

# University of Michigan

## 2009-2010 Athletic Training Education Program Handbook

### **I. Introduction**

#### **A. Mission**

The mission of the Athletic Training Education Program (ATEP) within the Division of Kinesiology at the University of Michigan is to develop entry-level allied health professionals who will be contributing members to the field of athletic training. The primary objective is to offer a well-rounded combination of academic course work and clinical experiences that will educate students on the prevention, treatment, and rehabilitation of injuries and illnesses for the physically active.

#### **B. Program Description**

This program will prepare students for entry-level work in secondary schools, colleges, universities, sports medicine clinics, professional sports programs, industrial settings and other healthcare environments. The program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Students who complete the Athletic Training Education Program will receive a Bachelor of Science (B.S.) degree in Kinesiology, and will meet the requirements to sit for the BOC Examination. Certification is required to practice athletic training in most states.

#### **C. Educational Objectives**

1. Promote professional conduct in compliance with the code of ethics set forth by the National Athletic Trainers' Association (NATA).
2. Meet the educational competencies set forth by CAATE in the specific areas of: risk management and injury prevention; recognition, pathology of injuries and illnesses, assessment and evaluation, acute care of injury and illness, pharmacology, therapeutic modalities, therapeutic exercise, general medical conditions and disabilities, nutritional aspects of injury and illness, psychosocial intervention and referral, health care administration and professional development & responsibilities.

3. Ensure that each student has the opportunity to work in a variety of clinical settings in order to gain a greater appreciation for some of the traditional and non-traditional venues in which athletic training services are administered.
4. Offer the athletic training student challenging situations to put classroom theory to clinical practice in a supervised manner.
5. Expose the athletic training student to a variety of allied health care professionals.

## **II. Academic Program**

### **A. Admissions**

Admission to the Athletic Training Education Program is selective. Students should apply to the program during their freshman year. The program admits students into the program during the fall semester only. The following are the minimum requirements for admission:

1. Submission of an application packet. (Applications are due by April 1<sup>st</sup>)
2. Hold sophomore standing or higher upon admission.
3. Be admitted into the Division of Kinesiology at the time of application.
4. Completion of: 1) AT 115: Prevention and Care of Athletic Injuries, 2) AT 117: Prevention and Care of Athletic Injuries Laboratory, 3) AT 310: Applied Human Anatomy and Physiology, 4) PE 218: Emergency Response and 5) CHEM 130: General Chemistry with no less than a "B-" letter grade earned to be competitive.
5. Earn a cumulative grade point average of no less than 2.5 at the completion of no less than two semesters of college coursework.
6. Completion of a clinical observation experience coordinated with AT 115.
7. Complete an admission interview with the selection committee.
8. Meet the University of Michigan Athletic Training Program Technical Standards (**Appendix B**) for Admission.

### **Selection Criteria**

The number of vacancies limits the number of students admitted into the program. The top students are chosen based on the application packet, academic performance, and performance in the admissions interview. Students are informed of their status by the end of May.

### **Transfer Students**

Transfer students may be admitted into the program provided they fulfill all program admission requirements. Coursework completed at another institution will be evaluated by the registrar and Athletic Training Education Program Director to determine whether the course objectives completed coincide closely with the course

objectives of any courses required for admission into the athletic training education program.

### **Communicable Disease Policy**

All students applying to the Athletic Training Education Program (ATEP) must submit proof of the following vaccinations: Tetanus/Diphtheria (TD booster must be within 10 years of the projected last semester of participation in the program), MMR (measles, mumps, rubella) or positive blood titers/documentated history of disease and varicella/chicken pox or positive blood titer/documentated history of disease.

Due to the potential chance of contact with blood and bodily fluids during the clinical experiences associated with participation in the ATEP, it is recommended that all athletic training students be vaccinated against the Hepatitis B virus. The vaccination involves a series of three injections. Each student is responsible for the cost of the first injection. The Athletic Medicine Department will pay for the second injection, while the Division of Kinesiology will pay for the third injection. It is required that all athletic training students who do not pursue Hepatitis vaccination read and sign the Hepatitis B Waiver form before starting clinical experiences. MCV4 (meningitis) vaccine is strongly encouraged for all students upon entrance into the University of Michigan, but is not a requirement for the ATEP.

## **B. Retention Requirements**

In order to successfully progress and complete the education program students must meet the following retention requirements.

1. Maintain an overall grade point average of 2.5/4.0.
2. Maintain a grade point average of 3.0/4.0 in all athletic training core courses.
3. Receive satisfactory evaluations from supervising clinical instructors.
4. Adhere to the policies and procedures of the University of Michigan Athletic Training Education Program.
5. Continue to meet the University of Michigan Athletic Training Program Technical Standards for Admission.

Following the first semester a student fails to meet the retention requirements, a meeting with the athletic training education program director will take place to devise a plan that will encourage academic success and put the student in compliance with the retention requirements of the program by a set deadline. Students who fail to meet the retention requirements by the deadline will be dropped from the athletic training education program.

## C. Athletic Training Degree Requirements

### Academic Plan

Once accepted into the Athletic Training Education Program students will be required to complete a three-year competency-based education program. The education program consists of six semesters of academic course work coupled with clinical experiences under the direct supervision of a clinical instructor. The three-year, six-semester program's design is consistent with a "learning over time" model whereby students will continually increase their knowledge base and clinical skills. Students in the Division of Kinesiology accepted into the Athletic Training Education Program must complete a minimum of 120 credit hours. Required coursework is listed below:

#### REQUIRED COURSES IN THE ATHLETIC TRAINING MAJOR (38-CR)

AT 115: Prevention and Care of Athl Inj (3-cr)  
AT 117: Preven and Care of Athl Inj Lab (2-cr)  
AT 200: Clinical Exp in Athl Training A (3-cr)  
AT 205: Clinical Exp in Athl Training B (3-cr)  
AT 210: Clinical Eval of UE Athl Inj (3-cr)  
AT 212: Clin Eval of UE Athl Inj Lab (1-cr)  
AT 215: Clin Eval of LE Athl Inj (3-cr)  
AT 217: Clin Eval of LE Athl Inj Lab (1-cr)  
AT 300: Clinical Exp in Athl Training C (3-cr)  
AT 305: Clinical Exp in Athl Training D (3-cr)  
AT 310: Applied Human A & P (5-cr)  
AT 313: Biomechanic of Musculoskel Inj (4-cr)  
AT 326: Fund. of Strength & Cond. (3-cr)  
AT 350: Therapeutic Modalities (3-cr)  
AT 352: Therapeutic Modalities Lab (1-cr)  
AT 360: Rehabilitation of Athl Inj (3-cr)  
AT 362: Rehab of Athl Inj Lab (1-cr)  
AT 375: Pathophys for Allied Health (3-cr)  
AT 400: Clinical Exp in Athl Training E (3-cr)  
AT 405: Clinical Exp in Athl Training F (3-cr)  
AT 410: Athletic Training Admin (3cr)  
AT 420: Pharmacology for Allied Health (3cr)

#### Distribution (12-CR)

Students must complete a minimum of 12 credits in each of the three areas (Humanities, Natural Science, and Social Science) in order to fulfill the University distribution requirements.

#### SUPPORTING COURSES IN KINESIOLOGY (39CR)

MVS 241: Exerc, Nutr, and Wght Ctrl (3-cr)  
MVS 250: Res Meth/Stat in Mmnt SCI (4-cr)  
MVS 320: Motor Control  
MVS 340: Exercise Physiology (4-cr)  
PE 218: Emergency Response (2-cr)  
SMC 101: Public Interper Comm (3-cr)  
SMC 437: Psych Aspects of Sp and Exerc (3-cr)

#### COURSES REQUIRED OUTSIDE OF KINESIOLOGY (23-CR)

English 125: College Writing or equiv. (4-cr)  
English 225: Argumentative Writing (4-cr)  
Psychology 111: Intro to Psych or equiv. (4-cr)  
Math 105: Data, Functions, and Graphs (4-cr)  
Phys 125: Gen Phys: Mech, Snd, & Heat (3-cr)  
Chemistry 130: General Chemistry (3-cr)

**University of Michigan  
Athletic Training Education Program  
Four-Year Academic Plan  
(2008-2009)**

	Fall	Cr.	Winter	Cr.
<b>Freshman</b>	CHEM 130 (NS)†	4	<b>AT 115 Prev. and Care of Ath. Inj.</b> †	3
	SM 101 Public & Sm. Grp. Com. (HU)	3	<b>AT 117 Prev. and Care of Ath. Inj. Lab</b> †	2
	<b>PE 218 Emergency Response</b> †	2	<b>PE 310 Applied Hu. Anat. &amp; Phys. (NS)</b> †	5
	MATH 105 Data, Func & Graphs (NS)	4	ENGLISH 125 College Writing	4
	Electives	2		
		<b>15</b>		<b>14</b>
<b>Sophomore</b>	<b>AT 200 Clinical Experiences in AT-A</b>	3	<b>AT 205 Clinical Experiences in AT-B</b>	3
	<b>AT 210 Clinical Eval. of UE Ath. Inj.</b>	3	<b>AT 215 Clinical Eval. of LE Ath. Inj.</b>	3
	<b>AT 212 Clin. Eval. of UE At. Inj. Lab</b>	1	<b>AT 217 Clinical Eval. of LE Ath. Inj. Lab</b>	1
	MVS 241 Ex. Nutr. & Wt. Control	3	MVS 320 Motor Control	4
	MVS 250 Stats. and Research Meth.	3	PHYSICS 125 Gen Phys: Mech, Snd, & Ht	4
	PSYCH 111 (SS)	4		
		<b>17</b>		<b>17</b>
<b>Junior</b>	<b>AT 300 Clinical Experiences in AT-C</b>	3	<b>AT 305 Clinical Experiences in AT-D</b>	3
	<b>AT 350 Therapeutic Modalities</b>	3	<b>AT 375 Pathophys. for Allied Health</b>	3
	<b>AT 352 Therapeutic Modalities Lab</b>	1	MVS 340 Exercise Physiology	4
	<b>AT 360 Rehabilitation of Ath. Inj.</b>	3	ENGLISH 225 Argum. Writing (HU)	4
	<b>AT 362 Rehab. of Ath. Inj. Lab</b>	1		
	<b>PE 326 Fund. of Strength and Cond.</b>	3		
		<b>14</b>		<b>14</b>
<b>Senior</b>	<b>AT 400 Clinical Experiences in AT-E</b>	3	<b>AT 405 Clinical Experiences in AT-F</b>	3
	<b>AT 410 AT Administration</b>	3	<b>AT 420 Pharmacology for Allied Health</b>	3
	<b>AT 313 Biomechanics of Musculoskeletal Injury</b>	4	Distribution (SS)	5
	SM 437 Psych. Asp. of Sport and Ex. (SS)	3	Distribution (HU)	5
		<b>13</b>		<b>16</b>
	* <b>Bold</b> courses are sequential †Program Prerequisite			

## D. Clinical Education Experience Requirements and Procedures

### Overview

Each athletic training student is required to complete six, semester-long clinical education experiences under the supervision of a clinical instructor. Clinical education experiences provide the student with the opportunity for experiential learning and to practice and apply the Entry Level Athletic Training Clinical Proficiencies in a clinical environment. Clinical education experiences are completed at both on-campus and off-campus clinical sites. During the course of the program students will have exposure to a variety of clinical instructors, clinical settings, patient populations and health care professions.

Each semester students will be assigned to an approved clinical instructor (ACI) or a clinical instructor (CI) who will provide a productive learning experience for each supervisee. The student and instructor will create and follow the **Clinical Education Experience Plan** for the clinical education experience. A copy of the plan must be turned in to the Athletic Training Education Program Director by the end of the first week of the experience. This plan provides the student and instructor the opportunity to present both parties' expectations and objectives for the semester.

The ACI will provide opportunities for both clinical experiences and field experiences. Clinical experiences are required for clinical proficiency instruction and evaluation and involve constant visual and auditory interaction between the student and the ACI. The instructor shall be physically present for proficiency instruction and evaluation. Field experiences provide the student with the opportunity for informal learning and to practice and apply the Entry Level Athletic Training Clinical Proficiencies in a clinical environment under the supervision of an ACI. Field experiences involve daily personal/verbal contact at the site of supervision between the athletic training student and the ACI, who plans and directs the student's experiential athletic training learning experience. The instructor shall be physically present in order to intervene on behalf of the individual being treated.

The CI will provide opportunities for field experiences that provide the student with the opportunity for informal learning and to practice and apply the Entry Level Athletic Training Clinical Proficiencies in a clinical environment under the supervision of a CI.

At both the midpoint and the end of the clinical education experience the student and ACI/CI are required to complete performance evaluations for each other. After the evaluations are complete students are required to meet with their ACI/CI to go over their evaluation of the student. Students must receive an overall "Satisfactory" evaluation from the ACI/CI on the final evaluation. The evaluation of the ACI/CI is turned in to the

Athletic Training Education Program Director after completion. Any concerns are presented to the ACI/CI by the Athletic Training Education Program Director. All ACIs/CIs will be allowed the opportunity to review their evaluations after the end of the semester if desired.

### **Clinical Experience Descriptions**

#### Clinical Education Experience in Athletic Training A

During the fall semester level I students complete a minimum of 150 clinical hours assigned to a sport(s) which allows the application skills related to acute care and risk management. Exposure to an equipment intensive sport may also take place. Students are exposed to basic athletic training room policies and procedures. Guest lectures on related topics are also attended. Students also complete a clinical proficiency module, which focuses on skills introduced in AT 115 Prevention and Care of Athletic Injuries, AT 117 Prevention and Care of Athletic Injuries Lab and PE 218 Emergency Response.

#### Clinical Education Experience in Athletic Training B

During the winter semester level I students complete a minimum of 150 clinical hours assigned to sports allowing exposure to a sport(s) which allows the application of skills related to acute care and risk management. Exposure to an equipment intensive sport may also take place. Students are exposed to basic athletic training room policies and procedures. Guest lectures on related topics are also attended. Students also complete a clinical proficiency module, which focuses on skills introduced in AT 115 Prevention and Care of Athletic Injuries, AT 117 Prevention and Care of Athletic Injuries Lab and PE 218 Emergency Response.

#### Clinical Education Experience in Athletic Training C

During the fall semester level II students complete a minimum of 150 clinical hours either split between two off campus sites or one on campus site which allows the application of skills related to acute care, risk management, assessment and evaluation of the lower extremity injuries as well as an off-campus site. Guest lectures on related topics are also attended. Students also complete a clinical proficiency module, which focuses on skills introduced in AT 115 Prevention and Care of Athletic Injuries, AT 117 Prevention and Care of Athletic Injuries Lab, PE 218 Emergency Response, AT 215 Clinical Evaluation of Lower Extremity Injuries and AT 217 Clinical Evaluation of Lower Extremity Injuries Lab

### Clinical Education Experience in Athletic Training D

During the winter semester level II students complete a minimum of 150 clinical hours either split between two off campus sites or one on campus site which allows the application of skills related to assessment and evaluation of the upper extremity injuries, therapeutic modalities and rehabilitation of athletic injuries as well as an off-campus site. Guest lectures on related topics are also attended. Students also complete a clinical proficiency module, which focuses on skills introduced in AT 115 Prevention and Care of Athletic Injuries, AT 117 Prevention and Care of Athletic Injuries Lab, AT 210 Clinical Evaluation of Upper Extremity Athletic Injuries, AT 350 Therapeutic Modalities, AT 360 Rehabilitation of Athletic Injuries.

### Clinical Education Experience in Athletic Training E

During the fall semester level III students complete a minimum of 150 clinical hours assigned to a sport(s) which allows the application of skills related to risk management, therapeutic exercise and general medical conditions and disabilities. Students must also demonstrate injury prevention, acute care, evaluation and treatment mastery. Students are exposed to advanced athletic training room policies and procedures. Guest lectures on related topics are also attended. Students also complete a clinical proficiency module, which focuses on skills introduced in AT 115 Prevention and Care of Athletic Injuries, AT 117 Prevention and Care of Athletic Injuries Lab, PE 218 Emergency Response, AT 210 Clinical Evaluation of UE Athletic Injuries, AT 212 Clinical Evaluation of UE Athletic Injuries Lab, AT 215 Clinical Evaluation of LE Athletic Injuries, AT 217 Clinical Evaluation of Athletic Injuries Lab, AT 350 Therapeutic Modalities, AT 352 Therapeutic Modalities Lab, AT 360 Rehabilitation of Athletic Injuries, AT 362 Rehabilitation of Athletic Injuries Lab and AT 375 Pathophysiology for Allied Health.

### Clinical Education Experience in Athletic Training F

During the winter semester level III students complete a minimum of 150 clinical hours assigned to a sport(s) which allows the application of skills related to pharmacology, psychosocial intervention and referral and health care administration. Students must also demonstrate injury prevention, acute care, evaluation and treatment mastery. Students are exposed to advanced athletic training room policies and procedures and complete a general medical rotation. Guest lectures on related topics are also attended. Students also complete a clinical proficiency module, which focuses on skills introduced in AT 115 Prevention and Care of Athletic Injuries, AT 117 Prevention and Care of Athletic Injuries Lab, PE 218 Emergency Response, AT 210 Clinical Evaluation of UE Athletic Injuries, AT 212 Clinical Evaluation of UE Athletic Injuries Lab, AT 215 Clinical Evaluation of LE

Athletic Injuries, AT 217 Clinical Evaluation of Athletic Injuries Lab, AT 350 Therapeutic Modalities, AT 352 Therapeutic Modalities Lab, AT 360 Rehabilitation of Athletic Injuries, AT 362 Rehabilitation of Athletic Injuries Lab.

### **Clinical Education Experience Assignments**

Clinical experience assignments are based each student's position in the program. The following are possible assignments associated with each Clinical Experiences in Athletic Training course:

#### Clinical Experience in Athletic Training A

U of M Football  
U of M Wrestling  
U of M Hockey  
U of M Volleyball/Softball  
U of M Men's Basketball  
U of M Women's Basketball  
U of M Field Hockey/Baseball  
U of M Women's Gymnastics/Women's Rowing

#### Clinical Experience in Athletic Training B

U of M Football  
U of M Wrestling  
U of M Hockey  
U of M Women's Basketball  
U of M Men's Basketball  
U of M Women's Gymnastics/Women's Rowing

#### Clinical Experiences in Athletic Training C &D

##### On Campus

U of M Cross Country  
U of M Men's Soccer/Men's Gymnastics  
U of M Women's Soccer/Tennis  
U of M Softball/Volleyball  
U of M Baseball/Field Hockey  
U of M Swimming and Diving

Off Campus  
High Schools  
Sports Medicine Clinics  
Hospitals  
Small College

### Clinical Experience in Athletic Training E and Clinical Experience in Athletic Training F

For the third year most U of M sports are a possibility for assignment. Future direction of the student will play a large role during this year. Off campus experiences are also possible for students with a strong desire.

Other factors related to student assignments:

1. Opposite Gendered Sport
2. Not assigned to same clinical instructor more than 2 semesters.

### **Unsupervised Activities**

Students that are unsupervised are acting as an Athletic Medicine Student Assistant. Athletic Medicine Student Assistants are trained in first aid and CPR techniques. Additionally, an Athletic Medicine Student Assistant's duties may include prophylactic taping, stretching and referral of injured/ill athletes. Other functions such as return-to-play decisions, modality or rehabilitation treatments are out of the realm of an Athletic Medicine Student Assistant.

All Athletic Medicine Student Assistant activities are voluntary and outside of the requirements associated with completion of the ATEP. Athletic Medicine Student Assistants are covered by the University's sports accident and liability insurance policies.

### **Travel Opportunities**

Travel opportunities may be offered to each student, but are not guaranteed or required. The ACI must ensure that the student is properly prepared for travel experience. The ACI should meet with the student prior to leaving to give both verbal and written directives for travel. In cases where an athletic training student travels with a UM Athletic team without a supervising ACI, that student will be acting in the role of an Athletic Medicine Student Assistant as defined previously.

### **Length of and Relief from Clinical Education Experiences**

Required clinical education experiences begin with the first day of the semester and end on the last day. Some assignments offer supplemental experiences in either the pre-season or post-season. These pre-season/post-season experiences are voluntary and outside of the

requirements associated with completion of the ATEP. As part of each clinical education experience students must complete a minimum of 150 hours at the assigned clinical site(s). Each student and their assigned ACI/CI must work together to construct a schedule that allows for completion of the minimum hours requirement associated with the clinical education experience, but does not exceed 29 hours in a given week. The agreed upon schedule must also allow for at least one day off per week.

### **Blood Borne Pathogen Policy**

Blood borne pathogen infectious diseases have increased throughout the general population for the past decade. The most notable of these are HIV (human immunodeficiency virus) and HBV (hepatitis B virus). Although, experts have concurred that the risk of transmission of HIV or HBV on the athletic field is extremely low. These diseases can have catastrophic health consequences if all members of society do not utilize appropriate preventative strategies.

In 1992 the Occupational Safety and Health Administration (OSHA) issued new regulations requiring employers to protect employees from blood borne pathogens. The following plan satisfies the OSHA Emergency Control Plan and is also in accordance with the guidelines of NCAA Policy 2I.

### **Universal Precautions**

In 1987 the Center for Disease Control recommended that precautions be taken when handling blood and body fluids. These precautions have been modified to better adapt to the athletic environment.

1. Latex or surgical gloves should be worn any time contact with blood, mucous membranes or non-intact skin takes place. Gloves should be changed immediately after use on each individual and placed in a biohazard container.
2. Hands should be washed after gloves are removed. If soap and water are not available hand sanitizer should be used.
3. Existing wounds, abrasions or cuts which may begin to bleed during a practice or competition should be covered with a protective dressing to avoid the wound from reopening and requiring removal from the practice or competition.
4. CPR masks should be used whenever possible.

5. Clean all soiled treatment and taping tables with an OSHA approved solution.

6. All pieces of therapeutic modality equipment that comes into contact with the athlete should be cleaned with an OSHA approved solution.

7. Uniforms soiled with blood will be evaluated by medical personnel to determine if they are saturated enough to require changing. Uniforms not saturated with blood can be sprayed or wiped with an OSHA approved solution. Towels and uniforms saturated with blood should be placed in the laundry bags marked for blood to be washed separately from the other laundry.

#### 8. Spills

- a. use latex gloves
- b. if needed, contain spill with spill powder
- c. sweep spill onto dust pan
- d. spray and wipe spill area with OSHA approved solution
- e. dispose of spill and all used components in biohazard container.

9. If you are exposed to blood or other fluids (direct contact), immediately wash the area with antimicrobial soap and report the incident to your clinical instructor who may then refer to University Health Services for further follow-up.

#### 10. Waste Disposal

- a. Gloves, gauze, bandages or dressings that are saturated with blood must be placed in biohazard containers.
- b. Band-Aids, gauze or dressings not saturated with blood can be disposed of in regular trash containers.
- c. All scalpel blades, pins or needles should not be re-used or disposed of in regular trash containers, but should be placed in a sharps container.

This policy will first be introduced to students taking AT 115 Prevention and Care of Athletic Injuries. This course is taken prior to admission into the Athletic Training Education Program. All athletic training students admitted into the program are required to be refreshed each year on the program's blood borne pathogen policy. This will occur once a year during the fall within each Clinical Experiences in Athletic Training course (AT 200, AT 300, AT 400).

## Professional Conduct

Professionalism as an Athletic Trainer reflects a large variety of character traits as well as communication and clinical skills. It is the commitment of the program faculty and clinical instructors to model professionalism for the athletic training student. In return students are expected to promote and maintain professional conduct at all times. Students that fail to comply with professional conduct will be subject to disciplinary actions. The following list begins to outline traits of professionalism, but in no way is meant to be all-inclusive:

1. Professional Dress and Appearance: Athletic training students working with UM Athletic Medicine and off-campus sites may be issued certain items that remain the property of Athletic Medicine. Students are expected to provide additional clothing, **at their own expense**, that is in compliance with each site's dress code. At the conclusion of the student's time in our program, some non-expendable clothing items may have to be returned.
  - A. It is the responsibility of the athletic training student to seek out a place to store, secure, and change clothes at each facility, if necessary.
  - B. Standards of professional dress will be established by each individual site and/or supervising ACI/CI.
  - C. Athletic Medicine may provide appropriate outdoor gear (i.e. raincoat, sweatshirt). The athletic training students may "check-out" these items on an as-needed basis.
  - D. Athletic training students shall keep a professional appearance during their clinical rotations. Students are expected to shower/shave daily. Some clinical settings might require the removal of piercings.

## 2. Interpersonal Relationships

As an athletic training student you will have extensive interaction with student-athletes at the University of Michigan. As a result you may become friends with many of them. It is the policy of the ATEP to discourage the athletic training student from fraternization with student-athletes or other athletic training students associated with a sport they are currently working with. If this does occur, the ATEP director will have the prerogative to reassign the student(s) involved to a new site. These fraternization rules are standard at many places of employment, and exist for your own protection and benefit.

## 3. Confidentiality

All information regarding the health of a student-athlete is confidential and is not to be shared by the athletic training student with anyone not directly involved in the care of the student-athlete. Conversations occurring between coaches and student athletes are

not to be kept strictly confidential. Any breach of the confidentiality policy will result in re-assignment to an alternate clinical site.

#### 4. Punctuality

The athletic training student is expected to be punctual at whatever time has been established with the clinical instructor. If the athletic training student does have a conflict at any time he/she needs to contact his/her clinical instructor as soon as possible for resolution.

#### 5. Adherence to Athletic Training Room and Affiliated Site Rules and Regulations

Students are expected to adhere to the rules and regulations of each medical care facility during clinical assignments.

#### 6. Code of Ethics

Students are expected to promote professional conduct in compliance with the code of ethics set forth by the National Athletic Trainers' Association (**Appendix A**).

### **Disciplinary Action**

The athletic training education program will operate on a "three strikes and you're out" policy for the enforcement of professional conduct.

1. First offense will result in a verbal warning.
2. Second offense will result in a written warning.
3. Third offense will result in expulsion from the ATEP.
4. The clinical education coordinator will be contacted by the clinical instructor in the event disciplinary action is warranted.
5. Grievances should be taken up with ACI/CI or program director.
6. Appeals will be made through the Division of Kinesiology if necessary.

Harassment & discrimination of any form (sexual, verbal or physical) is strictly prohibited and will not be tolerated. Any student found to be in violation will be immediately expelled from the program. Students should report any problems with other students, faculty members, coaches, athletes or clinical instructors to the clinical education coordinator.

## **III. Athletic Training Education Program Personnel**

### **A. Program Faculty**

Brian Czajka	Assistant Professor of Practice, Program Director, Athletic Training Education Program, Division of Kinesiology
Riann Palmieri-Smith	Assistant Professor, Athletic Training Education Program, Adjunct Assistant Professor, Movement Science, Division of Kinesiology
Scott McLean	Assistant Professor, Athletic Training Education Program, Adjunct Assistant Professor, Movement Science, Division of Kinesiology

## **B. Approved Clinical Instructors**

Rick Bancroft	Associate Athletic Trainer, Department of Intercollegiate Athletics, Adjunct Lecturer, Division of Kinesiology.
Roxann Dahl	Assistant Athletic Trainer, Department of Intercollegiate Athletics, Adjunct Lecturer, Division of Kinesiology.
John DoRosario	Assistant Athletic Trainer, Department of Intercollegiate Athletics
Lisa Hass	Associate Athletic Trainer, Department of Intercollegiate Athletics.
Kim Hill	Assistant Athletic Trainer, Department of Intercollegiate Athletics.
Philip Johnson	Assistant Athletic Trainer, Department of Intercollegiate Athletic.
Leonard Navitskis	Assistant Athletic Trainer, Department of Intercollegiate Athletics.
Joel Pickerman	Assistant Athletic Trainer, Department of Intercollegiate Athletics, Adjunct Lecturer, Division of Kinesiology.
Melissa Pohorence	Assistant Athletic Trainer, Department of Intercollegiate Athletics.
Tina Scully	Assistant Athletic Trainer, Department of Intercollegiate

Athletics.

Bill Shinavier	Assistant Athletic Trainer, Department of Intercollegiate Athletics.
Wil Turner	Assistant Athletic Trainer, Department of Intercollegiate Athletics, Adjunct Lecturer, Division of Kinesiology.
Emily Card	Athletic Trainer, University of Michigan – MedSport, Concordia University, Ann Arbor, MI.
Jaime Corl	Head Athletic Trainer, Saline High School, Saline, MI.
Anne Solari	Head Athletic Trainer, Pioneer High School, Ann Arbor, MI.
Holli Schoonover	Athletic Trainer, University of Michigan – MedSport, University of Michigan Men’s Club Lacrosse, Ann Arbor, MI.
Anthony Whiren	Head Athletic Trainer, Huron High School, Ann Arbor, MI.

### **C. Clinical Instructors**

Kate Begeman	Athletic Trainer/Physical Therapist, St. Joseph Sports Net, Ann Arbor, MI.
Megan Breiner	Physical Therapist, Quantum Physical Therapy, Pittsfield, MI
Lon Pinhey	Athletic Trainer, Chelsea Community Hospital, Chelsea, MI.
Tiziano Marovino	Physical Therapist, Quantum Physical Therapy, Ypsilanti, MI.
Erik Rodriguez	Graduate Assistant Athletic Trainer, Department of Intercollegiate Athletics.

### **D. Medical Director**

C. Daniel Hendrickson	Director of Medical Services, Department of Intercollegiate Athletics.
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## **IV. Additional Program Important Information**

### **A. Student Program File**

Each athletic training student will have a program file that will document demographic information, completed coursework, and completed clinical experiences. This file will be updated every semester.

### **B. Daily check of E-mail**

Students are encouraged to check email on a daily basis to keep up-to-date with any pertinent information concerning the ATEP.

### **C. Advising**

AT Program faculty will provide academic and professional advising for all students in the AT program.

### **D. Registration & Course scheduling**

Students are responsible for planning and completing all required coursework and clinical experiences (rotations). Elective courses (courses not required for your degree) may not interfere or conflict with your clinical rotations. Your advisor can help with scheduling. Group advising sessions will be planned for students during the clinical Experiences in Athletic Training course sequence. You are also encouraged to schedule a meeting with your personal advisor.

### **E. Textbook scholarship**

UM Athletics (Athletic Medicine) provides a \$500 book scholarship per term for all students. The scholarship becomes effective after the student's first semester in the program (Clinical Experiences in Athletic Training B).

### **F. Liability Insurance**

Athletic training students while acting within the scope of their duties for the University of Michigan are covered under the University's Medical Professional Liability Insurance Policy. Any questions please contact UM's Risk Management Department @ 764-2200.

### **G. Transportation related to Clinical Assignments**

Students are responsible for their own transportation to and from their clinical rotation sites. All students will be required to complete off-campus rotations at some point during your academic plan. Please be aware that it will be your responsibility to arrange for your transportation.

## **H. Parking Privileges**

Students are permitted to apply for a parking application through the Department of Intercollegiate Athletics for parking on the athletic campus. The clinical education coordinator will handle the application process and passes will be distributed by the Medical office manager at Schembechler Hall.

## **I. CPR/First Aid Certification**

It is required that all athletic training students are first aid and CPR certified. This will be initially done through completion of PE 218 Emergency Response. CPR re-certification will occur once a year as a program during the fall clinical experiences in athletic training courses. Otherwise students can receive re-certification through the local American Red Cross Organization or through classes in Kinesiology.

## **J. NATA Student Membership**

Students are encouraged to join the National Athletic Trainers Association. Please refer to the NATA website: <http://www.nata.org/membership/membership.htm> for more information. Membership offers opportunities for networking, educational programs, and other benefits.

## **K. Outside Employment**

Students are not prohibited from holding outside employment, however outside employment must not interfere with the student's scheduled coursework and clinical rotations.

## **L. Student Athletes**

Student athletes are eligible to apply for admission into the Undergraduate Athletic Training Education Program, however it will not be possible to complete the program requirements without full cooperation from the athlete's coaching staff. No exceptions will be made to the course sequencing if admitted to the program, nor will exceptions be made for meeting the required clinical experiences within the minimum of six semesters.

## **APPENDIX A: NATA Code of Ethics**

### **Preamble**

The Code of Ethics of the National Athletic Trainers' Association has been written to make the membership aware of the principles of ethical behavior that should be followed in the practice of athletic training. The primary goal of the Code is the assurance of high quality health care. The Code presents aspirational standards of behavior that all members should strive to achieve.

The principles cannot be expected to cover all specific situations that may be encountered by the practicing athletic trainer, but should be considered representative of the spirit with which athletic trainers should make decisions. The principles are written generally and the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. Whenever there is a conflict between the Code and legality, the laws prevail. The guidelines set forth in this Code are subject to continual review and revision as the athletic training profession develops and changes.

### **Principle 1:**

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

1.1 Members shall not discriminate against any legally protected class.

1.2 Members shall be committed to providing competent care consistent with both the requirements and the limitations of their profession.

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 unless the person consents to such release or release is permitted or 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 adhere to all National Athletic Trainers' Association guidelines and ethical standards.

2.3 Members are encouraged to report illegal or unethical practice pertaining 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 accept responsibility for the exercise of sound judgment.

3.1 Members shall not misrepresent in any manner, 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 via education and/or experience and by pertinent legal regulatory process.

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

**Principle 4:**

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

4.1 Members shall recognize the need for continuing education and participate in various types of educational activities that enhance their skills and knowledge.

4.2 Members who have the responsibility for employing and evaluating the performance of other staff members shall fulfill such responsibility in a fair, considerate, and equitable manner, on the basis of clearly enunciated criteria.

4.3 Members who have the responsibility for evaluating the performance of employees, supervisees, or students, are encouraged to share evaluations with them and allow them the opportunity to respond to those evaluations.

4.4 Members shall educate those whom they supervise in the practice of athletic training with regard to the Code of Ethics and encourage their adherence to it.

4.5 Whenever possible, members are encouraged to participate and support others in the conduct and communication of research and educational activities that may contribute knowledge for improved patient care, patient or student education, and the growth of athletic training as a profession.

4.6 When members are researchers or educators, they are responsible for maintaining and promoting ethical conduct in research and educational activities.

**Principle 5:**

Members shall not engage in any form of conduct that constitutes a conflict of interest or that adversely reflects on the profession.

5.1 The private conduct of the member is a personal matter to the same degree as is any other person's except when such conduct compromises the fulfillment of professional responsibilities.

5.2 Members of the National Athletic Trainers' Association and others serving on the Association's committees or acting as consultants shall not use, directly or by implication, the Association's name or logo or their affiliation with the Association in the endorsement of products or services.

5.3 Members shall not place financial gain above the welfare of the patient being treated and shall not participate in any arrangement that exploits the patient.

5.4 Members may seek remuneration for their services that is commensurate with their services and in compliance with applicable law.

**Reporting of Ethics Violations**

Anyone having information regarding allegations of ethical violations, and wishing to supply such information to NATA, shall supply this information, with as much specificity and documentation as possible, to NATA's Executive Director or Chair of the Ethics Committee. Information need not be supplied in writing, and the reporting individual need not identify him or herself. Information, however, that is too vague, cannot be substantiated without the assistance of the reporting person, or information where, in the opinion of the NATA Executive Director or Ethics Chair, there is no need for anonymity for the reporting individual will not be forwarded for action by the committee.

An individual may report information on the condition that the individual's name or certain other facts be kept confidential. NATA may proceed with an investigation subject to such a condition; however, NATA must inform the reporting individual that at some point in the investigation NATA may determine that it cannot proceed further without disclosing some of the confidential information, either to the applicant or member under investigation or to some other party. A reporting individual, upon receiving this information from NATA, may decide whether or not to allow the information to be revealed. If the reporting individual decides that the necessary information must remain confidential, NATA may be required to close the unfinished investigation for lack of necessary information. Individuals are strongly encouraged to provide relevant

information, with as much detail as possible, in writing to:

NATA  
Ethics Investigations  
2952 Stemmons Frwy  
Dallas, TX 75247-6196

## APPENDIX B: Technical Standards

### TECHNICAL STANDARDS FOR ADMISSION

The Athletic Training Educational Program at the University of Michigan 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 Educational 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 Programs [CAATE]). All students admitted to the Athletic Training Educational 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 NATABOC certification exam.

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

The Office of Human Resources and Affirmative Action 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.