further formal grievances may be submitted through the educational hierarchy of the institution. It is recommended that written explanation of the grievance be initially filed to the department chair and then subsequently to the division chair.

Additional Grievance Procedures as Stated in Academic Catalog

At North Park University, there are a number of grievance procedures through which students can raise and seek redress for what they believe to be unfair, improper or discriminatory decisions, actions, or treatment. North Park takes all grievances seriously and follows the appropriate policy.

1. If the matter involves an academic decision, the Student Academic Grievance Procedure applies.
2. If the matter involves a housing or roommate concern, the Student Housing Grievance Procedure applies.
3. If the matter involves discrimination, harassment, bias and/or sexual assault, the Policy Against Discrimination, Harassment, Sexual Violence, Relationship Violence or Retaliation applies, and takes precedence over other grievance procedures that may also apply (e.g., a roommate is accused of sexual harassment).
4. If the matter involves a parking violation, the Parking Violations Appeals process applies.
5. If the matter involves a violation of the policies and community standards in the Student Handbook, then the Student Conduct process applies.

PROFESSIONAL CONDUCT

Athletic training is a healthcare profession. To function as healthcare professionals, all members of the program must understand the importance of professionalism. Professionalism occurs in communication with a variety of patients (including student-athletes), peers, coaches, departmental personnel, other medical professionals, and physicians. Professionalism is also exemplified in behavior and dress. Students represent the profession daily. The respect gained because of professionalism can be crucial to effective job performance.

NATA Code of Ethics

The National Athletic Trainers' Association Code of Ethics states the principles of ethical behavior that should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession. The principles do not cover every situation encountered by the practicing athletic trainer, but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails.

Principle 1:

Members shall respect the rights, welfare and dignity of all.

1.1 Members shall not discriminate against any legally protected class.

1.2 Members shall be committed to providing competent care.

1.3 Members shall preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient's care without a release unless required by law.

Principle 2:

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

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

2.2 Members shall be familiar with and abide by all National Athletic Trainers' Association standards, rules and regulations.

2.3 Members shall report illegal or unethical practices related to athletic training to the appropriate person or authority.

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

Principle 3:

Members shall maintain and promote high standards in their provision of services.

3.1 Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity or services.

3.2 Members shall provide only those services for which they are qualified through education or experience and which are allowed by their practice acts and other pertinent regulation.

3.3 Members shall provide services, make referrals, and seek compensation only for those services that are necessary.

3.4 Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge.

3.5 Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.

3.6 Members who are researchers or educators should maintain and promote ethical conduct in research and educational activities.

Principle 4:

Members shall not engage in conduct that could be construed as a conflict of interest or that reflects negatively on the profession.

4.1 Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.

4.2 National Athletic Trainers' Association current or past volunteer leaders shall not use the NATA logo in the endorsement of products or services or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.

4.3 Members shall not place financial gain above the patient's welfare and shall not participate in any arrangement that exploits the patient.

4.4 Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try to influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.

4.5 Members shall not provide or publish information, photographs, or any other communications related to athletic training that negatively reflects the profession.

Behavior

To promote safety, security, and accountability in patient care, students should abide by the two-person pairing system whenever entering sensitive spaces like locker rooms and athletic training facilities in the course of their patient care activities. There should be two students or a student and preceptor together when entering patient locker room spaces and/or providing care to patients. In addition, facility doors should remain open whenever feasible. If a more sensitive matter is being discussed, the conversation should occur in the Helwig physician office with two providers present or with the blinds open.

Communication with Patients

During clinical education experiences, students will communicate with a variety of patients (including student-athlete peers). This communication should be friendly yet professional. Maintain the patient's respect by keeping a professional demeanor.

Communication with Athletic Department Personnel

The Athletic Training Student is a part of the ATP, however, he/she is not part of the athletic department and behavior should reflect that status. The athletic department consists of North Park University staff, faculty, and administrators. These individuals should be treated with the utmost respect. Failure to do so will result in disciplinary action.

Communication with Other Healthcare Providers

Athletic Training Students have the opportunity to work with physicians and other healthcare providers. Observing, asking questions, and using discretion while they work is encouraged. Use appropriate timing when asking questions so as to not interrupt the evaluation process or infringe on the care of patients.

Communication with Visiting Teams

Visiting teams are guests. Treat their coaches, student-athletes, and medical staff with respect and professionalism. Students may be tasked with introducing himself/herself and the rest of the medical staff to the coaches or medical staff from the visiting team. Included should be the athletic training student's name, level of training as a student, the AT's name, and a brief description of what is available for medical services at that venue (AT at game, ambulance, physician, ice, water, etc). Hosting is a reflection on the Athletic Training Student as well as on the entire program.

Confidentiality

Each patient (including student-athletes) has the right of confidentiality. At no time is it acceptable to discuss a patient's injury with anyone other than the appropriate athletic training/medical staff. Any unauthorized discussion of a patient's injury will break down the trust and respect that has been gained. In addition, medical information is federally protected by HIPAA. Failure to follow this policy is grounds for termination from the ATP.

Dress

The expectations for professional dress are described in the Professional Dress Code on the following page.

PROFESSIONAL DRESS CODE

All students and staff are representatives of the athletic training profession and North Park University. For this reason, members of the ATP must adhere to a standard of dress that is representative of a healthcare professional. This includes practicing good hygiene and erring on the side of modesty. The dress code should be followed at all times during clinical education experiences: on campus, off campus and on the road with an athletic team. The dress code guidelines are as follows:

Acceptable	Unacceptable
<ul style="list-style-type: none"> • Wind Pants (school colors) • T-shirts (plain, NPU, NATA, sports medicine related) • Business casual pants (khaki, navy, black, etc.) • Shorts (appropriate length, good condition) • Mesh shorts (school colors) • Hats – only outdoor & NPU logo/solid school colors • Functional, closed toe footwear • Outerwear in solid school colors or with NPU/AT logos (exceptions may be made for extreme weather) • Neat & out of the way hair • Well-groomed facial hair • Discrete make-up, perfume, cologne, jewelry 	<ul style="list-style-type: none"> • Sweat Pants • T-shirts (other logos/writing) • Jeans (except for Friday-Sunday practices) • Short Shorts • Low riding shorts • Hats worn indoors or backwards or not a school color • Open-toed footwear, footwear you cannot run in • Ripped Clothing • Visible Tattoos • Attention-grabbing hair styles or styles that interfere with patient care • unkempt facial hair • Overwhelming scent, make-up or jewelry

*School colors: blue, black, gray, white, yellow

Travel Attire: Be consistent with the team's dress code.

Game Day Attire: NPU Athletic Training Game Day Polo & Khakis (shorts/pants) unless otherwise specified by the preceptor.

Your preceptor will make the final call regarding questionable clothing and may ask you to change if they find your attire inappropriate. If you have specific questions regarding the dress code, please see the Clinical Education Coordinator.

HEALTH CARE POLICIES

Communicable Disease Policy

The purpose of the North Park University (NPU) Athletic Training Program (ATP) Communicable Disease Policy is to protect the health and safety of Athletic Training Students (ATS) enrolled in the ATP, as well as those student-athletes and patients they come in contact with during their didactic and clinical education experiences. In this policy the ATS will find information regarding:

1. Risk of exposure
2. Examples of communicable diseases cited by the Centers for Disease Control (CDC)
3. Procedures if an ATS suspects they have a communicable disease
4. Guidelines for prevention of exposure/transmission/infection of communicable disease
5. Other communicable disease policy guidelines or considerations

Risk of exposure

In the setting of the athletic training facility, other healthcare facilities, and various athletic venues, an Athletic Training Student (ATS) may be exposed to a variety of different microorganisms that are capable of passing from one individual to another causing infection. However, with the proper precautions, the spread of communicable disease in the athletic training setting may be controlled.

Examples of communicable diseases cited by the CDC

- HIV
- Influenza
- Viral Hepatitis
- Measles, Mumps, Rubella
- Pneumonia
- Mononucleosis
- Tuberculosis
- Pertussis
- Varicella zoster (Chickenpox)
- MRSA

Procedures if an ATS suspects they have a communicable disease

1. The ATS who suspects having or has been diagnosed with a contagious or potentially contagious disease or infection should report their symptoms to their preceptor immediately, as well as notifying the NPU ATP Clinical Education Coordinator.
2. The preceptor and/or Clinical Education Coordinator will advise the ATS on participation status for didactic and/or clinical education and may require the ATS to visit NPU Health Services or the ATS's primary care physician.
3. If a referral to Health Services or primary care physician is deemed necessary, that healthcare provider will ultimately determine the ability of the ATS to continue in the clinical setting at that time. If the ATS misses more than five days of class or clinical rotation they may need to provide a doctor's release note in order to return.
4. Any ATS who has been exposed to a potential infection during a clinical experience should report that exposure to their preceptor and the NPU ATP Clinical Education Coordinator.

Guidelines for prevention of exposure, transmission, and infection

1. The ATS should practice universal precautions and utilize appropriate personal protective equipment when in contact with any bodily fluids, open wounds or mucus membranes. Examples of personal protective equipment: gloves, gowns, masks, eye protection and breathing barriers.
2. Frequent hand-washing and practicing good hygiene can help prevent transmission and self-infection and should be performed regularly by the ATS. This includes proper care for the ATS's own open wounds and cuts.
3. The ATS should use appropriate PPE for all bandages, towels, syringes, or other materials that come in contact with bodily fluids and properly dispose of in the appropriate biohazard or sharps container.
4. The ATS must successfully complete annual bloodborne pathogen training prior to engaging in formal clinical experiences.

Other communicable disease policy guidelines or considerations

1. While engaged in clinical education at an off-campus site, the ATS should know and follow the communicable disease policy of that site. (If there is no site-specific policy, the ATS should follow the general NPU ATP Communicable Disease Policy.)
2. The North Park University Athletic Training Program's Communicable Disease Policy is in accordance with the University's policy on communicable diseases stated in the Employee Handbook, which reads:
 - a. *"North Park recognizes that employees who contract various communicable diseases (including but not limited to contagious diseases such as hepatitis B, mononucleosis, tuberculosis, auto immune deficiency syndrome (AIDS), etc.) may wish to continue in as many of their normal pursuits as their condition allows. As long as you are able to meet the performance standards of your job and medical evidence indicates that your condition is not a danger to others, supervisors and co-workers should be sensitive to and make reasonable accommodation for the needs of employees with*

such illnesses. At the same time, North Park is committed to providing a safe workplace for all employees and students.”

- b. “If you are sick, you must notify your department supervisor at the beginning of each workday during the period of absence unless a physician has barred you from work for a specified period of time and you have communicated this to your supervisor. If you are out for more than five workdays, you may be required to obtain a doctor's slip/release in order to return to work.”*

Access to Health Care Services

All North Park University students have access to the Health Services (3317 W. Foster Ave) on Monday/Wednesday from 12pm-4pm, and Tuesday/Thursday from 9:30am-1:30pm while classes are in session. Services provided include, assessment and treatment, consultation and referral, and immunization compliance guidelines. If indicated, student referrals will be made to Swedish Covenant Hospital Family Practice Center. Any costs incurred as a result of their illness are the responsibility of the student.

Annual Bloodborne Pathogen Training

CAATE-accredited Athletic Training Programs require all students to undergo yearly Bloodborne Pathogen training. At North Park, this training takes place via an online medium accessible through Canvas or ATrack. For observational students, they receive their training on the first day of EXS 1610: Intro to Athletic Training. All students must complete the Bloodborne Pathogens Quiz with a score of at least 90%. Students in the professional portion of the program receive their training annually on the first day of their Practicum course. The training must be successfully passed or the student will not be allowed to participate in clinical education placement or observational visits. The content of the session varies slightly year to year, ensuring that only the most up-to-date information is presented.

Bloodborne Pathogen Control Plan

The North Park University Athletic Training Program shall take every foreseeable precaution to protect employees and students from the health hazards associated with occupational exposure to pathogenic organisms present in blood or other bodily fluids.

Universal Precautions will be observed by staff and students in order to prevent contact with blood, blood products, or other potentially infectious materials. All of this potentially infectious material will be treated as if known to be infectious regardless of the perceived status of the source or source individual.

Yearly mandatory training and procedures are based on guidelines set forth by the department of Occupational Safety and Health Administration (OSHA), specifically Standard 29 CFR 1910.1030 (Bloodborne Pathogens) and Standard 29 1910.1200 (Hazard Communication) as well as being in accordance with the NCAA Sports Medicine Guidelines Handbook and the Commission on Accreditation of Athletic Training Education (CAATE) guidelines.

Education

All students must participate in a bloodborne pathogen training session prior to engaging in any clinical experiences. Mandatory bloodborne pathogen training session is held annually at the beginning of the fall semester.

Equipment and Use

Each athletic training facility contains extra storage of biohazard supplies beyond what is contained in each athletic training kit. This includes gloves, biohazard bags, face shields, eye protection, breathing barriers, cleaning agents, and blood spill kits. These items are available at no cost to staff and students.

There must be routine use of personal protective equipment to prevent skin and mucous membrane exposure in all cases where contact with the skin may occur. Gloves should be used at all times when handling blood, body fluids, mucous membranes, broken skin, wound dressings, and when handling soiled surfaces. Gloves must be changed and hands washed after treating each individual patient. Gloves will be carried to all practices and game situations and will be readily available in all athletic training facilities.

When performing mouth-to-mouth resuscitation a protection barrier should be used. A pocket mask or micro shield will be carried in each training kit. There will also be masks available in the athletic training facilities.

Disposal

All soiled soft items will be discarded in a biohazard container located in either of the NPU athletic training facilities. Biohazard bags are red and will be in an enclosed container marked with a biohazard sticker.

All sharp items (scalpels, shark blades, syringes, and glass products) will be discarded in a sharps container. Sharps containers are red and marked with a biohazard sticker. Sharps containers can be located in both of the NPU athletic training facilities. Needles should not be recapped or removed from the syringe.

Biohazard materials are regularly taken to NPU Health Services where it is picked up for proper disposal.

Decontamination

There should be immediate decontamination of items and surfaces after contact with potentially infectious materials.

Hands or uncovered skin that has been exposed to any body fluids should be washed or antiseptically cleaned immediately and also cleaned/washed when gloves are removed. Hand washing facilities are available in the Carlson Athletic Training Facility, Helwig Athletic Training Facility, in each athletic locker room and in all of the public restrooms. If exposure happens outside, hand sanitizer is available in the athletic training kits on site. If this alternate method is used, the

hands are to be washed with soap and running water as soon as feasible following an exposure.

All equipment or work surfaces (counter tops, treatment tables, taping tables, and whirlpools) that have been soiled with blood or other bodily fluids should be treated as if they are contaminated and cleansed with an approved disinfectant. (1 part bleach to 10 parts water, Cavicide, or other suitable cleaner) Regular and routine cleaning of these surfaces should also be practiced.

Uniforms or towels not saturated with blood must follow the “Blood on Uniform” procedures outlined in the Athletic Training Services Policy & Procedure Manual.

Vaccination

All students have the potential for exposure to hepatitis B and must provide proof of vaccination or sign a declination waiver that will be uploaded to CastleBranch.

Records

The Athletic Training Program Director will maintain all required records.

Bloodborne Pathogens Post-Exposure Control Plan

Post-Exposure and Follow-up

When an incident occurs where an individual is exposed to blood borne pathogens, it should be immediately reported to their supervisor. Students should report the incident to their preceptor and the Clinical Education Coordinator.

The individual exposed while on-site at NPU should be taken to NPU health services or the Swedish Covenant Hospital Emergency Room for evaluation. **In the event that an exposure incident occurs at an off-campus affiliated site, the student should report to the nearest Emergency Department or their Primary Care Physician.**

All individuals who incur an exposure will be offered post “exposure evaluation and follow-up” in accordance with OSHA standard. The follow-up will include the following:

1. Written documentation of the route of exposure and the circumstances related to the incident as soon as feasible following exposure. This is to be returned to the Clinical Education Coordinator for students, and Human Resources for staff and faculty.
2. If incident involved a puncture or cut from sharps, the area should be exposed, expressed (encourage bleeding if the wound is small) and thoroughly washed with soap and water for 15 minutes. If soap and water are not available, then an antiseptic (solution, wipe, spray) should be used.
3. Wash any area exposed to blood or OPIM with tepid water and soap for at least 5 minutes. Alcohol-based hand rinses, gels, foams (containing 60+% alcohol) should be used on intact skin when water is not available.

4. If splashes are to the eyes, irrigate eyes with clean water or commercially available eyewash solution for 15 minutes.
5. If possible, the source individual should be identified. After the source individual's consent has been obtained, their blood should be tested for HIV/HBV infection.
6. Results of testing of the source individual will be made available to the exposed individual once they have been informed about the applicable laws and regulations concerning disclosure of the identity and infection of the source individual.
7. The individual will be offered the option of having their blood collected for testing to determine their HIV/HBV serological status.
8. The Program Director will be designated to assure that the policy outlined above is effectively carried out as well as to maintain records related to this policy.

Once these procedures have been completed, the exposed individual should be seen by a qualified healthcare professional to discuss their medical status and ability to return to classes and/or work. This includes an evaluation of any reported illness, as well as any recommended treatment.

Review

The Post-Exposure Control Plan will be reviewed annually by the Program Director and Director of Human Resources, to insure that it is up to date and within accordance to OSHA regulations. All staff and students will receive annual training on blood borne pathogen and the post-exposure control plan.

UNIVERSITY POLICIES

Policy Against Discrimination, Harassment, Sexual Misconduct, Relationship Violence and Retaliation

North Park's policy against Discrimination, Harassment, Sexual Misconduct, Relationship Violence and Retaliation reflects its deep commitment to a diverse campus community that provides a uniformly welcoming environment. The Policy applies equally to every member of the North Park community. A copy of the Policy can be found at www.northpark.edu/About/Title-IX.

As a Christian institution of higher education, North Park is committed to providing a campus environment characterized by mutual respect among students, faculty, and staff. To effectuate this commitment, it is North Park University's policy that any form of sexual violence or other offense, harassment, discrimination, relationship violence, retaliation or misconduct will not be tolerated. This policy applies to all members of the campus community: students, faculty, staff, and visitors. It applies to incidents that occur on campus property as well as any off-campus functions sponsored or supervised by the institution. This policy also applies to off-campus conduct that has continuing impact on the ability of a member of the North Park community to fully engage in, and benefit from, campus life.

North Park's policy is mandated not only by its adherence to Christian principles, but also by law, including Title IX of the Education Amendments Act of 1972.

Regarding Students with Disabilities

With respect to students with disabilities, the Center for Student Engagement at North Park University holds the following mission: "to provide and coordinate support services and reasonable accommodations to aid students with disabilities in the transition to post-secondary education and the independent use of existing resources." The ADA considers three categories of people with disabilities:

1. A person who has a physical or mental impairment that substantially limits one or more of the major life activities of that person;
2. A person who has a record of such an impairment; and
3. A person who, while not actually disabled, is regarded as having such an impairment.

Major life activities may include: walking, speaking, seeing, hearing and working. Disabilities covered by legislation include, but are not limited to cancer, cerebral palsy, head injuries, hearing impairment, learning disabilities, psychiatric disorders, speech impairments and visual impairments. If you have questions about accommodations or accessibility to programs, services or activities offered on campus please contact the Center for Student Engagement at (773) 244-5737.

North Park University and its Athletic Training Program seek to provide an environment and community where each person may develop academically, socially and spiritually. North Park University is committed to full inclusion and participation of people with disabilities in all aspects of

university life. As a result, the University is willing to relocate programs, services or activities to make the event accessible. Please allow at least 4 business days for accommodations. Depending on the nature of the program, service or activity, accommodations may take longer or be able to be coordinated in less time.

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Student Support Specialist by email Imebner@northpark.edu, by phone at (773) 244-5737, or stop by the office located on the first floor of the Johnson Center in the Center for Student Engagement. Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. If needed, appointments can be relocated.

Additional information may be found at <http://www.northpark.edu/Admissions/Undergraduate-Admissions/Admitted-Students/Disability-Services>

Please note that students are required to submit technical standards forms prior to admittance into the program. (See Technical Standards form in Appendix A for more details.)

NORTH PARK UNIVERSITY

Athletic Training Program

APPENDIX A: TECHNICAL STANDARDS FOR ADMISSION “FORM A”

The Athletic Training Program at North Park University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). All students admitted to the Athletic Training Program must meet the following abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

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

Candidates for selection to the Athletic Training Program must demonstrate:

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

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

The Center for Student Engagement will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review a whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

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

Signature of Applicant

Date

Printed Name

Alternative statement for students requesting accommodations.

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the Center for Student Engagement to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program. I also understand that if I am unable to meet these standards in the future I will not be able to continue in the program.

Signature of Applicant

Date

Printed Name

North Park University

Athletic Training Program

APPENDIX B: PRECEPTOR RESPONSIBILITIES

The North Park University Athletic Training Program is committed to providing students with quality didactic and clinical instruction. In accordance with the CAATE “Standards for the Accreditation of Professional Athletic Training Programs”, we have the following expectations of our preceptors.

A preceptor must:

- Orientate students to facility policy & procedures and EAPs
- Supervise students during clinical education experiences.
- Provide instruction and assessment of the current knowledge, skills, and clinical abilities designated by the Commission.
- Provide instruction and opportunities for the student to develop clinical integration proficiencies, communication skills and clinical decision-making during actual patient/client care.
- Provide assessment of athletic training students’ clinical integration proficiencies, communication skills and clinical decision-making during actual patient/client care.
- Facilitate the clinical integration of skills, knowledge, and evidence regarding the practice of athletic training.
- Demonstrate understanding of and compliance with the program’s policies and procedures.

APPENDIX C: THERAPEUTIC EQUIPMENT SAFETY POLICY

All modality units used in clinical education will be calibrated annually. They will be used according to manufacturer instructions and current best practice guidelines.

APPENDIX D: CASTLE BRANCH INFORMATION

The ATP uses Castle Branch, a background screening and compliance management company, to ensure compliance with CAATE and affiliated site requirements. Students will be provided more detailed information via email.

Our packages can be accessed via: <https://portal.castlebranch.com/NU28>. Please be sure to order the appropriate package.

Medical Document Manager

Our unique package code is NU28im. This can be entered in the top right hand corner of: <https://mycb.castlebranch.com/>.

This package has a one-time fee of \$35. This tracker houses your immunization record, physical examination, CPR certification, release of information form, Technical Standards A, Confidentiality Statement, OSHA/Communicable Disease, Verification of Understanding Form, and CAATE Waiver.

Background Check

Our unique package code is NU28bg. This can be entered in the top right hand corner of <https://mycb.castlebranch.com/>.

This package has a \$43 fee. Students must have this completed prior to off-campus clinical education placement (i.e. before the start of the 2nd year in the program).

Drug Test

Our unique package code is NU28dt. This can be entered in the top right hand corner of <https://mycb.castlebranch.com/>.

This package has a \$38 fee. Some placements may require a drug test to be done.

APPENDIX E: STUDENT EVALUATIONS

Level 1

Foundational Behaviors

- Is aware of the patient's needs and values (e.g. thorough history that considers ADLs)
- Practices confidentiality
- Is respectful of diverse populations and able to work within diverse work environment
- Performs tasks within AT scope of practice as permitted/approved by preceptor
- Is aware of ethical decision making (e.g. implementation of RTP criteria)
- Recognizes the value of using clinician expertise, patient values, clinical environment and available evidence as part of clinical decision making (i.e. considers why tx is chosen based on circumstances)
- Demonstrates integrity
- Displays earnestness in becoming an athletic trainer
- Knows the roles various members of the medical team play (e.g. how team physicians are involved in concussion protocol)
- Understands that athletic training is a healthcare profession

Knowledge/Skills/Abilities

- Abides by OSHA and uses sterile techniques for wound care
- Understands and implements practice and game procedures
- Performs taping & bracing techniques
- Incorporates/implements rehabilitative techniques
- Understands application of basic therapeutic modalities
- Demonstrates appropriate critical thinking and deductive reasoning in determining clinical impressions from injury evaluations
- Provides patient with appropriate feedback about progression of their injury
- Demonstrates understanding of acute care (primary & secondary surveys, procedures for management of emergent conditions - airway, circulation, musculoskeletal, etc.)
- Maintains accurate, legible, current records (including progress notes)
- Able to recognize risk management or injury prevention strategies
- Has knowledge regarding intervention & referral of psychosocial conditions

Professionalism

- Punctual to scheduled times
- Properly attired and groomed
- Has a positive attitude
- Accepts constructive criticism & modifies behavior
- Uses time and resources effectively
- Shows initiative & takes responsibility for learning
- Demonstrates appropriate rapport with patients (maintains balance between personal & professional)
- Demonstrates appropriate rapport with physicians/AT staff/ AT students
- Demonstrates appropriate rapport with coaches and administrators
- Abides by facility's policies and procedures

Level 2

Foundational Behaviors

- Demonstrates patient-centered care (i.e. considers patient's values when making care decisions)
- Practices confidentiality
- Works respectfully & effectively with diverse populations/diverse work environment (e.g. adapts to language barriers)
- Performs tasks consistent with the scope of practice for ATs (per preceptor's discretion)
- Exhibits ethical decision making
- Incorporates clinician expertise, patient values, clinical environment and available evidence as part of clinical decision making
- Demonstrates integrity
- Displays earnestness in becoming an athletic trainer
- Recognizes the importance of various members of the medical team (e.g. knows when to refer to particular specialties)
- Is aware of the skills that an athletic trainer should possess

Knowledge/Skills/Abilities

- Abides by OSHA and uses sterile techniques for wound care
- Independently implements facility, practice and game procedures
- Understands and performs taping & bracing techniques
- Demonstrates appropriate critical thinking and deductive reasoning in determining clinical impressions from injury evaluations
- Designs & implements appropriate rehabilitation programs (establishing goals, monitoring progress, etc.)
- Incorporates therapeutic modalities into the rehabilitation program as appropriate (demonstrates understanding of indications, contraindications, etc.)
- Provides patient with appropriate feedback about progression of their injury
- Provides appropriate acute care of emergent and musculoskeletal conditions
- Maintains accurate, legible, & current records of evaluation and rehabilitation using anatomical terminology (including progress notes)
- Able to identify risk management and injury prevention strategies
- Able to recognize, intervene and/or properly refer patients with psychosocial conditions

Professionalism

- Punctual to scheduled times
- Properly attired and groomed
- Has a positive attitude
- Accepts constructive criticism & modifies behavior
- Uses time and resources effectively
- Shows initiative & takes responsibility for learning
- Demonstrates appropriate rapport with patients (maintains balance between personal and professional)
- Demonstrates appropriate rapport with physicians/AT staff/ AT students
- Demonstrates appropriate rapport with coaches and administrators
- Abides by facility's policies and procedures

LEVEL 3

Foundational Behaviors

- Demonstrates patient-centered care (i.e. considers patient's values when making care decisions)
- Practices confidentiality
- Works respectfully & effectively with diverse populations/diverse work environment (e.g. adapts to language barriers)
- Executes duties within identified scope of practice for athletic trainers
- Exhibits ethical decision making
- Incorporates clinician expertise, patient values, clinical environment and available evidence as part of clinical decision making
- Demonstrates integrity
- Displays earnestness in becoming an athletic trainer
- Recognizes the importance of various members of the medical team & makes appropriate referrals
- Able to articulate the skills that an athletic trainer possesses

Knowledge/Skills/Abilities

- Abides by OSHA and uses sterile techniques for wound care
- Independently implements facility, practice and game procedures
- Selects and performs taping & bracing techniques appropriate for the situation
- Demonstrates appropriate critical thinking and deductive reasoning in determining clinical impressions from injury evaluations
- Designs and implements appropriate comprehensive rehabilitation program (establishing goals, monitoring progress, etc.)
- Incorporates therapeutic modalities into the rehabilitation plan as appropriate (demonstrates understanding of indications, contraindications, etc.)
- Provides patient with appropriate feedback about progression of their injury
- Provides appropriate acute care of emergent and musculoskeletal conditions
- Maintains accurate, legible, & current records of evaluation and rehabilitation using anatomical terminology (including progress notes)
- Able to identify and implement risk management and injury prevention strategies
- Able to recognize, intervene and/or properly refer patients with psychosocial conditions

Professionalism

- Punctual to scheduled times
- Properly attired and groomed
- Has a positive attitude
- Accepts constructive criticism & modifies behavior
- Uses time and resources effectively
- Shows initiative & takes responsibility for learning
- Demonstrates appropriate rapport with patients (maintains balance between personal and professional)
- Demonstrates appropriate rapport with physicians/AT staff/ AT students
- Demonstrates appropriate rapport with coaches and administrators
- Abides by facility's policies and procedures

APPENDIX F: STUDENT EVALUATION OF SITE/PRECEPTOR

It is very important to the Athletic Training Program that we receive feedback about your clinical education experience. This information is used to evaluate the effectiveness of clinical sites and preceptors within the scope of the program. The information you provide will be confidential; however, general comments will be shared to help the preceptor to improve their clinical site and interaction with future athletic training students.

Please check the appropriate response in each category as listed below. Select NA if the item described is not applicable to the experience.

- 5 – Strongly Agree
- 4 – Agree
- 3 – Neutral
- 2 – Disagree
- 1 – Strongly Disagree

The rotation provided me with significant exposure to the following domains of Athletic Training:

- Evidence-Based Practice
- Prevention and Health Promotion
- Clinical Examination and Diagnosis
- Acute Care of Injury and Illness
- Therapeutic Interventions
- Psychosocial Strategies and Referral
- Healthcare Administration
- Professional Development and Responsibility

Please answer the following questions regarding the rotation:

- The Clinical Site provided me with an active stimulating learning environment
- The Clinical Site provided me with experience in which I could utilize my skills and knowledge from the classroom
- The Clinical Site provided me with opportunities where I could integrate the specific clinical proficiencies for this rotation into the daily operations at the site
- The resources and equipment (i.e., texts, modalities, first aid) at the Clinical Site were adequate to meet the demands and expectations placed on me
- The protocols and procedures of the Clinical Site were explained to me adequately and in sufficient time to implement them effectively
- The experiences I encountered during the rotation reinforced the information I learned in the classroom

- The preceptor(s) practiced ethically and legally
- I felt that the individuals (i.e., ATCs, coaches, etc.) at this Clinical Site treated me as though this was part of my education and not as a workforce
- The preceptor(s) provided me with adequate feedback on my performance
- The preceptor(s) provided me with individualized instruction that was tailored to meet my personal strengths, weaknesses, and goals for the rotation
- The Preceptor has a good balance in job responsibilities so that I was adequately available to assist with the completion of the specific clinical proficiencies for this rotation
- The preceptor(s) and I maintained effective and positive communication throughout the rotation
- The level and degree of responsibility delegated to me by the preceptor(s) was appropriate for my level of experience and education
- The preceptor(s) used proper OSHA guidelines in the management of blood, bodily fluids, and medical waste

MISSION & OBJECTIVES OF NORTH PARK UNIVERSITY'S ATHLETIC TRAINING PROGRAM

Please use the rating scale below for this portion of the evaluation. The following eight objectives are qualities and attributes that we hope to instill in our Athletic Training Students. We are asking you, as the student, to tell us how often you believe you are being exposed to each of these eight areas.

4 – Evident At An Exemplary Level. This objective was observed at the clinical site on more than 90% of the days I was present.

3 – Consistently Evident. This objective was observed at the clinical site between 50-90% of the days I was present.

2 – Sometimes Evident. This objective was observed at the clinical site between 10-50% of the days I was present.

1 – Not Evident. The objective was observed at the clinical site less than 10% of the days I was present.

- On-field and/or clinical evaluations
- Developing or modifying rehabilitation programs
- Operation of a sports medicine program complete with budgeting, policies & procedures, and human resource management
- Communicating effectively to coaches, parents, patients, student-athletes, and other medical personnel
- Promoting professional conduct of the athletic training profession in compliance with the code of ethics set forth by the NATA and the State of Illinois Department of Professional Regulations
- Appreciation of the importance of continued learning and be able to identify resources that will facilitate additional scholarship

- Conveying a strong values system reflected in ethical practice, Christian principles and leadership
- Articulating and synthesizing the urban, intercultural, and Christian perspectives of the North Park experience

Describe the STRENGTHS of Clinical site and preceptor

Describe the WEAKNESS of this site and preceptor AND provide recommendations as to how those weaknesses can be improved

Do you recommend that we continue to use this site/preceptor as a rotation for clinical education?

North Park University
Athletic Training Program
APPENDIX G: CONTINUING EDUCATION REQUIREMENTS

To prepare students for professional practice, we aim to expose students to a variety of opportunities for growth. These opportunities are of the same vein as the Continuing Education (CE) requirements for maintaining the BOC credential.

Opportunities for CE will be afforded via the Practica courses, ATSA invited speakers and other appropriate campus lectures. One unit will be offered each semester during the practicum time block. Other appropriate campus lectures will be announced. Students may also count attendance at BOC approved events such as IATA or GLATA as part of the requirement.

Just as professionals submit proof of CE, students will be responsible for submitting proof of 3 units of continuing education by the last class of the semester (prior to finals week). Failure to do so will result in the lowering of their practicum grade by 5%.

Event	Units
Lecture Circuit/ATSA Sponsored Lecture	1
Other Campus Lecture	PD/CEC Discretion
IATA	3
GLATA	3
Other professional presentations that offer CEUs	PD/CEC Discretion

North Park University

Athletic Training Program

APPENDIX H: STUDENT-ATHLETE CONTRACT

North Park University's Athletic Training Program is supportive of its students who have chosen to continue their athletic careers. The Athletic Training Program permits full participation by freshman student-athletes. However, all upperclassmen enrolled in the Athletic Training Program must be in compliance with the agreement below in order to continue their athletic participation. In certain circumstances, an athlete may choose to forfeit their athletic eligibility in the interest of securing a specific clinical placement. At such a time, the student-athlete will sign the Student-Athlete Acknowledgement of Forfeiture of Athletic Eligibility.

I, _____, as an athlete at North Park University and an
(Print Student Athlete Name)

upperclassman in the North Park University Athletic Training Program, hereby agree to uphold the following contractual agreement during my tenure as a student-athlete and a student enrolled in the Athletic Training Program.

1. I will participate **as an athlete for only one sport season per academic year**. I have the option to choose which sport and/or season in which I will participate. I will submit this contract with the appropriate signatures and information to the Athletic Training Clinical Education Coordinator for the upcoming academic year as part of my application for clinical placement.
2. I understand that I am expected to spend 15-25 hours per week under the guidance of my preceptor at my assigned clinical rotation. These hours may vary depending on the placement.
3. Academics, including clinical education, will be my first priority during the off-season. Any off-season conditioning or other responsibilities that are required by the coach will be secondary to my Athletic Training requirements.
4. I understand that I may not acquire clinical hours during my designated sports season.
5. I acknowledge that should I apply for an off-site clinical placement that would interfere with my designated sports season in some way, I am prepared to sign the Student-Athlete Acknowledgement of Forfeiture of Athletic Eligibility.

My signature below indicates that I have read and understand the information above and I agree to abide by these policies. Failure to do so will result in disciplinary action and possible dismissal from the athletic training program.

Student-Athlete Signature

Sport and Season (e.g. fall, winter, spring)

Clinical Education Coordinator Signature

Date of Signature

APPENDIX I: OVERVIEW OF REQUIRED PAPERWORK

Program Application Requirements

- ☐ Completed Application form
- ☐ Verification by an appropriate health care provider that the student is in good health and has had necessary immunizations.
 - ☐ Negative PPD Tuberculin Skin Test (TST) or Quantiferon Gold TB test or Tspot blood test within the last year. If positive student should follow up with their PCP for appropriate treatment and submit a radiological report of a chest x-ray.
 - ☐ Immunity to Measles, Rubella & Mumps as evidenced by 2 MMR vaccines or immunity titer.
 - ☐ Varicella vaccine or titer
 - ☐ Hepatitis B vaccination or declination waiver
 - ☐ Tetanus vaccination in the form of a Tdap or Td booster administered within the past 10 years.
- ☐ Successful completion of the following courses taken at NPU with a GPA of 2.5 or better and a 2.67 (B-) or better in EXS 1610:
 - ☐ EXS 1000: Personal Health
 - ☐ EXS 1600: First Aid and CPR
 - ☐ EXS 1610: Introduction to Athletic Training
 - ☐ BIOL 1250: Introduction to Human Anatomy
- ☐ Verification that student can meet technical standards.
- ☐ Two letters of recommendation
- ☐ A passing score on the ATP entrance examination
- ☐ The completion of 50 observation hours in a NPU athletic training facility
- ☐ A completed clinical proficiencies list
- ☐ NPU transcript showing an overall GPA of 2.5 or better
- ☐ Formal interview with selection committee

Prior to Clinical Education Placement

- ☐ Purchase A-Track Subscription & Complete Required Forms (Being a student member of the NATA grants you free access to A-Track. NATA membership is approximately \$75 annually.)
 - ☐ Golf Cart Safety Policy
 - ☐ Student-Athlete Contract (if applicable)
 - ☐ OSHA/Communicable Disease Policy
 - ☐ Health History Update
- ☐ Purchase Medical Document Manager through CastleBranch (One-time fee of \$35) & upload required documents:
 - ☐ Immunization Record
 - ☐ Physical Exam and applicable Health History Updates

- ☐ Professional Rescuer CPR Certification (completed on-campus during the first week of fall classes)
- ☐ Release of Information Form
- ☐ Technical Standards A
- ☐ Confidentiality Statement
- ☐ OSHA/Communicable Disease Form
- ☐ Verification of Understanding Form
- ☐ CAATE Waiver
- ☐ Health Insurance Coverage

During Clinical Education Placement

The following are found on A-Track.

Review on the First Day

- ☐ Goals for Placement
- ☐ Clinical Education Guidelines
- ☐ Clinical Education Schedule
- ☐ EAP/Locations
- ☐ Bloodborne Pathogen Policy/Location
- ☐ Post-Exposure Protocol/Location

Throughout Placement

- ☐ Hour Log
- ☐ Doctor's Office/Hospital Observation Reflection (as applicable)
- ☐ Request for Additional Clinical Experience Hours (as applicable)

Middle of Placement

- ☐ Student Evaluation of Self – Midpoint
- ☐ Preceptor Evaluation of Student –Midpoint (This needs to be completed by your preceptor.)

End of Placement

- ☐ Student Evaluation of Self – Endpoint
- ☐ Student Evaluation of Clinical Site/Preceptor(s)
- ☐ End of Rotation Reflection
- ☐ Preceptor Evaluation of Student –Endpoint (This needs to be completed by your preceptor.)

Prior to Off-campus Clinical Education Placement*

- ☐ Background check (~\$45 through Castle Branch)

*Please note that individual off-campus sites may have additional requirements.



NORTH PARK UNIVERSITY

Athletic Training

APPENDIX J: PROGRAM INCIDENT/INFRACTION REPORT

Student:

Preceptor/Faculty Member:

Facility:

Date of Incident/Infraction:

Description of Incident/Infraction:

I, the undersigned, understand that my signature below is an acknowledgement of the report and NOT necessarily agreement with its contents.

Athletic Training Student Signature: _____ Date: _____

ATP Personnel Signature: _____ Date: _____

Role at time of Incident: _____

Reviewed by: _____ Title: _____

Comments:

Reviewer's Signature: _____ Date: _____



NORTH PARK UNIVERSITY

Athletic Training

Program Incident/Infraction Follow-up Report

Program's Response:

Additional Follow-up:

Program Personnel Signature: _____

Date: _____